

**PADP 6960: Public Management  
Spring Semester 2017**

**311 Baldwin Hall, UGA Main Campus  
Monday evenings, 6:50 – 9:50 p.m.**

The University of Georgia  
School of Public and International Affairs  
Department of Public Administration & Policy  
204 Baldwin Hall  
Athens, GA 30602-1615

Dr. Gene A. Brewer<sup>1</sup>  
113L/M Franklin House  
706 542-2982 (office)  
706 583-0610 (FAX)  
Email: [geneabrewer@uga.edu](mailto:geneabrewer@uga.edu)

**Course Description and Objectives**

*Public Management* is a graduate-level seminar designed to familiarize students with the major themes and issues in the fields of public and nonprofit sector management and organizational studies. The course will focus on cultivating management skills and developing a keen sense of awareness to phenomena occurring at the organization-wide level and involving the attitudes and behavior of people working in organizations. The course describes what organization theory is, how it has developed, and how its development has coincided with developments in the fields of public administration, policy, and management. Emphasis is placed on understanding both the theoretical development of the field and its many practical applications. Emphasis is also placed on recognizing how public and nonprofit organizations differ from business firms, and the resulting policy and managerial implications. Many of the examples and exercises in the course pertain to governmental organizations at different levels (such as the federal, state, and local levels of government in the United States), and to a variety of nonprofit organizations, such as hospitals, schools, museums, transit authorities, convalescent homes, and social service agencies.

Public managers must lead effectively and concert action within an organizational context. Organizational theories form the backbone of the field of organizational studies and are highly relevant to management. These theories are interdisciplinary and span the fields of public administration, business, psychology, political science, economics, anthropology, sociology and related fields. They seek to explain behavior and organizational dynamics in both individual and collective contexts. This has become increasingly significant, especially when one considers the cultural diversity and dynamism in today's typical workplace and the need for global interconnectedness and concerted action.

Classical organizational theorists believed it was possible to develop a single, universal theory for structuring and managing organizations. Current theorists take a different approach, believing in the unique nature of each organization and therefore in the need to develop personalized solutions that take into account elements such as size, technological requirements, environment, nature of industry, etc. Thus, topics in this course include the relationship between

---

<sup>1</sup> Office hours are by appointment, but please feel free to drop by whenever I am in the office. Also feel free to contact me by email or telephone whenever necessary. Email usually works best.

organizations and their environments; organizational performance and effectiveness; organizational structure and design; formal and informal structure; organizational goals and missions; leadership and management; strategy and decision-making; and other related topics. The most important element in any organization is its people. When an organization has highly skilled and motivated staff, competent and ethical leaders, a strong culture and salient mission, and adequate resources to fulfill its mission, the organization usually survives and performs well. Recognizing this important fact, the behavioral sciences have become an integral part of the field of management and the knowledge base of organization behavior has proliferated. This course will provide broad coverage of many aspects of organization behavior including motivation, performance, satisfaction, commitment, leadership, power, conflict, work processes, and other topics of importance.

The course has several closely related aims. Students will:

- 1 Grasp the important themes, perspectives, and theories of the field;
- 2 Explore the relationship between organization theory and behavior, on one hand, and public administration, policy, and management on the other;
- 3 Be introduced to the literature of and major issues involved in the subject (these include conceptual, theoretical, methodological, and practical issues);
- 4 Survey and analyze critically some of the theoretical frameworks commonly used for the study of the subject and form an assessment of the state of the field;
- 5 Write a term-length paper on a topic related to organizational performance and effectiveness;
- 6 Develop a keen understanding of what it means to organize, lead, and manage well in the public and nonprofit sectors;
- 7 Learn many important concepts and ideas, both classical and contemporary, such as span of control, total quality management, organization culture, the learning organization, etc.;
- 8 Learn the contemporary state of knowledge and managerial thinking on these topics and others covered in the course;
- 9 Engage in case discussions and exercises to develop a sense of how to apply the topics and ideas covered in the course; and
- 10 Explore ways to strengthen theory-practice linkages (and vice-versa).

Students are encouraged to apply the theories and concepts of the subject matter covered in this course to their own individual fields of specialty or interest, and to draw from their experience and offer relevant insights to share with the class. Doing so will enliven seminar sessions and enrich the learning experience for all participants.

### **Student Learning Outcomes**

The primary intent of this course is to prepare students to lead and manage in public governance. After successfully completing this class, students will be able to demonstrate their understanding of the importance and dynamics of working in groups or teams, including making collaborative decisions, incorporating diverse viewpoints, and creating a cohesive and professional product or outcome. Furthermore, students will be able to identify the leadership and management demands across work sectors in general, and in the public and non-profit sectors in particular, including their similarities and differences, as well as unique international, intergovernmental and inter-organizational challenges.

Students will develop knowledge of the important components or dimensions of organization, leadership and management, and develop a sense of how one leads and organizes in these areas-- leading change, influencing organizational culture, motivating people, designing organizations, leading strategic decisions, and others of the primary challenges that organizational leaders face.

