PADM510

Course Summary

Course : PADM510 **Title :** Administrative Theory
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course covers the major administrative theories that drive macro-level public behavior. It will begin with a consideration of the broad significance of the study of public organizations for individuals in modern society. It will then examine how theorists and practitioners have sought to develop more formal perspectives on public management. It will examine those ideas that are of greatest relevance to the construction of an integrated theory of public organizations. The progression of the course follows the evolution of administrative theory from the pioneering work of Weber, Taylor.

Course Scope:

The progression of the course follows the evolution of administrative theory from the pioneering work of Weber, Taylor and Woodrow Wilson to current theories regarding the "New Public Management." It covers the interactions of politics, economic conditions and public budgets; policy decision-making; the reinventing government movement and differences between public and private management; ethical considerations in public policy; and the paradigms that have dominated the field at different periods in its history.

Objectives

1. Compare and contrast formal theories of public organizations.
2. Evaluate the intellectual heritage of Marx, Weber, Wilson and others and their impact on the transformation of public service.
3. Evaluate the theoretical underpinnings of the new public management and the postmodern theories.
4. Assess the role of value systems and service in the administration of public policy.
5. Assess the importance of ethics and ethical theory in the administration of public resources to earn and retain public trust.
6. Assess the impact of budgetary theory on administrative theory.

Outline

Week 1: Classical Theorists

Learning Outcomes

1, 2, 4

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 1

Assignment: Early theorists

Week 2: Neo-classical Theorists/ Challenges to Orthodoxy

Learning Outcomes

1, 2, 4

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 2

Week 3: Human Relations/Motivation

Learning Outcomes

1, 2, 3, 4

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 3

Assignment: Human Relations Era Administrative Theory

Week 4: Budgeting

Learning Outcomes

1, 2, 4, 6

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 4

Week 5: Policy/Decision-making

Learning Outcomes

1, 2, 4

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 5

Assignment: Presidential Advisors/Theorists

Week 6: Public v. Private Management/Reinventing Government

Learning Outcomes

1, 2, 4

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 6

Week 7: Ethical Considerations and Organizational Culture

Learning Outcomes

1, 2, 4

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Forum 7

Assignment: Research Paper

Week 8: Paradigms in Public Policy and Public Administration

Learning Outcomes

1, 2, 4, 5

Required Readings

Please see the materials section below for your weekly readings.

Assignments

Evaluation

Self-Introduction: The first forum includes a self-introduction, which should include your name, where you are located (country, state, or city), what your current job title is, where you received your undergraduate degree and in what field, any information you care to share about your family and hobbies, and what you hope to get out of the course.

This introduction needs to be at least 250 words and posted during the first week of the class. Do not attach your posting to the forum, type it into the comments box. Failure to complete this forum by the end of the first week of class will result in you being dropped from the course.

Forum Questions: You will have 8 forum questions, 1 per week, though the question may have several parts. For our forum discussions we will be analyzing concepts raised in the text, related readings, or current events. Students must provide a critical review of these issues and reply substantively to the contributions of at least two classmates. Postings should be analytic in nature and include examples that can bolster your argument. Postings and replies should be free of any spelling or grammar errors and properly cited.

Initial Response (posted by 11:55 PM Thursday**): 500 words and must include scholarly references other than the textbook, preferably from scholarly journals that can be found on the APUS online library under EBSCO or JSTOR. If you reference a government agency, please give its website.**

You should respond to a minimum of two of your classmates. These responses should be approximately 250 words each and are due not later than 11:55 PM Sunday. Postings within a few hours of the deadline are not considered timely.

The forum rubric can be found in the forum section of the classroom.

Assignments

There are 3 assignments that are assignments involving the theories and theorists we are studying. Each application is different and therefore has different expectations for length and depth. See the specific assignment for details. You are expected to draw from the weekly readings and find evidence to support your responses in journal articles or current events. Additionally, there is a final paper in which you apply the theories you learned in this class to a real life situation.

