

## 68651 - Public Management

### Syllabus Information

**Academic Year:** 2019/20

**Subject:** 68651 - Public Management

**Faculty / School:** 179 - Centro Universitario de la Defensa - Zaragoza

**Degree:** 578 - Master's in Defence Systems Acquisition Management

**ECTS:** 6.0

**Year:** 1

**Semester:** Annual

**Subject Type:** Compulsory

**Module:** ---

### 1.General information

#### 1.1.Aims of the course

#### 1.2.Context and importance of this course in the degree

#### 1.3.Recommendations to take this course

### 2.Learning goals

#### 2.1.Competences

#### 2.2.Learning goals

#### 2.3.Importance of learning goals

### 3.Assessment (1st and 2nd call)

#### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

### 4.Methodology, learning tasks, syllabus and resources

#### 4.1.Methodological overview

Teaching shall be semi-presential combining virtual sessions and presential sessions on a monthly minimum basis. These presential sessions will be dedicated to assessment tasks and to those thematic blocks in which students' attendance, due to their content, increases greatly the comprehension of the subject.

- **NON PRESENTIAL ACTIVITIES.** All the activities will be performed by means of the virtual campus, providing students access to a great amount of relevant material. Furthermore, this type of teaching facilitates the student-teacher interaction by means of chats and forums throughout the sessions. A key element for students will be to have a Working Guide for every subject, which will include a recommended schedule regarding the readings and activities included in each thematic unit aimed at facilitating the monitoring by the teacher.
- **PRESENTIAL-VIRTUAL ACTIVITIES.** Some of the subjects will be delivered by means of virtual sessions in which the teacher will connect to a videoconference platform while students will connect from their own devices, so their presence is not required. These sessions will be carried out through the Armed Forces' platform, recently migrated to Moodle, and the implementation of a multiple videoconference platform, allowing students and teachers to build a teaching community where they can share their doubts, reflections and opinions. Online synchronous and asynchronous meetings, by means of tools such as forums of debate, chats or even videoconferences, will be open to voluntary participation. Guest lecturers or professionals can also participate. Planning will be fortnightly in order to promote the interaction between the students and their subjects and teachers.
- **PRESENCIAL ACTIVITIES.** They consist of traditional type lectures in which different kind of problems and assessments will be addressed. They will take place in those facilities designated by the Ministry of Defense

#### 4.2.Learning tasks

In order to achieve the objectives, the following activities shall be carried out:

- Presential sessions: theoretical and practical activities promoting student participation. ? Virtual sessions: theoretical and practical activities carried out in a virtual manner.
- Distance teaching: activities carried out through the virtual campus providing students with a great amount of material to work with.
- Teacher-student interaction by means of chats and forums developed throughout the sessions.

### 4.3.Syllabus

1. Introduction
2. Performance economic setting and public sector economy
3. Public administration specifications
4. Creating public value
5. Design and evaluation of public policies and services
6. Public sector intervention in economy
7. Tools supporting management
8. Multicriteria decisions analysis

### 4.4.Course planning and calendar

This is a 6 TCS course, totaling 150 hours, of which 60 hours are dedicated to the subjects taught by the teachers and 90 hours is the time dedicated to the additional work carried out by the students.

There will be 1 presential session consisting of 5 hours of lectures and 7 hours of virtual sessions. The rest of the activities up to 60 hours shall be carried out as distance classes.

Teaching shall be semi-presential, combining virtual teaching sessions and presential sessions at least on a monthly basis. These presential sessions will be dedicated to assessment tasks and to those thematic blocks in which students ? attendance, due to their content, increases greatly the comprehension of the subject.

### 4.5.Bibliography and recommended resources

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- Guerras Martínez, L. A. y Navas López, J. E. (2008). La dirección estratégica de la empresa. Teoría y aplicaciones. (4ª Edición) Thomson, Civitas.
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- Machuca, J.A.D., Álvarez Gil, M.J., García González, S., Domínguez Machuca, M.A. y A. Ruiz Jiménez (1995). Dirección de Operaciones: Aspectos estratégicos en la producción y los servicios. McGraw-Hill, Madrid.
- Mankiw, N. Gregory. 2012. Principios de Economía, 6ª edición. Madrid: Paraninfo.
- Minzberg, H. (1983) La naturaleza del trabajo directivo. Editorial Ariel.
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- Salas-Fumaz, V. (2009). "Modelos de negocio y nueva economía industrial". Universia Business Review, 3(23).
- Serrano Sanz, José M<sup>a</sup> y Eduardo Bandrés. 2019. Sector público. En García Delgado, José Luis y Rafael Myro (Dir.), Lecciones de Economía Española, 14ª edición, Cap. 14. Cizur Menor (Navarra): Civitas.
- Stiglitz, Joseph E. y Jay K. Rosengard. 2016. La Economía del Sector Público, 4ª edición. Barcelona: Antoni Bosch.