



PBAD 7134: Advanced Management

Spring 2025: Minimester 1 - Executive Track

Instructor: Colt Jensen	Meeting Time: Asynchronous
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Office: Carroll 1071	Office Hours: 11am-2pm Tues./Thurs.

Course description: Students will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

This course is designed to provide you with an overview of advanced management principles and practices, an understanding of how public management has evolved, and insights into the current issues facing public managers.

Credit Hours: 3

Required Textbook 1: *Leadership in Organizations*

Authors: Yukl & Gardner **ISBN:** 9780134895314 **Edition:** 9th (2019)

Required Textbook 2: *Getting to Yes: Negotiating Agreement Without Giving In*

Authors: Fischer, Ury, & Patton **ISBN:** 9781101539545 **Edition:** 3rd (2011)

Office Hours: Drop-in office hours from 11 AM - 2 PM on Tuesdays and Thursdays. If those hours do not work for you, virtual Zoom appointments can also be scheduled via e-mail.

Course Instruction Learning Through Folio and Perusal: This course is online and asynchronous (i.e., no required in-person or Zoom meetings). As a result, all instruction materials,

assignments, and resources will be distributed and submitted through our course's Folio or [Perusall page](#) - Perusall Student Enrollment Code: **JENSEN-KF7UZ**.

Course Objectives:

At the completion of this course, students will be able to:

1. Differentiate between the structures, components, goals, and objectives of the public and nonprofit sectors and the private sector
2. Articulate organizational problems and establish strategies for stakeholders and citizens to have input into public program management.
3. Evaluate various leadership and management theories and styles to identify their applicability to real-world scenarios in public and nonprofit organizations.
4. Analyze the dynamics of group behavior and develop strategies to foster inclusive and productive team environments.

Course & University Policies

Accessibility Statement: Students with disabilities who anticipate or experience barriers in this course may contact the Student Accessibility Resource Center (SARC) for assistance in determining and implementing reasonable accommodations. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for the Armstrong and Liberty campuses is located on the second floor of the Memorial College Center and the phone number is (912) 344-2572. For more information, please visit: <https://www.georgiasouthern.edu/students/sarc/>.

Academic Honesty: The Georgia Southern University [Honor Code](#) states: "I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others." Honesty is the essence of the intellectual life of the University. Students who copy the work of another on an assignment, paper, quiz, or examination are guilty of cheating. Misrepresenting another's work as your own, copying material from books, magazines, or other resources without acknowledging and identifying those sources is plagiarism. I expect all work in this course to be your own. Submitting the work of others (i.e., plagiarism) and submitting work done by generative AI (e.g., ChatGPT) is not allowed. I use a combination of Turnitin, [GPTZero](#), and [Grammarly's](#) plagiarism checker to catch plagiarism and the use of generative AI. If these programs indicate a high likelihood of plagiarism or reliance on generative AI, we will have a conversation about the issue, and I reserve the right to give such coursework a zero. Instances of dishonest behavior will be reported to the [Office of Student Conduct](#). If a student is found guilty of either cheating or plagiarizing or of assisting other students in cheating or plagiarizing on an assignment, the student may receive a grade of "F" for the course and be suspended or dismissed from the University.

Class participation: This course requires online discussion and participation. Submitting discussion questions and weekly study guides will earn you full credit for participation. Be respectful to other classmates and the instructor at all times. Professional courtesy and sensitivity are especially important with respect to individuals and topics that deal with differences in race, culture, religion, politics, sexual orientation, gender, and nationalities. Class rosters are provided to me with each student's legal name. I want to address you by your preferred name and/or gender pronoun. Please inform me of this preference so that I can update my records.

Well-being & Support Resources: Please do not hesitate to let me know if you have difficulty in this course for any reason. In addition, university services are available to support you.

- Student Wellness & Health Promotion: students.GeorgiaSouthern.edu/swhp
- Writing Center: Georgiasouthern.edu/cah/writing-center/
- Health Services: GeorgiaSouthern.edu/healthservices
- Counseling Center: GeorgiaSouthern.edu/counseling or you can access 24/7 crisis support at 912-478-5541 for Statesboro Campus students or at 912-344-2529 for the Armstrong & Liberty Campuses. Call or text 988 for nationwide mental health crisis support.
- Campus Food Pantry Resources: [Food Insecurity Resources](#)
- Regents Center for Learning Disorders: academics.GeorgiaSouthern.edu/rclid.
- Campus Wellbeing Resources: Georgiasouthern.edu/students/swhp/campus-wellbeing/
- Office of Multicultural Affairs: Georgiasouthern.edu/president/multicultural/

Additional information, including free digital well-being resources, can be accessed through the MyGS Mobile app or by visiting [Be Well Eagles](#).

