



## **PADP 6960: Public Management**

Call # 34682

Fall Semester, 2017  
Wednesdays, 6:15-9:00 pm  
UGA Gwinnett, 0121  
Office Hours: Mondays, 1-5 pm  
or by appointment

Dr. Katherine Willoughby  
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### ***Overview***

This class is an introduction to the study of organizations and management. It focuses primarily on the public and non-profit sectors. It is a fast-paced course that is organized around three overarching modules: (1) the environment of government and non-profit organizations, (2) internal management processes, and (3) performance measurement and management and other management reform efforts. This course syllabus provides a general plan for the course; deviations may be necessary.

### ***Expectations***

Students are expected to have several competencies when they enroll in this course. First, students should be well versed in the general workings of U.S. governments, their structures, the policy process, and the tension between bureaucracy and democracy. Second, students should be comfortable reading original social science research. Students should understand the general structure of an academically oriented research article and be able to consume quantitative and qualitative research. Students are not expected to understand all of the statistical analyses and techniques that they read. However, students should make an effort to understand the findings and general conclusions of such work. Statistics and analytical techniques are covered in PADP 7110 and 7120. Students are expected to ask questions when methodological issues are not clear.

In addition, this is a writing intensive course and class participation is an expected and highly valued part of student responsibility to the course. Students should not enroll in this course if they expect to have significant professional, personal, or travel-related conflicts. This is a graduate-level course that requires substantial reading and preparation, in-class group and individual work, written assignments and three written essay exams. Missing multiple class sessions will make it impossible for students to remain up-to-date on the material and contribute well to student learning results.

## ***Approach to Learning and Teaching Philosophy***

Readings in this course include one E-book (through Top Hat, explained below), individual book chapters and published research papers. Management cases which students examine in their memos are drawn from the Case Program at the John F. Kennedy School of Government at Harvard University. In-class sessions will be a mix of instructor- and student-directed discussion and individual and group exercises. Exercises are based upon student preparation, to date, through reading and answering questions in the E-book accessed through Top Hat, and reading of assigned book chapters and published papers.

This is not a “tools” or “how-to” course on management, but rather an introduction to many of the issues that managers face in public and non-profit organizations. Students should leave the course with a firm understanding of the current research on managing public and non-profit organizations as well as greater knowledge about how to apply the ideas and theories learned in class to the workings of actual public and non-profit organizations.

Management is affected by many contingencies, among them, the organizational environment as well as those external to the organization, one’s personality, resource constraints, and the characteristics of those being managed. One learns to be a good manager through several paths: (1) conduct of work within an organization and engaging in the practice of management; (2) continued critical thought, self-assessment and reflection, and (3) understanding how other managers have found success. No one can become a good manager unless they practice the craft. Your mandate – as you progress in your career and engage in managerial duties and activities – is to continually self-assess and work to improve your management skills. Finally, your academic life should provide you the opportunity to systematically explore what leads to success in management. My role is to help you with the components (2) and (3) above, by sharing with you the academic research on management, helping you to understand some of the major issues facing public and non-profit managers, and critically assessing your work to support the advancement of your written and critical thinking and communication skills.

## ***Course Learning Objectives***

After completing this course, you should be able to:

- ✓ Distinguish management as it operates in public, non-profit, and private organizations
- ✓ Understand the environment in which organizations operate, including economic markets, networked arrangements, and in light of the New Public Management movement
- ✓ Compare different methods of structuring organizations to achieve goals
- ✓ Assess the challenges of managing in an environment of ambiguous, multiple, and conflicting goals
- ✓ Problem solve related to managing people in public and non-profit organizations
- ✓ Articulate the components of various performance management systems and strategies and evaluate their strengths and weaknesses
- ✓ Discern avenues for stakeholders and citizens to have input into public program management
- ✓ Assess and navigate organizational innovation and change processes

## ***Course Policies and Procedures***

### **Academic Honesty**

University guidelines on academic honesty will be enforced in this course, and you should be familiar with the [UGA Student Code of Conduct and Policies](#). It is your responsibility to ask questions if you are unclear about what is appropriate. Academic dishonesty violations will result in a minimum penalty of a '0' on the assignment or exam, can escalate to an academic dishonesty charge brought by the Professor, and can result in dismissal from the program of study and the University.

