PLDR 5355 - 008. LEADERSHIP IN THE ADMINISTRATIVE STATE (SUMMER 2025 5W1)

Dr. Curtis McDowell

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Office hours: Tuesday and Thursday 10:00am to 12:00pm or by appointment
Class Location: Zoom https://unt.zoom.us/j/85623201312
Class Meeting Times: Saturdays 9:00 am − 2:50 pm.

COURSE DESCRIPTION:

The course "Leadership in the Administrative State" typically focuses on the principles and practices of leadership within public administration and governmental organizations. It explores topics such as:

- **Organizational theory and behavior**: Understanding how public organizations function and how leaders can effectively manage them.
- **Policy analysis and implementation**: Examining how policies are developed, analyzed, and put into practice.
- **Ethics and accountability**: Discussing the ethical considerations and accountability mechanisms in public administration.
- **Leadership strategies**: Developing skills for effective leadership, including decision-making, communication, and conflict resolution.
- **Public sector challenges**: Addressing contemporary issues and challenges faced by leaders in the administrative state.

This course is designed to equip students with the knowledge and skills needed to lead and manage public organizations effectively.

REQUIRED BOOKS:

- Morse, R. S., Buss, T. F., & Kinghorn, C. M. (2007). *Transforming public leadership for the 21st century*. M.E. Sharpe.CA: Jossey-Bass. (ISBN: 978-1-118-43905-0)

- Haass, R. N. (1999). *The bureaucratic entrepreneur: How to be effective in any unruly organization*. Brookings Institution Press. (ISBN: 978-0815733539)

- Additional readings provided by the professor.

COURSE REQUIREMENTS:

Students will be assessed by a combination of quizzes, homework assignments, and a final exam. Final grades will be based on the following formula:

Grading

Case Studies Written	20%
Quizzes	10%
Presentations	30%
Final Paper	30%
Reflections	10%

Please note that there is no "class participation" grade and that grades are not rounded. Your grade in this class is earned, not given, and is completely up to your scores on quizzes, homework, and the final exam.

REFLECTIONS. Reflections will cover the reading material to be discussed the week it is assigned. Thus, all reading assignments must be completed for the date indicated to be successful on reflections. Each student will submit a short reflection paper (roughly 1-2 pages, 12 point, double spaced type) that is thoughtful and describes the goals and objectives, identify performance measures/indicators, and address the benefits and challenges of working with a community organization in relation to performance management systems based on one of the specified organizations listed below. Also, citations for reflections must be formatted in APA 7th edition. The discussion area of Canvas can also be used to help students create potential suggestions for areas of reflection and can be used to share respectful concerns and frustrations that may sometimes develop in working with groups or working on community projects. Reflections will be given as indicated on the calendar below. *Please note that NO reflection grades will be dropped in the calculation of the reflection average.* No reflections may be made up. Missed reflections count as a zero.

CASE STUDY ANALYSIS. Four case study analyses will be given during the semester, as indicated on the calendar below. Case Study analyses are designed to reinforce lessons and to give students the opportunity to practice new skills developed in class. Assignments will typically involve utilization of typed reports in MS Word. Students will need Word and MS PowerPoint on a regular basis on either a home computer or in the student computer labs on campus. In addition to writing your case analysis you will need to build an effective simple logic model discussion. A logic model connects to a case study by providing a structured framework to plan, implement, and evaluate the case study.

LOGIC MODEL. Create a simple logic model that describes a program need or effort to solve a community problem. Be sure to choose a program and need that is relevant and of interest as you will be working on it throughout the semester. The narrative should be 3-5 pages.

Example Connection:

In a case study on improving administrative processes, a logic model can help:

- **Define the problem:** What administrative inefficiencies are being addressed?

- **Plan the intervention:** What steps will be taken to improve processes?

- **Measure success:** How will improvements be quantified and evaluated?

By using a logic model, you can ensure that your case study is well-organized, focused on key indicators, and capable of demonstrating clear results and impacts

Outline
1. Introduction

      a. What is a logic model?
      b. Why relevant? Useful? Necessary?
      c. What are key limitations for logic models?

2. What population, program or organization will you create a logic model for?
3. How did you seek consultation and guidance?
4. Develop a logic model as outlined in class: Inputs, Activities, Outputs, and Outcomes.
      a) Inputs - List variables to be used under the headings of clients, staff, material resources,

facilities, and equipment. On a separate sheet of paper give a narrative explanation as to why you chose your inputs as it relates to best practices.

   b) Activities - Identify all services to be provided and include a one-sentence service definition for each. List the relevant service tasks and methods of intervention for each service.
   c) Outputs - List and define units of service for each service to be provided.
   d) Intermediate Outcomes - List the intermediate outcomes for each service being provided.
   e) Final Outcomes - List final outcomes
   f) Logic Model Narrative: Explain why you chose activities and how they logically lead to outcomes.
5. How will the logic model assist with evaluation design?
6. Concluding thoughts about logic modeling and the impact on your program, agency and community being served.