Late Submission & Makeup Policy: Each calendar day an assignment is late will result in a 10% deduction in your grade for that assignment. Late work must be emailed to me directly, not submitted through Folio. Deadlines may be extended for an excused absence (e.g., religious holiday, medical emergency, or illness). For an absence to be considered an excused documentation must be submitted through the [Dean of Students Faculty Absence Notification Form](#).

Important Deadlines:

- | | |
|--|-----------|
| 1) Quizzes | Biweekly |
| 2) Case and Chapter Question Responses | Weekly |
| 3) Advanced Management Course Project | 2.2, 2.23 |
| 4) Final Exam | 3.5-8 |

Submissions for all assignments must be handed in electronically via Folio at 23:59 (the latest) on the respective day.

DPNS Core Values

Serve – “Serve the Greater Good”

Serve each other, the University, your community, and your profession to promote and advance the values of public service.

Respect – “Respect All”

By respecting the values held by others, we embrace our individual and collective differences. Create opportunities for inclusiveness. And, most importantly, seek to grow from our diversity as we lead change in the world.

Achieve – “Achieve Excellence”

Make a relentless commitment to achieve excellence through our individual and professional goals. Recognize opportunity and challenge yourself to develop your knowledge and skill set in all that you do.

Civility Expectations

The Department of Public and Nonprofit Studies believes the classroom is a place for civil discourse and engagement of different ideas that encourages learning and freedom of expression. Maintaining these rights requires classroom conditions that encourage the learning process and individuals' rights to feel physically, verbally, and emotionally safe. Responsibility, civility, and integrity mean that individuals show respect for others and avoid disruptive behaviors that inhibit others' ability to learn and teach. Civility is an expectation of public servants and is a critical component of good and democratic governance. Classroom actions considered uncivil or disruptive include but are not limited to:

- Physical threats, harassment, or speech considered threatening by classroom participants;
- Persistent interruption of others, such as speaking without being recognized or dominating class discussion;
- Refusal to comply with an instructor's response for appropriate behavior;
- Disrespectful actions or speech directed toward class members or instructor, such as personal insults or inflammatory remarks in oral or online discussion;
- Inability to listen to constructive criticism.

Students are expected to show courteousness, politeness, and civility in all of their actions. Instructors are responsible for communicating expectations for civility and maintaining a civil atmosphere (see [Student Code of Conduct](#)). If a student fails to comply with the instructor's

request for civility, they will be asked to leave the classroom, or in an-online course, alter their participation and/or engagement with the course. The instructor may also report the incident to the appropriate academic administrator(s) in writing. If a student is asked to leave the class or alter behavior on two or more occasions, the department will seek to have the student withdrawn from the course following University procedures.

Letter Grade Distribution:

≥ 90.00 -100	A	70.00 - 79.99	C
80.00 - 89.99	B	60.00 - 69.99	D
		≤ 59.99	F

Grade Distribution:

Final Exam	30%
Study Guides	25%
Quizzes	20%
Advanced Management Project	25%

Table 1: **NASPAA & Course Competency Alignment**

NASPAA Competency	Course Competency	Course Assessment
Lead and manage in public governance	<ul style="list-style-type: none"> ● Articulate organizational problems and establish strategies for stakeholders and citizens to have input into public program management. ● Evaluate various leadership and management theories and styles to identify their applicability to real-world scenarios in public and nonprofit organizations. ● Analyze the dynamics of group behavior and develop strategies to foster inclusive and productive team environments. 	Study Guides and Case Studies, Quizzes, Final Exam, Course Project
Analyze, synthesize, think critically, solve problems, and make decisions	<ul style="list-style-type: none"> ● Differentiate between the structures, components, goals, and objectives of the public and nonprofit sectors and the private sector ● Articulate and apply appropriate methods for analyzing public management problems 	Study Guides and Case Studies, Quizzes, Final Exam, Course Project
Articulate and apply public service perspectives	<ul style="list-style-type: none"> ● Apply ethics to public management functions 	Study Guides and Case Studies, Final Exam, Course Project
Communicate and interact productively with a diverse and changing workforce and citizenry	<ul style="list-style-type: none"> ● Communicate effectively in writing and speech ● Explain the role of organizational environment in the context of public management ● Apply foundational management and public administration theories to public management problems 	Study Guides and Case Studies, Quizzes, Final Exam, Course Project

Course Schedule

I ask you to submit your quizzes (🔒) and exams (!) before the deadline and to study the required readings (📖) for each week carefully. Each class session is marked with this symbol (✍️) which indicates the assignments that you will need to complete. Further details for each week and assignment are provided below.

