



**JOHN WESLEY THEOLOGICAL COLLEGE  
COURSE DESCRIPTION**

<b>Course:</b> PUBLIC MANAGEMENT	<b>Course type:</b> seminar/online	<b>Credits:</b> 2	<b>Course ID:</b> KTAK107
<b>Course responsible:</b> Prof. Dr. István Bukovics	<b>Programme type:</b> full time	<b>Class/Semester:</b> 28/10	<b>Assessment:</b> examination
<p><b>Course objectives:</b> The course offers an opportunity for the participants to acquire the necessary knowledge and skills to understand how general management, leadership and decision-making principles and methodologies can be used in non-profit and public organisations to improve their efficiency and effectiveness. The course focuses on aspects and topics that may make it easier for them to work for, in or with public organisations on various levels as well as those helping future managers avoid or solve problems arising from traditional qualities and structures of public organisations. Also, it aims to raise interest and motivate the students for further (self-)education in this field.</p>			
<p><b>Competencies to be improved:</b>            Knowledge:            Ability: K7, K8.            Attitude: A2, A3, A4, A6, A9.            Autonomy and responsibility: F1, F4.</p>			
<p><b>Compulsory literature:</b> any one of the following books (while the others are recommended):</p> <p>Pollitt, Christopher <i>The Essential Public Manager</i> (OUP 2003 or newer)            Rainey, Hal G. <i>Understanding and Managing Public Organisations</i> (Jossey-Bass 2003 or newer)            Tompkins, Jonathan R. <i>Organization Theory and Public Management</i> (Thomson-Wadsworth 2005 or newer)            Hughes, O. E. <i>Public Management and Administration: An Introduction</i> (Prentice Hall, 4th edition or newer)            Further reading will be provided by the lecturer.</p>			
<p><b>Recommended literature:</b></p> <p>Mullins, L. J. <i>Management and Organisational Behaviour</i> (Prentice Hall, 4th edition or newer)            Bosse, J. - Heichlinger, A. - Padovani, E. - Vanebo, J. O. <i>In Search of Local Public Management Excellence</i> (European Institute of Public Administration, 2013)            O’Leary R. - Blomgren Bungham L. (edd.) <i>The Collaborative Public Manager: New Ideas for the Twenty-first Century</i> (GUP, 2009)            Further readings will be provided by the lecturer.</p>			
<p><b>Course content:</b></p> <ol style="list-style-type: none"> <li>1. Introduction, objectives, plans.</li> <li>2. Who is the manager? What does the manager do? Business managers vs public managers: an overview.</li> <li>3. How to analyse organisations? Basic terms of systemic analysis.</li> <li>4. Traditional, modern and postmodern types of organisations and their management. Public organisations vs others: traditionalism and/or “post-modernisation”?</li> <li>5. Public organisations: special features and their effects. Working in public administration. (Summary)</li> <li>6. Public managers or “public administrators”? The context of their work. Attitudes, cultures, self-image and other factors.</li> <li>7. Management functions in public organisations: task orientation.</li> <li>8. Leadership and its functions in public organisations: people orientation.</li> </ol>			



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9. Leadership styles in public organisations: interdependencies, contingencies, contextualisation.
10. Motivation in theory and in practice.
11. Context analysis and contingency management in public organisations: systems, diversity, dynamism, complexity in theory and practice.
12. Cultures in public organisations.
13. Personal, group and organisational decision-making in public administration. Strategic management or politics? Politics and policies: public policy in an organisational context.
14. The challenging future: risk, change, crisis and public organisations. Learning organisations and knowledge management in public organisations. Collaboration and cooperation: 21st century public management.

**Course requirements:** Participation: 80%+. Altogether 2 classes per term can be missed. Active and agile cooperation with the lecturer and other students (teamwork!). Classroom, weekly coursework tasks and major assignments as well as written and/or oral examination will be used to assess student development. Excellence in the ongoing work and assignments may be rewarded by exemption from under the examination.

All written tasks (essays, articles, presentation slides etc.) *must* meet the formal criteria concerning layout, structure, citations, referencing etc. as set by the American Psychological Association standard (APA7) or similar. **NO WORK WILL BE ACCEPTED, IRRESPECTIVE OF THE CONTENT, UNLESS THE FORMAL REQUIREMENTS ARE MET.** As most students are not native speakers, grammatical and stylistic errors will be tolerated so long as they do not harm clarity and intelligibility. It is however required that technical terms are used properly.

Compulsory tasks will be set every week. Deadlines are to be strictly met. Being late within a week will be punished by the loss of one mark. No work is to be accepted later than 7 calendar days after the deadline.

Extra (non-compulsory) tasks will be offered to “polish up” weak results, but they cannot be chosen instead of the compulsory ones.

All parts of the assessment scheme (coursework and examination results) must separately reach at least the level of PASS.

Class participation, tasks, home assignments etc. will provide 60% of the final result, while the (oral and/or written) examination will provide for a maximum of 40% of it. Weak coursework results therefore might endanger even passing the course.

**Grading scale:**

100-81%: excellent; 80-71%: good; 70-51% satisfactory; 50-41% pass; 40%-0: fail.

Due to the opportunity to earn extra points it is theoretically possible to reach above 100% results.

**Course Programme:**  
WJLF ENVIRONMENTAL  
SCIENCE

**Semester:**  
2022\_2023\_1

**Lecturer:** Péter Koronváry, PhD