### **Accommodation**

Students who wish to request an accommodation for a disability may do so by registering with the [University's Disabilities Resource Center](#). Students may only be accommodated upon issuance by the Center of approved documentation and a plan. Students are responsible for providing a copy of documents and plans to instructors of all classes in which an accommodation is sought. The accommodation plan for this course must be provided to this Professor prior to the second week of class in order to negotiate the terms of the accommodation.

### **Advice and Assistance**

Students are responsible for contacting the Professor when having trouble understanding the material or requirements of the course. Dr. Willoughby is available during office hours or by appointment. Please provide your name and telephone number when leaving a message on voicemail (706.583.0553). Students should communicate with the Professor by Email through the course on eLC. If the online course is not functioning, students can Email the Professor at: [kwilloughby@uga.edu](mailto:kwilloughby@uga.edu).

### **Make-up Exams, Late Assignments and Incompletes**

***There are no make-up exams in this course and late assignments and exams are neither accepted nor graded.*** Incomplete or "I" grades are permitted in rare circumstances only. The Professor has the right (1) to require documentation and proof of the need for an "I" grade, before agreeing to apply the "I" grade; (2) to the assignment of different and/or additional course requirements to the student to complete the course and/or (3) to impose a grade penalty for an "I" grade in the course. Please let the Professor know as soon as you see a problem developing. Familiarize yourself with the University's course withdrawal procedures at [UGA Withdrawal Policies](#).

### **eLC and Student Email**

This course uses the eLC course Email to communicate with students. All course related materials, assignments, exams and grades are posted to the course online. Your official UGA student Email address that is available at eLC will be the address used to get in touch with you, if necessary. Please check this account regularly or arrange for it to be automatically forwarded to whatever personal Email account that you check daily. All course correspondence with the Professor should be conducted through eLC, for security and consistency.

## ***Grading, Memos, Exams and Course Evaluation***

Your grade in this course is based on your performance on three exams, several case memos and in-class exercises. The following scale will be used for grading in this course:

93-100	A	78-79.99	C+
90-92.99	A-	73-77.99	C
88-89.99	B+	70-72.99	C-
83-87.99	B	60-69.99	D
80-82.99	B-	0-59.99	F

## Final Course Grade Components

5%	E-book Chapter Questions
10%	In-Class Exercises
10%	1 <sup>st</sup> Case Memo
15%	2 <sup>nd</sup> Case Memo
15%	1 <sup>st</sup> Exam
20%	2 <sup>nd</sup> Exam
25%	3 <sup>rd</sup> Exam

## Management Case Memos

Students will prepare two memos that assess different Harvard Kennedy School management cases. Specific formatting guidelines, due dates and the grading rubric for memos are included in this syllabus. Memos should be submitted to the appropriate dropbox at the course on eLC. **Hardcopy and/or late memos are not accepted.**

Memos will be evaluated primarily for meeting written and critical analysis guidelines included in the instructions noted below. The Professor may refuse credit for memos that are poorly written, not written in the requested format or those that do not address all questions asked. Memos submitted that do not follow directions will be marked down accordingly. Do not engage a list format in memo; do not use subheadings. Each memo should address every section below, but be presented as a well-structured essay.

### Memo Format

#### ***Objectives***

By analyzing cases, students will think systematically about the issues in the scenarios and formulate some preliminary thoughts about how the case illustrates points made and/or learned through readings and in class sessions. Students will also have concrete bases for discussion in later classes, and the memos will be a valuable study aid for the exams.

#### ***Format***

Each memo will be no longer than three (3) typewritten, **double-spaced** pages, 1 inch margins all around, 10 or 12 point font only. Do not include additional spacing between paragraphs; that is, keep the entire memo double-spaced. Craft complete paragraphs—more than two sentences each!

#### ***Content***

Prepare memos in an essay format. Memos that present responses in a list format will receive no credit. Rather, you should provide a three page essay that includes paragraphs for each of the components below.

