

Syllabus
Public Management Skill Development

Lecturer: Scott Victor Valentine, Assistant Professor

Class Times: (Tuesdays, 4th Period (1500-1640), Room Lecture Rm. 8, Admin Bldg. 2)

Course Abstract

The purpose of this course is to help public management students hone and entrench the skills necessary to cultivate and implement good ideas and effective sustainable performance in public organizations. To do so, the course has been designed in a very unique manner. Firstly, prior to each class, students are asked to complete self-diagnostic exercises which help them to evaluate their current level of proficiency in the skill to be studied. Secondly, a comparably high number of case study discussions and group exercises will be undertaken in class. Accordingly, students need to come to class with their defences lowered. Students who get the most out of this course will be those who come to class prepared to participate and who come with an open mind.

A special note should be made on the textbook in use. The textbook, *Developing Management Skills* (Whetton and Cameron) has two very peculiar characteristics for public management use. Firstly, it is oriented toward management in for-profit organizations. Secondly, it espouses western managerial principles that may not be directly transferable across cultures. On the surface, the textbook may be less appropriate for public administrators in Asia. However, participants will find that the western business fundamentals covered in the text are to a large extent transferable and well-received in international non-profit organizations that strive to embed “new management” principles into the organizational culture. Furthermore, the western business focus permits in-class comparison and analysis of the transferability of these skills to an Asian Public Management venue. In both cases, the peculiarities of the text serve a valuable teaching function.

Previous experience has shown that this course is a very popular course for both the new managerial perspective it introduces and the bounteous opportunities presented for self-discovery.

Class Delivery

The module comprises 14 classroom sessions. Problem-based learning principles are used for classroom delivery. This implies a great deal of guided student participation and involvement. Students should prepare to come and have fun interacting and learning with the rest of class. Common elements of each class will include:

- **Comprehension quizzes-** Each session will begin with short multiple choice tests to ensure comprehension of the assigned readings. This is done to ensure that students have the knowledge base necessary to participate in the class discussions.
- **Case Studies-** Many classes also have case study components where students are asked in teams to solve problems based on a pre-assigned readings.
- **Exercises-** There will be a number of exercises introduced in the class to entrench and practice skills covered.

Core Textbook

David Whetten and Kim Cameron, *Developing Management Skills*, 7th edition (Pearson Education, 2007).

Other materials will be assigned.

Assessment

Course grades will be based on: 12 short comprehension exams given at the beginning of class each week to evaluate comprehension of the week's readings (30%), a reflective journal (20%), a group-led case study activity (20%), a final exam (20%) and class participation (10%). Specifics on these assignments:

Pre-class Reading Comprehension Exams: *A great deal of class time will be spent in class discussion and group discussion. Accordingly, to ensure that every student is equipped with the knowledge base to participate effectively, each class will begin with short 10-20 question multiple choice tests to evaluate comprehension of the week's readings. If you do the readings, you will do well on the exams. Your lowest two scores on these exams will be excluded from the final calculation.*

Reflective Journal: *Students are expected to maintain a reflective journal which relates topics covered in the course to their daily interactions with others. The observations can be made in point form but must clearly display attempts to apply insights from the course for self-reflective development. Maximum words: 2000. Due at the end of Class 14.*

Group-Led Case Study: *Starting in week 4, groups will be asked to design a case (fictional or actual) that relates to the theme covered in class that week. They will be responsible for i) sending a 2 or 3 page brief to other classmates one week prior to their activity, ii) providing a brief introduction to the case at the beginning of their activity (10 min. max. PowerPoint preferred), iii) prepare 2-3 questions related to the case that other students will discuss in groups and iv) facilitate information sharing related to the questions.*

Final Essay: *You will be asked to analyze a case study which will examine themes introduced in the core text. You will receive the case study at the end of class 12 and have two weeks to complete the assignment. You will be expected to be able to dissect the problems found in the case and recommend solutions based on content covered in the course. Failing to submit the paper by the published deadline will result in 10% being deducted from the total grade for every day the assignment is late.*