Example: Create_a_Logic_Model_Case_Study_Cottage_Health_Evaluation_Toolkit.pdf

GROUP PRESENTATIONS:
Duration: 20 minutes
Objective: Each group will present a case study, covering key indicators discussed in class. Every member must demonstrate a comprehensive understanding of the course materials and required data.
Presentation Structure:
1. **Introduction (2 minutes):**
   - Briefly introduce the case study.
   - State the main objectives and relevance to the administrative state.
2. **Background (3 minutes):**
   - Provide context and background information.
   - Explain the key indicators relevant to the case study.
3. **Analysis (6 minutes):**
   - Analyze the case study using the key indicators.
   - Discuss findings and insights.
   - Use data and evidence to support your analysis.
4. **Conclusion (2 minutes):**
   - Summarize the main points.
   - Highlight the implications for the administrative state.
   - Suggest potential solutions or recommendations.
5. **Q&A (2 minutes):**
   - Engage with the audience.
   - Answer questions and clarify any points.

Key Indicators to Cover:
- **Policy Impact:** How the case study affects or is affected by policy decisions.
- **Administrative Processes:** Examination of the processes involved.
- **Stakeholder Involvement:** Identify key stakeholders and their roles.
- **Outcomes:** Discuss the results and effectiveness of the case study.
- **Challenges:** Highlight any challenges faced and how they were addressed.
Group Responsibilities:
- **Preparation:** Collaborate to research and prepare the presentation.
- **Content Mastery:** Each member must display a thorough understanding of the materials and data.
- **Presentation Skills:** Ensure clear, concise, and engaging delivery.
- **Team Coordination:** Work together to ensure a seamless presentation.

Grading:

Your project and papers will be evaluated/graded on these 9 major points:

1. **Organization** – can I readily follow the flow/logic of your paper?
2. **Clarity of your points** – can I readily determine what you are trying to convey, or do I need to try to figure it out?
3. **Logical Syllogism** - The extent to which you use/apply concepts, practices, and rationales from the reading assignments and discussed in class;
4. **Rationale** - How convincing is your rationale?
5. **Theoretical approach** - Can I readily see your approach is plausible / readily executable?
6. **Relevance** - Does it convince me that this is important to do (not just compliance)?
7. **Cost & Benefits** - Can you convince me that the costs are reasonable and, most importantly, that they are worth it?
8. **Evaluation** - Does it convince me it will improve the agency's results and credibility?
9. **Syntax, grammar and spelling**

COURSE CALENDAR

Please note that this schedule is a plan only, and is subject to change at any time. The professor will provide verbal updates to the schedule each week in class.

COURSE CALENDAR

Class	Date	Subject	Readings	Reflection	Due Dates
Week 1	6-9-2025	Introduction and Housekeeping			
		Quizzes: Intro to the Administrative State – Quiz 1 Role of Government – Quiz 2 Administrative Power and Acct – Quiz 3	Morse et al: Chpt 1, 2, 3, 4, 6, 7, 8, 9		Jun 9th
	6-14-2025 (In class meeting)	• Role of Government _ Lecture • Administrative State _ Lecture Case Study Analysis 1 – Google Earth Case Study Analysis 1 – Submission	Haas: Chpt 1, 2 2 videos Case Study - Submissions	1	Jun 14th All assignments are due at 11:59p.m.
Week 2	6-16-2025	Theories of Control and Engagement			
		Quiz: Theory of Control and Engagement – Quiz	Milward and Provan Morse et al: Chpt 10, 11, 12 Haas: Chpt 3, 5 West: Chpt 6	2	
		Case Study Analysis – Organizational Differences – FBI and CIA Case Study Analysis 2 Submission	Quiz 3 videos Case Study - Submissions		Jun 20th 11:59p.m.
	6-21-2025 (In class meeting)	Group: Case Study Presentation _ Google Earth	Presentation		