- *Introduction and problem definition.* Assume that your audience does not know anything about the case and highlight significant aspects included in it. Why is it important to assess this particular case? That is, what management issues are evidenced in the case? Explain to the reader the reason that the analysis of this case is important.
- *Management problem.* Describe the most noteworthy management problem(s) in one or two paragraphs.
- *Management solution.* Aside from any solutions to problems that might be considered in the case itself, what solutions or management strategies might you employ to advance the organization or solve problems? What could have been done or what could be done to reduce the severity or even prevent the problem(s) in the first place? In particular, what

would a good leader/manager do? Justify solutions and recommendations that you suggest that coalesce or diverge from any presented in the case.

- *Practical relevance.* Each case has been included in this course for a specific reason. How is this case relevant to learning about public and non-profit management? Justify your assessment in a paragraph.
- *Application to theory.* How does this case relate to course readings and the theoretical foundations for management that you have studied thus far? Have you provided a convincing, clear and thoughtful assessment of this case and problem solution for the reader? Have you justified your analysis?

### ***Referencing***

Do not use “I” or “I believe” or “I think” or “I would do...” or any reference to yourself in these memos, which should be objective, analytical assessments of management cases and not opinion pieces. Memos of this sort should not cite the case after every sentence; nor should a memo like this include lengthy quotes from any source. Direct quotes should be properly cited. If you mention other scholars’ work (related to practical relevance and/or application to theory), you must cite such work and provide a reference at the end of your memo. References do not count toward your three pages of text and should be included as an extra page.

### **Exams**

Exams will be essay format and require students to apply concepts and course materials to hypothetical cases. Exams are open-book and open-note and are designed to build student skills in the areas of critical thinking and communication through written expression. Exam #1 (**September 27, 2017**) will be made available to you online at the course on eLC at the usual start time of class (6:15 pm) and must be submitted back to the course online by **11:30 pm** the same evening. Exam #2 will be made available to you online at the course on eLC at the usual start time of class (6:15 pm on **November 15, 2017**) and must be submitted back to the course online by **11:30 pm the following evening, November 16, 2017**. Exam #3 will be made available to you online at the course on eLC at 9:15 pm on the night of the last class session (**November 29, 2017**) and must be submitted back to the course online by **11:30 pm Monday, December 11, 2017**. Due dates and times for exams are final, regardless of when you decide to access and begin any exam. **Hardcopy and/or late exams are not accepted or graded.** You must submit your completed exams via eLC. Only if the eLC site is not functioning, should you send exams to my UGA email, [kwilloughby@uga.edu](mailto:kwilloughby@uga.edu).

### ***Required Textbook and Cases***

Most readings will be available via eLC, with the exception of the E-book at Top Hat and two Harvard Kennedy School management cases. Below is information about purchasing these items for the course.

**Tophat.com E-Book:** You should have been contacted by Top Hat to purchase the text for this course.

We will be using Top Hat (<https://tophat.com>) as a course accessory in this class. An Email invitation should have been sent to you about accessing Top Hat and the E-book, Management Systems and Strategies. **Contact the Professor if you have not received an Email about access to the book at Top Hat.** Top Hat requires a paid subscription and a full breakdown of all subscriptions options available can be found at: [www.tophat.com/pricing](http://www.tophat.com/pricing). After you pick your subscription, your textbook cost will be added to your subscription cost at checkout. The pricing for this course should be under \$50 for the subscription and the textbook. Do not worry if you do not see any content in the book right away. I will make chapters available to you as the semester progresses that are in sync with the course syllabus.

Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact the Top Hat Support Team directly by way of Email at [support@tophat.com](mailto:support@tophat.com), using the in app support button, or by calling: 1-888-663-5491.

Harvard Kennedy School cases available for purchase from: <http://case.hks.harvard.edu/>

1<sup>st</sup> Case: #2053 City of Tuscaloosa's Response to the 4/27/11 Tornado

2<sup>nd</sup> Case: #2031 Reclaiming the American Dream: Thomas Perez and the Department of Labor

## ***Class Format***

This course has been specially planned to immerse students in active learning. This requires a bit of a step up on the part of students in terms of their preparation for class sessions. To be ready for class, students should have thoroughly examined, read and thought about required readings, answered chapter questions in the E-book, and come to class session ready to participate. Class sessions will engage students individually and/or in groups in order to discuss a case, conduct an exercise, or to debate about important management principles, concepts, themes and reforms.