List of Core Readings and Assignments

Class	Readings and Exercises to Prepare Prior to Class
1	<p>Course Introduction</p> <ul style="list-style-type: none"> Nothing to Prepare
2	<p>Developing Self-Awareness</p> <ul style="list-style-type: none"> Complete the Influence Dimensions Assessment (http://www.mcpheeandrewartha.com.au) (User name: DMS and Password: 3rded) Complete the self-awareness assessment (p. 46-47) Complete the emotional intelligence assessment (p. 47-48) Read: Text Chapter 1 (p. 58-87) Read “diagnosing managerial characteristics” (p. 91-93)
3	<p>Managing Personal Stress</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) stress management assessment, ii) time management assessment, iii) personality inventory (p. 106-109) Read: Text Chapter 2 (p. 112-145) Read Case: <i>The Case of the Missing Time</i> (p. 147-150)
4	<p>Solving Problems Analytically and Creatively</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) problem solving, creativity and innovation, ii) how creative are you, iii) innovative attitude scale, iv) creative style assessment (p. 166-171) Read: Text Chapter 3 (p. 172-207) Read Case: <i>Creativity at Apple</i> (p. 208-209) Group Led Case Study: <i>Group 1 Title: Troubled by Lack of Creativity</i>
5	<p>Building Relationships by Communicating Supportively</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) communicating supportively, ii) communication styles (Part 1 & 2) (p. 230-233) Read: Text Chapter 4 (p. 234-261) Read Case: <i>Rejected Plans</i> (p. 262-263) Group Led Case Study: <i>Group 2 Title: The Troubled Employees</i>
6	<p>Gaining Power and Influence</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) gaining power and influence, ii) using influence strategies (p. 274-276) Read: Text Chapter 5 (p. 277-303) Read Case: <i>River Woods Plant Manager</i> (p. 304) Group Led Case Study: <i>Group 3 Title: The Power Clan</i>
7	<p>Motivating Others</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) diagnosing poor performance and enhancing motivation, ii) work performance assessment (p. 318-319) Read: Text Chapter 6 (p. 320-347) Read Case: <i>Electro Logic</i> (Text pg. 348-354) Group Led Case Study: <i>Group 4 Title: The Sleeping Hens</i>
8	<p>Managing Conflict</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) managing interpersonal conflict, ii) strategies for handling conflict (p. 364-365) Read: Text Chapter 7 (p. 366-394) Read Case: <i>Educational Pension Investments</i> (p. 395-399) Group Led Case Study: <i>Group 5 Title: Office UFC</i>
9	<p>Empowering and Delegating</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) effective empowerment and delegation, ii) personal empowerment assessment (p. 422-424) Read: Text Chapter 8 (p. 425-455) Read Case: <i>Changing the Portfolio</i> (p. 456) Group Led Case Study: <i>Group 6 Title: Reluctantly Empowered</i>
10	<p>Building Effective Teams and Teamwork</p> <ul style="list-style-type: none"> Complete the following diagnostic surveys: i) team development behaviours, ii) diagnosing the need for team building (p. 468-470) Read: Text Chapter 9 (p. 471-496) Read Case: <i>To be announced</i>

	<ul style="list-style-type: none"> ▪ Group Led Case Study: <i>Group 7 Title: International Diplomacy</i>
11	<p>Leading Positive Change</p> <ul style="list-style-type: none"> ▪ Complete the following diagnostic survey: i) leading positive change (p. 508-509) ▪ Read: Text Chapter 10 (p. 512-541) ▪ Read Case: <i>To be announced</i> ▪ Group Led Case Study: <i>Group 8 Title: Where do you Start?</i>
12	<p>Private-Public Management Differences</p> <ul style="list-style-type: none"> ▪ Readings TBA
13	<p>Managing in International Settings</p> <ul style="list-style-type: none"> ▪ Readings TBA
14	<p>Performance Management Systems</p> <ul style="list-style-type: none"> ▪ Readings TBA