Grading:

Name	Grade %
Creative Application Assignments	20.00 %
Week 1 Assignment - Theories	10.00 %
Week 3 Assignment - Human Relations Era Administrative Theory	10.00 %
Forum Questions	30.00 %
Week 1 Forum Introductions	0.37 %
Week 1 Forum Topic	3.70 %
Week 2 Forum	3.70 %
Week 3 Forum	3.70 %
Week 4 Forum	3.70 %
Week 5 Forum	3.70 %
Week 6 Forum	3.70 %
Week 7 Forum	3.70 %
Week 8 Forum	3.70 %

Week Five analysis	20.00 %
Week 5 Assignment - Presidential Advisors/Theorists	20.00 %
Research Paper	30.00 %
Week 7 Final Paper	30.00 %

Materials

Book Title: There are no required books for this course.

Author: N/A

Publication Info: N/A

ISBN: N/A

Additional Readings:

Please see the readings listed for each week in the Course Timeline below.

The required readings listed by week follow. You can find these by copying the title and pasting it into the search box after you log into the APUS library site. They should all be available in full text versions.

Week One - Classical Theorists

Cook, B. J. (2002). Expertise, discretion, and definite law: Public administration in woodrow wilson's presidential campaign speeches of 1912. Administrative Theory & Praxis, 24(3), 487-506.

GULICK, L. (1984). the metaphors of public administration. Public Administration Quarterly, 8(3), 369-381.

Huang, K., Tung, J., Lo, S. C., & Chou, M. (2013). a review and critical analysis of the principles of scientific management. International Journal of Organizational Innovation (Online), 5(4), 78 - 85.

Kattel, R. (2015). What would max weber say about public-sector innovation?1. NISPAcee Journal of Public Administration and Policy, 8(1), 9-19. doi:10.1515/nispa-2015-0001

Meier, K. J. (2010). Governance, structure, and democracy: Luther gulick and the future of public administration. Public Administration Review, 70(S1), S284-S291. doi:10.1111/j.1540-6210.2010.02288.x

Paton, S. (2012;2013;). Introducing taylor to the knowledge economy. Employee Relations, 35(1), 20-38. doi:10.1108/01425451311279393

Sager, F., & Rosser, C. (2009). Weber, wilson, and hegel: Theories of modern bureaucracy. Public Administration Review, 69(6), 1136-1147. doi:10.1111/j.1540-6210.2009.02071.x

Tholen, B. (2016). Machiavelli's lessons for public administration. Administrative Theory & Praxis, 38(2), 101 - 114. doi:10.1080/10841806.2016.1165586

Wren, D. A. (2011). The centennial of frederick W. taylor's the principles of scientific management: A retrospective commentary. Journal of Business and Management, 17(1), 11 - 22.

Week Two - NeoClassical Theorists/Challenges to Orthodoxy

Aligica, P. D. (2015). Public administration, public choice and the ostroms: The achievements, the failure, the promise. Public Choice, 163(1), 111-127. doi:10.1007/s11127-014-0225-8

Cruise, P. L. (1997). Are proverbs really so bad? herbert simon and the logical positivist perspective in american public administration. Journal of Management History, 3(4), 342-359. doi:10.1108/13552529710191171

Fernández, S. (2010). Re‖discovering barnard: The functions of the … leader?: Highlighting chester barnard's contributions for the twenty‖first century business executive. Journal of Management History, 16(4), 468-488. doi:10.1108/17511341011073951

Getha-Taylor, H. (2009). Where's (dwight) waldo? Public Performance & Management Review, 32(4), 574-578. doi:10.2753/PMR1530-9576320406

Meier, K. J. (2015). Proverbs and the evolution of public administration. Public Administration Review, 75(1), 15-24. doi:10.1111/puar.12288

Merton, R. K. (1940). Bureaucratic structure and personality. Social Forces, 18(4), 560-568. doi:10.2307/2570634

Parayitam, S., White, M. A., & Hough, J. R. (2002). Juxtaposition of chester I. barnard and frederick W. taylor: Forerunners of management. Management Decision, 40(10), 1003-1012. doi:10.1108/00251740210452863

Svara, J. H. (2008). Beyond dichotomy: Dwight waldo and the intertwined Politics–Administration relationship. Public Administration Review, 68(1), 46-52. doi:10.1111/j.1540-6210.2007.00834.x

Week Three - Human Relations/Motivations

Barclay, L. J. (2005). Following in the footsteps of mary parker follett: Exploring how insights from the past can advance organizational justice theory and research. Management Decision, 43(5), 740-760. doi:10.1108/00251740510597752

Elias, M. V. (2010). governance from the ground up: Rediscovering mary parker follett. Public Administration and Management, 15(1), 9 - 45.