"In preparing for battle I have always found that plans are useless, but planning is indispensable." - Dwight D. Eisenhower

The course outline below represents my detailed plans for how I intend for this course to proceed. However, adaptations to this course schedule or syllabus may be necessary. I reserve the right to modify the syllabus and will post any updates immediately to FOLIO and will notify you in person in class and via email.

Week 1 - Introduction to Foundations of Public Administration (January 13-19)

We will use this week to get acquainted with Perusall, Folio, the syllabus, and the other resources necessary to succeed in this course.

(!) Quiz 1 - Syllabus Quiz

✍️ All students: Complete the activities listed in the **course introduction worksheet**.

Week 2 - Understanding the Evolution of Public Management (January 21-26)

This week starts on Jan. 21 due to the MLK Jr holiday on 1/20. We will use the assigned readings as a guide through this course – please review the assigned readings carefully!

📖 Required readings

- ☐ Lynn, Laurence E. (June 2007). "Public Management: A Concise History of the Field". In: *The Oxford Handbook of Public Management*. Ed. by Ferlie, Ewan, Lynn, Laurence E., and Pollitt, Christopher. Oxford University Press. ISBN: 9780199226443. DOI: [10.1093/oxfordhb/9780199226443.003.0003](https://doi.org/10.1093/oxfordhb/9780199226443.003.0003).

Suggested readings

- * Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 2**.

✍️ Study Guide 1


Week 3 - Changing Governmental Structures and Processes (January 27-February 2)

(!) Quiz 2

📖 Required readings

* Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 13**

* Yukl, Gary A. and Gardner, William L. (2019). *Leadership in organizations*. Ninth edition. Boston: Pearson Education, Inc. 536 pp. ISBN: 978-0-13-489513-0 **Ch. 5**

 This week you will submit part one of your **Advanced Management course project** before midnight on February 2nd. Details for this project are available on Folio and any additional information will be provided via email.

Study Guide 2

Week 4 - Networks and Collaboration (February 3-9)

Required readings

- Yukl, Gary A. and Gardner, William L. (2019). *Leadership in organizations*. Ninth edition. Boston: Pearson Education, Inc. 536 pp. ISBN: 978-0-13-489513-0 **Ch 11**.

Optional readings

- * Hilvert, C. and Swindell, D. (2013). "Collaborative Service Delivery: What Every Local Government Manager Should Know". *State & Local Government Review* 45(4): 240–254. URL: <http://www.jstor.org/stable/24639176>
- * Gazley, Beth and Guo, Chao (2020). "What do we know about nonprofit collaboration? A systematic review of the literature". *Nonprofit Management and Leadership* 31(2): 211–232. DOI: <https://doi.org/10.1002/nml.21433>
- * O'Leary, Rosemary and Vij, Nidhi (2012). "Collaborative Public Management: Where Have We Been and Where Are We Going?" *The American Review of Public Administration* 42(5): 507–522. DOI: [10.1177/0275074012445780](https://doi.org/10.1177/0275074012445780)

Study Guide 3

Week 5 - Learning to Negotiate (February 10-16)

Quiz 3

Required readings

- Fisher, Roger, Ury, William, and Patton, Bruce (2011). *Getting to yes: negotiating agreement without giving in*. 3rd ed., rev. ed. New York: Penguin. 204 pp. ISBN: 978-0-14-311875-6 **Ch 1-8**.

Study Guide 4

Week 6 - Human resource management, diversity, and general management (February 17-23)

Required readings


- Yukl, Gary A. and Gardner, William L. (2019). *Leadership in organizations*. Ninth edition. Boston: Pearson Education, Inc. 536 pp. ISBN: 978-0-13-489513-0 **Chapter 13**.

Optional readings

- * Choi, Sungjoo and Rainey, Hal G. (2010). "Managing Diversity in U.S. Federal Agencies: Effects of Diversity and Diversity Management on Employee Perceptions of Organizational Performance". *Public Administration Review* 70(1): 109–121. DOI: <https://doi.org/10.1111/j.1540-6210.2009.02115.x>.
- * Park, Sanghee and Liang, Jiaqi (2020). "Merit, Diversity, and Performance: Does Diversity Management Moderate the Effect of Merit Principles on Governmental Performance?" *Public Personnel Management* 49(1): 83–110. DOI: [10.1177/0091026019848459](https://doi.org/10.1177/0091026019848459).
- * Weisinger, Judith Y., Borges-Méndez, Ramón, and Milofsky, Carl (2016). "Diversity in the Nonprofit and Voluntary Sector". *Nonprofit and Voluntary Sector Quarterly* 45(1_suppl): 3S–27S. DOI: [10.1177/0899764015613568](https://doi.org/10.1177/0899764015613568).