There are several pedagogical reasons that the course operates this way. First, there are many of you who rarely speak in class but have interesting and relevant insights and perspectives that would benefit the entire class. Providing opportunities for you to discuss topics in class allows you to practice delivering a persuasive and considered argument to others. Most discussions lead to a diversity of interpretations for us to consider to apply to management problems. Second, speaking effectively and working in groups is a bona fide requirement for those entering management positions in any organization and particularly, in government and non-profit organizations. You should consider this class a low-risk environment for working on your individual and team skills as well as becoming more comfortable speaking in front of others. You should use this class to (1) work on conveying your thoughts to others in a clear, logical and persuasive way, (2) work on allowing others to have an opportunity to present their consideration of management topics, concepts and issues, and (3) work on listening to your fellow students' arguments and perspectives in a respectful, though critical way. By critical, I mean that you should practice the art of civilly questioning others on their views and interpretations, and then to be willing and able to offer your perspective and justification for your view in a courteous way. Third, the active learning aspect of the course requires students to be consistent and conscience in their knowledge building regarding the topic of study.

## ***Schedule of Classes and Topics<sup>1</sup>***

*Starred (\*) material indicates required readings.*

### **August 16**

#### ***How are public and non-profit organizations different from for-profit organizations?***

\*TopHat E-Book: Chapter 1, Management Matters

\*Boyne, G. A. (2002). Public and private management: What's the difference? *Journal of Management Studies*, 39(1), 97-122.

\*Bozeman, B. (2002). Public-value failure: When efficient markets may not do. *Public Administration Review*, 62(2), 145-161.

\*Moulton, S. (2009). Putting together the publicness puzzle: A framework for realized publicness. *Public Administration Review*, 69(5), 889-900.

\*Rainey, H.G., and Bozeman, B. (2000). Comparing public and private organizations: Empirical research and the power of the a priori. *Journal of Public Administration Research and Theory*, 10, 447-470.

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<sup>1</sup>Schedule and readings subject to change at the discretion of the Professor. All changes will be noted on the course at eLC.

## August 23

### **How do public and non-profit managers operate in a system of reforms where results and a “bottomline” are emphasized?**

\*TopHat E-Book: Chapter 2, Managing for Results

\*Gerrish, E. (2016). The impact of performance management on performance in public organizations: A meta-analysis, *Public Administration Review*, 76(1), 48-66.

\*Lu, E. Y. (2008). Managing the design of performance measures: The role of agencies, *Public Performance and Management Review*, 32(1), 7-24.

\*Moynihan, D. P. (2006). Managing for results in state government: Evaluating a decade of reform. *Public Administration Review*, 66(1), 77-89.

\*U.S. Government Accountability Office. (2016). Managing for Results: OMB Improved Implementation of Cross-Agency Priority Goals, But Could Be More Transparent About Measuring Progress. GAO-16-509.

## August 30

### **What are the best practices for managing relationships with key actors in partnerships?**

\*TopHat E-Book: Chapter 3, Managing Inter-Organizational Relationships

\*Carney, T. J. and Weber, D. J. (2015). Public health intelligence: Learning from the Ebola Crisis. *American Journal of Public Health*, 105(9), 1740-1744.

\*Choi, S. O. and Brower, R. S. (2006). When practice matters more than government plans: A network analysis of local emergency management. *Administration & Society*, 37(6): 651-678.

\*Osborne, S. P. (2006). The new public governance. *Public Management Review* 8(3), 377-387.

\*Meier, K. J. and O'Toole, L. J. (2001). Managerial strategies and behavior in networks: A model with evidence from U.S. public education. *Journal of Public Administration Research and Theory*, 11(3), 271-294.

### **1<sup>st</sup> Case Memo due; submit to dropbox at course on eLC by the start of class**

Harvard Case #2053: City of Tuscaloosa's Response to the 4/27/11 Tornado, written by David Tannewald.