Plant, J. F. (2015). Remembering william mosher: A pioneer of public administration. Public Administration Review, 75(1), 13-14. doi:10.1111/puar.12270

Shields, P. M. (2006). Democracy and the social feminist ethics of jane addams: A vision for public administration. Administrative Theory & Praxis, 28(3), 418-443.

Udechukwu, I. I. (2009). Correctional officer turnover: Of maslow's needs hierarchy and herzberg's motivation theory. Public Personnel Management, 38(2), 69-82. doi:10.1177/009102600903800205

Weisbord, M. (2011). Taylor, McGregor and me. Journal of Management History, 17(2), 165-177. doi:10.1108/17511341111112578

Wickström, G., & Bendix, T. (2000). The "hawthorne effect" — what did the original hawthorne studies actually show? Scandinavian Journal of Work, Environment & Health, 26(4), 363-367.

Week Four - Budgeting and Policy

Gibran, J. M., & Sekwat, A. (2009). continuing the search for a theory of public budgeting. Journal of Public Budgeting, Accounting & Financial Management, 21(4), 617 - 644.

Jones, L. R., & McCaffery, J. L. (2005). Reform of the planning, programming, budgeting system, and management control in the U.S. department of defense: Insights from budget theory. Public Budgeting & Finance, 25(3), 1-19. doi:10.1111/j.1540-5850.2005.00364.x

Kelly, J. M., & Rivenbark, W. C. (2008). budget theory in local government: The process-outcome conundrum. Journal of Public Budgeting, Accounting & Financial Management, 20(4), 457 -481.

Neuby, B. L. (1997). On the lack of a budget theory. Public Administration Quarterly, 21(2), 131 -142.

Schick, A. (1969). Systems politics and systems budgeting. Public Administration Review, 29(2), 137-151.

Week Five - Decision Making and Policy

Bendor, J. (2015). Incrementalism: Dead yet flourishing. Public Administration Review, 75(2), 194-205. doi:10.1111/puar.12333

Cairney, P. (2012). Complexity theory in political science and public policy. Political Studies Review, 10(3), 346-358. doi:10.1111/j.1478-9302.2012.00270.x

Considine, M. (2012). Thinking outside the box? applying design theory to public policy. Politics & Policy, 40(4), 704-724. doi:10.1111/j.1747-1346.2012.00372.x

Lindblom, C. E. (1979). Still muddling, not yet through. Public Administration Review, 39(6), 517-526.

Meek, J. W. (2010). Complexity theory for public administration and policy. Emergence: Complexity and Organization, 12(1), 1-4.

Ney, S., & Verweij, M. (2014). Exploring the contributions of cultural theory for improving public deliberation about complex policy problems. Policy Studies Journal, 42(4), 620-643. doi:10.1111/psj.12078

Ostaijen, M., & Jhagroe, S. (2015). "Get those voices at the table!": Interview with deborah stone. Policy Sciences: An International Journal Devoted to the Improvement of Policy Making, 48(1), 127-133. doi:10.1007/s11077-015-9214-0

Wildavsky, A. (1969). Rescuing policy analysis from PPBS. Public Administration Review, 29(2), 189-202.

Week Six - Public v Private Management/Reinventing Government

Ansell, C., & Gash, A. (2008;2007;). Collaborative governance in theory and practice. Journal of Public Administration Research and Theory, 18(4), 543-571. doi:10.1093/jopart/mum032

Feldman, D. L. (2014). Commentary: Public value governance or real democracy. Public Administration Review, 74(4), 504-505. doi:10.1111/puar.12250

KUIPERS, B. S., HIGGS, M., KICKERT, W., TUMMERS, L., GRANDIA, J., & VAN DER VOET, J. (2014). the management of change in public organizations: A literature review. Public Administration, 92(1), 1-20. doi:10.1111/padm.12040