Students will learn many important concepts and ideas that these topics include, both classical and contemporary, such as span of control, total quality management, organizational culture, reinventing government, the learning organization, *The President's Management Agenda*, *PART* scores, the Balanced Scorecard, and the Human Capital movement in government.

### **Seminar Sessions**

During seminar sessions, the instructor will present material, pose questions for discussion, and occasionally serve as a devil's advocate to help the class clarify issues, focus on points of dispute, and aid in the process of critical inquiry. The course is an open forum in which all relevant contributions are welcomed and valued, while showing dignity and respect for all. All participants are expected to complete all readings on schedule and be prepared to comment on and assist in the analysis of the literature and issues under discussion in each seminar session. Participants are also expected to lead discussions and participate in small group exercises as assigned. For individuals, attendance and the level and quality of these contributions will influence grades as explained below.

### **Assignments and Grades**

Grades will be based on students' performance on written assignments, including an original research paper and midterm and final examinations. Attendance and participation in the seminar is also a grading factor. These components are explained below, and they will be discussed in more detail during the first class session.

The overall grading scheme is as follows:

<u>Component</u>	<u>Weight</u>
Midterm examination	30%
Course project paper	20%
Final examination	30%
Attendance, participation and group work	<u>20%</u>
	100%

Note: plus or minus grades may be assigned as prescribed by University policy.

Note: any Ph.D. students taking the course will have substantially different assignments, including more research-oriented readings and an original research paper that is empirical in nature and aimed at publication.

### **Midterm Examination**

Students will take a closed-book midterm examination worth approximately 30 percent of the final grade. This examination will consist of a variety of objectively-scored questions that may include true/false, multiple choice, matching, and short answer.

### **Course Project Paper**

Students will write an original research paper of 10-15 pp. on one of the following topics: (1) a great organizational success story, or (2) a colossal organizational disaster. Toward this end, students will submit a prospectus early in the semester and the paper will be due near the semester's end. The purpose of this assignment – and the key element in grading – is for students to immerse themselves in an organization and its environment, and to utilize knowledge gained in the course to conduct an analysis of the organization and its performance (that is, its success and/or failure). Students should strive for papers that are high quality, cosmetically pleasing, and easy for readers to follow and understand. The papers should be type-written in a conventional 10 to 12 point font and double-spaced with one inch margins on all sides. All pages should be numbered. Students should collate all pages into a single Microsoft Word document (no PDFs!) and submit as a single file attachment via email. The papers should be formatted according to the American Psychological Association style guide, 6<sup>th</sup> edition. Details and shortened versions of the style guide are widely available on the internet. The paper will be graded based on quality of presentation and content.

### **Final Examination**

Students will take a comprehensive, closed-book final examination worth approximately 30 percent of the final course grade. This examination may consist of several different types of questions similar to the midterm examination.<sup>2</sup>

### **Attendance, Participation and Group Work**

Attendance and participation are required in this course and, along with group work, counts approximately 20 percent of the final grade. Students who miss two or more classes, or who frequently arrive late or leave early, should expect to receive a lowered grade in the course. With respect to participation, I consider how frequent, valuable, and constructive a student's contribution is to class discussions and group assignments. This component includes completion of several short homework-type assignments during the semester along with case analyses, leading discussions, and other group work.

### **Reasonable Accommodations**

Students with disabilities that could affect their ability to participate and perform well in the course should see me early in the semester. I am receptive to these situations and will make any reasonable accommodations.

---

<sup>2</sup> Note: university policy provides that any student with three final examinations scheduled on the same calendar day or two examinations at the same time may petition an instructor to reschedule one exam at a different time.

### **Academic Honesty**

The ethical bar is set very high for aspiring public servants and researchers in our field, and a strong work ethic is both expected and required. Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in “A Culture of Honesty.” Students should inform themselves about these standards before performing any academic work.

### **Required Readings**

The required readings for the course are as follows:

- Richard L. Daft, *Organization Theory and Design*, 12<sup>th</sup> edition (Boston, MA: South-Western College Publishing, 2015)
- Hal G. Rainey, *Understanding and Managing Public Organizations*, 5th edition (San Francisco, CA: Jossey-Bass, 2014)
- Other readings as assigned.

All books are available at the UGA main campus bookstore and most off-campus bookstores in the area. Limited copies may also be available for temporary use from the main library, departmental library, or directly from the instructor. Note: books may be purchased at standard rates or rented (physically or electronically) for half-price or less. Contact the UGA main campus bookstore for details. All other readings will be posted on the ELC course website or handed out in class.

### **Tentative Course Schedule**

All topics and required textbook readings are listed below under the appropriate heading. These readings will be supplemented with a variety of cases, exercises, and supplemental readings. This schedule will serve as a guide but not a rigid constraint throughout the semester. Some topics will likely take less than the allotted time, while others will require more attention. Some minor rescheduling may also occur. Any changes in the syllabus or course schedule will be announced in advance.