## September 6

### **How can public managers maintain accountability when contracting for services and fulfilling grants contracts?**

\*TopHat E-Book: Chapter 4, Managing Contractual and Grant Relationships

\*Christensen, T. and Lægreid, P. (2001). New public management: The effects of contractualism and devolution on political control. *Public Management Review*, 3(1), 73-94.

\*Hartmann, A., Davies, A. and Frederiksen, L. (2010). Learning to deliver service-enhanced public infrastructure: Balancing contractual and relational capabilities. *Construction Management and Economics*, 28, 1165-1175.

\*U.S. Government Accountability Office (2012). GRANTS MANAGEMENT: Action Needed to Improve the Timeliness of Grant Closeouts by Federal Agencies. GAO-12-360 (April).

\*Vrangbæk, K., Petersen, O.H., and Hjelm, U. (2015). Is contracting out good or bad for employees? A review of international experience. *Review of Public Personnel Administration*, 35(1), 3-23.



## September 20

### ***How have public organizational arrangements changed and what are the implications of change?***

\*TopHat E-Book: Chapter 5, Models of Organizational Structure

\*Christensen, T. and Lægreid, P. (2010). Complexity and hybrid public administration: Theoretical and empirical challenges. *Public Organizational Review* October 7, available at: <http://link.springer.com/article/10.1007/s11115-010-0141-4/fulltext.html>

\*Jung, C. S. and Kim, S. E. (2014). Structure and perceived performance in public organizations. *Public Management Review*, 16(5), 620-642.

\*Layne, K. and Lee, J. (2001). Developing fully functional E-government: A four stage model. *Government Information Quarterly*, 18, 122-136.

\*Vander Elst, S. and De Rynck, F. (2014). Alignment processes in public organizations: An interpretive approach. *Information Polity: The International Journal of Government & Democracy in the Information Age*, 19(3/4), 195-206.

## September 27

**1<sup>st</sup> Exam available at 6:15 pm and due to dropbox at course on eLC by 11:30 pm**

## October 4

### ***How does organizational design impact service delivery and effectiveness?***

\*TopHat E-Book: Chapter 6, Organizational Design and Span of Control

\*Casalino, N. (2014). Learning to connect: A training model for public sector on advanced E-government services and inter-organizational cooperation. *International Journal of Advanced Corporate Learning*, 7(1), 24-31.

\*Kim, Y. (2014). Relation between policy types and organizational structures in U.S. federal agencies: An analysis focused on formalization, span of control, headquarters ratio and personnel. *Administration & Society*, February 18, 1-43.

\*Meier, K. J., and Bohte, J. (2003). Span of control and public organizations: Implementing Luther Gulick's research design. *Public Administration Review*, 63(1), 61-70.

\*Theobald, N.A. and Nicholson-Crotty, S. (2005). The many faces of span of control: Organizational structure across multiple goals. *Administration & Society*, 36(6), 648-660.

## October 18

### ***How do managers balance competing goals of innovation and accountability? What challenges do managers face when implementing change?***

\*TopHat E-Book: Chapter 7, Planning and Managing Organizational Change

\*Fernandez, S., and Rainey, H. G. (2006). Managing successful change in the public sector. *Public Administration Review*, 66(2), 168-176.

\*Smollan, R. K. (2015). Causes of stress before, during and after organizational change: A qualitative study. *Journal of Organizational Change Management*, 28(2), 301-314.

\*Stoltzfus, K., Stohl, C. and Seibold, D. R. (2011). Managing organizational change: Paradoxical problems, solutions, and consequences. *Journal of Organizational Change Management*, 24(3), 349-367.

\*van der Voet, J., Kuipers, B. and Groeneveld, S. (2015). Held back and pushed forward: Leading change in a complex public sector environment. *Journal of Organizational Change Management*, 28(2), 290-300.



**October 19** **Last day to withdraw from a course and receive "Withdrawal"**

**October 25**

**How do managers succeed when organizational goals often are ambiguous, complex, and can be conflicting**

\*TopHat E-Book: Chapter 8, Organizational Goals and Objectives

\*Ayers, R. S. (2015). Aligning individual and organizational performance: Goal alignment in federal government agency performance appraisal programs. *Public Personnel Management*, 44(2), 169-191.