Michael, B., & Popov, M. (2016;2014;). The failure of theory to predict the way public sector organisation responds to its organisational environment and the need for a mosaic-view of organisational theory. Public Organization Review, 16(1), 55-75. doi:10.1007/s11115-014-0296-5

Rauh, J. (2015). Problems in identifying public and private organizations: A demonstration using a simple naive bayesian classification. Public Organization Review, 15(1), 33-47. doi:10.1007/s11115-013-0250-y

Vogel, R., & Masal, D. (2015). Public leadership: A review of the literature and framework for future research. Public Management Review, 17(8), 1165-1189. doi:10.1080/14719037.2014.895031

Week Seven - Ethical Considerations and Organizational Culture

Kim, Y. J., & Kim, E. S. (2016). Exploring the interrelationship between public service motivation and corruption theories. Evidence - Based HRM, 4(2), 181 -186.

Lee, L. M. (2012). Public health ethics theory: Review and path to convergence. The Journal of Law, Medicine & Ethics, 40(1), 85-98. doi:10.1111/j.1748-720X.2012.00648.x

Maesschalck, J. (2004). The impact of new public management reforms on public servants' ethics: Towards

a theory. Public Administration, 82(2), 465-489. doi:10.1111/j.0033-3298.2004.00403.x

Melton, E. K. (2014). The consequences of conflict: An evaluation of racial disparity and organizational performance. Public Organization Review, 14(3), 267-284. doi:10.1007/s11115-013-0219-x

Richardson, L., Almansa-Sánchez, J., Sociologiska institutionen, Umeå universitet, & Samhällsvetenskapliga fakulteten. (2015). Do you even know what public archaeology is? trends, theory, practice, ethics. World Archaeology, 47(2), 194-211. doi:10.1080/00438243.2015.1017599

Week Eight - Paradigms in Public Policy and Public Administration

Abel, C. F. (2014). Toward a theory of social justice for public administration: How public administration might be informed by catholic social theory. Administrative Theory & Praxis, 36(4), 466-488. doi:10.2753/ATP1084-1806360402

Anderson, J. (2014). An open letter to "dirty hands" theorists from a public manager. Public Integrity, 16(3), 305-316. doi:10.2753/PIN1099-9922160305

Flink, C. M. (2017). Rethinking punctuated equilibrium theory: A public administration approach to budgetary changes. Policy Studies Journal, 45(1), 101-120. doi:10.1111/psj.12114

French, P. E., Spears, R. A., & Stanley, R. E. (2005). the fifth paradigm of public administration? public organizational theory as a possible solution to the perennial big questions of public administration. International Journal of Organization Theory and Behavior, 8(2), 133 – 154.

Lu, J. (2013). Intellectual Paradigms in Public Administration. Administrative Theory & Praxis (M.E. Sharpe), 35(2), 308-313. doi:10.2753/ATP1084-1806350208

Lynn,Laurence E.,,Jr. (2001). The myth of the bureaucratic paradigm: What traditional public administration really stood for. Public Administration Review, 61(2), 144-160. Retrieved from https://search-proquest-com.ezproxy2.apus.edu/docview/197171142?accountid=8289

Rommel, J., & Christiaens, J. (2006). BEYOND THE PARADIGM CLASHES IN PUBLIC ADMINISTRATION. Administrative Theory & Praxis, 28(4), 610-617. Retrieved from https://search-proquest-com.ezproxy2.apus.edu/docview/196612251?accountid=8289

Rommel, J., & Christiaens, J. (2007). AUTHORS' REPLY-PARADIGM CLASHES IN PUBLIC ADMINISTRATION: A FURTHER DISCUSSION. Administrative Theory & Praxis, 29(2), 328-332. Retrieved from https://search-proquest-com.ezproxy1.apus.edu/docview/196615952?accountid=8289

Web Sites

The APUS library offers a fabulous resource, the Library Course Guide! You can find the Guide http://apus.libguides.com/friendly.php?s=pubadmin

Please explore all the tabs. The Articles Tab contains many of the Public Administration Journal links and the web resources are extensive. The eReserves contain links to the article readings in the syllabus.

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- Tutor.com offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of this particular group.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.