Week 3	6-23-2025	Performance in the Administrative State		3	Jun 23rd
		Quiz: **Data-Driven Reforms – Quiz 5**	Haas South Morse et al: Chpt 15		
	6-28-2025 (In class meeting)	Case Study Analysis – StateStat: Performance Management in Maryland State Government Case Study Analysis 3 _ Submission Group: Case Study Analysis 2 _ FBI and CIA	4 videos Case Study – Submissions Presentation		Jun 27th Due date
Week 4	6-30-2025	Decision Making _ Administrative State		4	
		Quiz: Theories in Decision Making Decision Making and the Administrative State _ Lecture Intergovernmental Cooperation Leadership In Ethics	Morse et al: Chpt 18		
	7-5-2025 (In class meeting)	Case Study Analysis – Pay to spray Case Study 3 Analysis – Pay to Spray submission Group: Case Study Presentation - StateStat: Performance Management in Maryland State Government	Quiz 2 videos Submissions Presentation		Apr. 15 11:59p.m.
Week 5	7-7-2025	Program Implementation _ Administrative State			
		Quiz: None			
	7-12-2025 (Submit final projects)	**Case Study – Crashing to Earth: ObamaCare** ** Final Case Study Submission **			7-11-2025 11:59 pm Due date

University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Center, or call Cynthia Suarez at 972-338-1777. Email: Cynthia.Suarez@untdallas.edu or visit them online at https://sa.untdallas.edu/disability-services

Student Evaluation of Teaching Effectiveness Policy: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Late Policy: Students are expected to turn in all assignments at the beginning of the class on the date the assignment is due. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will received no higher than a grade of C. Student work will not be accepted under any circumstances more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment.

Academic Integrity: Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at http://www.unt.edu/untdallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of% 20Academic_Integrity.pdf for complete provisions of this code.

Bad Weather Policy: On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy: The University attendance policy is in effect for this course. Do not arrive late for this class. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are

missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Canvas: A number of our required readings will be posted on Canvas. Please print them out and read them before the date in which we will discuss them. They are listed under the "Content" section for this course. Please let me know if you have any issues finding them. Use of Cell Phones & Other Electronic Gadgets in the Classroom Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me. Also, we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, but please refrain from in-class texting. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

Incompletes: A semester grade of incomplete will be given only under extreme and unusual situations. Additionally, to be fair to all students in the course, when the work is completed, the student will not receive higher than a B for the course, regardless of how many points were earned in the course. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester's end. An incomplete is not a substitute for a poor grade.

Resources:

Writing Center

The UNT Dallas Writing Center offers free, one-on-one or group tutoring services to all registered undergraduate and graduate students. Our goal is to help students write a good paper, and most importantly, become better writers. We work with students on any type of written or oral project and can help students at any stage of the writing process (from brainstorming and outlining to citing and looking over a final draft).

The Writing Center is located on the **2nd Floor of the NEW Student Center** (big glass structure in front of the stairs). To make an appointment, browse the Writing Center's online resources, or see a list of our student FAQ's, please https://learn.untdallas.edu/writing-center. If students cannot come in for a face-to-face appointment, students can take advantage of our free online tutoring service through SMARTHINKING. To get more information about this service, visit https://learn.untdallas.edu/smarthinking.

To make the best use of your time, please bring as much information as possible with you to your appointment (assignment, grading rubric, previous graded papers from the class, etc.). The Writing Center will not proofread papers or talk with you about grades, but we will help you become better writers over time.

Math Lab

The UNT Dallas Math Lab offers free, one-on-one or group tutoring services to all registered undergraduate students. Our goal is to help students improve their math skills, succeed in all of courses requiring math, and learn math-related skills they will need post-graduation. We work with students enrolled in all Math, statistics, accounting, finance, and Science courses.

The Math Lab is located on the **2nd Floor of the NEW Student Center.** The Math Lab operates on a walk-in basis, so students can walk-in at any time. To browse the Writing Center's online resources, view our hours of operation, or see a list of our student FAQ's, please https://learn.untdallas.edu/ math-lab. If students cannot come in for face-to-face tutoring, students can take advantage of our free online tutoring service through SMARTHINKING. To get more information about this service, visit https://learn.untdallas.edu/smarthinking.

AI Policy

AI Policy for Writing Case Studies and Presentations
Purpose
This policy outlines the guidelines for using AI tools in the creation of case studies and presentations to ensure ethical, accurate, and effective use of technology.
Scope
This policy applies to all individuals and teams involved in the development of case studies and presentations within the PLDR 5355 course attending the University of North Texas at Dallas.

Guidelines
- Use AI tools to enhance your work, not to replace your own critical thinking and creativity.
- Clearly indicate when AI tools have been used in your case study or presentation.
- Verify the accuracy of information generated by AI tools.
- Cross-check AI-generated data with reliable academic sources.
- Respect copyright laws and intellectual property rights.
- Avoid using AI to generate content that infringes on copyrighted material.
- Non-compliance with this policy may result in academic penalties as per university guidelines.