\*Chun, Y. H., and Rainey, H. G. (2005). Goal ambiguity and organizational performance in federal agencies. *Journal of Public Administration Research and Theory*, 15(4), 529-557.

\*Pandey, S. K. and Wright, B. E. (2006). Connecting the dots in public management: Political environment, organizational goal ambiguity, and the public manager's role ambiguity. *Journal of Public Administration Research & Theory*, 16(4), 511-532.

\*Rainey, H. G. and Jung, C. S. (2015). A conceptual framework for analysis of goal ambiguity in public organizations. *Journal of Public Administration Research & Theory*, 25(1), 71-99.

**2<sup>nd</sup> Case Memo due; submit to dropbox at course on eLC by the start of class**

Harvard Case #2031: Reclaiming the American Dream: Thomas Perez and the Department of Labor, written by Anjani Datla.

**November 1**

**How should managers use strategy and planning to improve organizational performance?**

\*TopHat E-Book: Chapter 9, Strategic Planning and Engagement

\*Bryson, J. M., Quick, K. S., Slotterback, C. S. and Crosby, B. C. (2013). Designing public participation processes. *Public Administration Review*, 73(1), 23-34.

\*Conteh, C. (2013). Strategic inter-organizational cooperation in complex environments. *Public Management Review*, 15(4), 501-521.

\*Hood, C. (1991). A public management for all seasons. *Public Administration*, 69(1), 3-19.

\*Szymaniec-Mlicka, K. (2014). Resource-based view in strategic management of public organizations-A review of literature. *Management* 18(2), 19-30.

**November 8**

**How can managers lead effectively in an ever changing and complex environment?**

\*TopHat E-Book: Chapter 10, Effective Leadership in Complex Organizations and Changing Environments

\*Borins, S. (2000). Loose cannons and rule breakers, or enterprising leaders? Some evidence about innovative public managers. *Public Administration Review*, 60(6), 498-507.

\*Boin, A. and Hart, P. (2003). Public leadership in times of crisis: Mission impossible? *Public Administration Review*, 63(5), 544-553.

\*Javidan, M. and Waldman, D.A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review*, 63(2), 229-242.

\*Van Der Voet, J., Groeneveld, S. and Kuipers, B. S. (2014). Talking the talk or walking the walk? The leadership of planned and emergent change in a public organization. *Journal of Change Management*, 14(2), 171-191.

**November 15 to November 16**

**2<sup>nd</sup> Exam available at 6:15 pm and due to dropbox at course on eLC by November 16 at 11:30 pm**

**November 29**

***Will the future be about management and/or governance?***

\*Dunleavy, P., Margetts, H., Bastow, S. and Tinkler, J. (2006). New public management is dead—Long live digital-era governance. *Journal of Public Administration Research and Theory* 16(3), 467-494.

\*Pollitt, C. (2002). Clarifying convergence: Striking similarities and durable differences in public management reform. *Public Management Review*, 4(1), 471-492.

\*Sager, F. and Rosser, C. (2009). Weber, Wilson and Hegel: Theories of modern bureaucracy. *Public Administration Review*, 69(6), 1136-1147.

***Final exam will be available at the course online by 9:15 pm of this class session.***

**December 11 MONDAY**

**3<sup>rd</sup> Exam due; submit to dropbox at course on eLC by 11:30 pm**

## ***Common Problems with Essay Responses***

1. *Ambiguous responses* – be concrete and clear about your ideas. Do not provide “unfalsifiable,” fluffy language about good management or getting results. Be specific. If you discuss a concept from the readings, cite the scholar that you learned it from and explain its particular relevance to the case at hand.
2. *Unfeasible responses* – keep in mind that public and nonprofit organizations are often constrained when it comes to financial, time-related, and human resources. Do not suggest a Cadillac when a Kia is a more realistic and affordable option.
3. *Missing part of the question* – read all questions carefully and check to make sure that you have responded to all of them.
4. *Misreading the question* – be sure to read questions a couple of times to make sure that you are not making assumptions about what you think is being asked. Also, students sometimes avoid answering questions by discussing other components about the case that are not of interest in the assignment or exam at hand.
5. *Opinion versus learned assessment* – responses should reflect what you have read and what we’ve discussed in class, information in cases and/or originated from in-class exercises and not what you think makes sense or based on your own life experiences. Anchor responses in the concepts discussed in class as well as those presented in the readings. Do not infuse your essay with statements such as “I believe” or “I think.” These exercises are not a platform for your opinion but for you to illustrate the application of your knowledge of the substance of the course to the issues in the case.