Additional Resources

- [ICMA - Managing Diversity and Inclusion](#)

 You will submit part two of your **Advanced Management course project** before midnight on February 23rd. Details for this project are available on Folio and any additional information will be provided via email.

 **Study Guide 5**

Week 7 - New and Emerging Challenges for Public Managers (February 24-March 2)

(!) Quiz 4

 Required readings

- Yukl, Gary A. and Gardner, William L. (2019). *Leadership in organizations*. Ninth edition. Boston: Pearson Education, Inc. 536 pp. ISBN: 978-0-13-489513-0 **Chapter 14**.

Suggested readings

- * Holzer, Marc (2022). "Public administration at a crossroad: Five enduring challenges". *Chinese Public Administration Review* 13(3): 125–136. DOI: [10.1177/15396754221110591](https://doi.org/10.1177/15396754221110591).
- * Ingrams, Alex, Piotrowski, Suzanne, and Berliner, Daniel (Feb. 2020). "Learning from Our Mistakes: Public Management Reform and the Hope of Open Government". *Perspectives on Public Management and Governance* 3(4): 257–272. DOI: [10.1093/ppmgov/gvaa001](https://doi.org/10.1093/ppmgov/gvaa001).

Additional Resources

- [NAPA: 12 Grand Challenges in Public Administration](#)

 **Study Guide 6**

Week 8 - Final Exam (March 3-8)

(!) Final Exam - The final exam will be based on the materials covered in Study Guides 1-6.

Assessment criteria

Advanced Management Project 25%

As executive track students in order to earn your MPA degree you must complete a professional portfolio. The MPA Professional Portfolio is a work product that will be prepared, presented, and evaluated by a committee of faculty members. To create this portfolio, students will collect academic and professional artifacts throughout their program tenure, which will be incorporated into a comprehensive portfolio. The portfolio is designed for students to demonstrate competencies gained in established academic and professional areas.

In this course, you will work on a semester-long project designed to demonstrate your mastery of Course Objectives 1 and 2 (listed on page 2 of this syllabus) which are both MPA program competencies. My goal is that, if executed thoughtfully and with attention to detail, this project can serve as an artifact for inclusion in your professional MPA portfolio.

The project simulates a real-world scenario where you take on the role of an instructor for newly elected local government officials in Georgia. Your task is to develop a training program that educates elected officials—who may come from nonprofit, government, or private-sector backgrounds—on the distinctions and overlap between these sectors (i.e., public and private) and organizational types (i.e., within the public sector, governments and nonprofits). The training should highlight the unique characteristics of government work compared to nonprofit and private-sector roles, ensuring the officials gain a clear understanding of the complexities and responsibilities associated with public service. Additionally, since the newly elected officials have expressed interest in directly engaging key community leaders and the public, your training must include the identification of a government organizational problem (e.g., economic development), an explanation of how public and stakeholder involvement can be used to address the issue, and a strategy for fostering meaningful engagement. A complete list of assignment details and requirements can be found on our course Folio and Perusall pages.

Quizzes 20%

The required readings typically include at least one chapter of the textbook per week. When additional readings are assigned, they will be made available electronically in Folio or through the Georgia Southern library system (<https://www.georgiasouthern.edu/library/>). It is important that you stay current with these readings so that you can follow along and participate in discussions. I would strongly recommend you finish the readings before you complete any assignments. During the course of the semester, there will be biweekly quizzes based on previously

assigned readings, so make sure that you are familiar with the key terms and questions central to each of the assigned readings. The weeks in which quizzes will take place are listed on the syllabus. Timed quizzes will be administered through Folio. You are expected to complete these quizzes individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students. Your lowest quiz grade will be dropped.

Study Guides 25%

Every week you will be responsible for completing a study guide based on assigned readings and/or an assigned case study. This study guide will cover key terms and central themes of your readings. These weekly study guides will be posted on Folio and distributed via email. The more thoroughly you complete your study guide, the more prepared you will be for the weekly quizzes and final exam. Your lowest study guide grade will be dropped. You may also be required to post and respond to comments through Perusall as a part of these weekly assignments.

Final Exam 30%

The exam, covering material from Study Guides 1-6, must be submitted by the due date indicated on the course calendar. You are expected to complete the exams individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students.