## ***Prepare Well as You Practice Writing***

1. Learn **Word**. There is online training available at [UGA through Lynda](#) for all sorts of software. Take an afternoon and master the most important tool in your life. There is also quite a bit of training on YouTube. These are some things you should know how to do:
  - ✓ check spelling, grammar, and style;
  - ✓ use styles;
  - ✓ page numbering;
  - ✓ footnotes;
  - ✓ screen splitting;
  - ✓ tables; and
  - ✓ basic formatting (margins, indents, bullet points, spacing, and the like).
2. Develop your research skills. Professional work requires professional sources. This [link](#) lets you access the UGA Library from any location. Access SERVICES Help & Support from the Library Homepage to learn about all the resources for conducting research that the University Library offers. This [link](#) gives you full access to Google Scholar. These are essential sources for students working in and researching about public and nonprofit management.
3. What is plagiarism? Learn about it [here](#).

## ***PADP 6960 Case Memo Grading Rubric***

Willoughby

Fall, 2017

	<b>Advanced 100-90</b>	<b>Effective/Developing 89-80</b>	<b>Less Effective/Introductory 79-70</b>	<b>Poor &lt;70</b>
<b>Written Expression and Presentation (20%)</b>	<p>Essay is presented in the format stipulated and according to the academic honesty requirements. References are correctly formatted throughout according to specified citation style.</p> <p>Work product is clearly and well written with an introductory paragraph, body of text and concluding paragraph; no misspellings and/or syntax or grammatical errors. Paragraphs are well developed; no one- or two-sentence paragraphs.</p>	<p>Essay is presented in the format stipulated in the test instructions and according to the academic honesty requirements. References are formatted throughout according to the citation style specified, with evidence of a few minor errors.</p> <p>Work product is written in satisfactory manner with an introductory paragraph, body of text and concluding paragraph; a few misspellings and/or syntax or grammatical errors evidenced. Paragraphs are adequate throughout.</p>	<p>Formatting instructions are loosely followed; academic honesty requirements are applied throughout. Citation style is inconsistent throughout.</p> <p>Work product is written in simplistic fashion and does not present as a complete essay with introduction, body of text and concluding paragraph. Misspellings and/or syntax and grammatical errors evidenced throughout. Paragraphs lack development.</p>	<p>Formatting instructions and academic honesty requirements are not followed. Citations are incomplete or missing throughout.</p> <p>Work product is poorly written, lacks traditional essay flow and structure. Misspellings and/or syntax and grammatical errors evidenced throughout. Paragraphs lack development.</p>
<b>Comprehension (20%)</b>	Indicates advanced understanding of the environment in which the organizations and people in the case operate. Clearly articulates management components of the case and discusses management problems thoroughly. Conclusions fully supported by case analysis.	Indicates basic understanding of the environment in which the organizations and people in the case operate. Articulates most management components of the case and discusses management problems, some more thoroughly than others. Conclusions supported by case analysis.	Indicates limited understanding of the environment in which the organizations and people in the case operate. Articulates few of the management components and discusses management problems only superficially. Conclusions not well supported by case analysis.	Indicates little or no understanding of the environment in which the organizations and people in the case operate. Fails to articulate the management components and poor discussion of management problems presented in the case. Conclusions not supported by case analysis.
<b>Comprehensive (20%)</b>	Comprehensively assesses the management problems and develops solutions that address these problems as related to the case. Thoroughly addresses every section of the memo format.	Assesses some of the management problems and develops solutions that address these problems as related to the case. Addresses every section of the memo format, though some more thoroughly than others.	Assesses a few of the management problems and suggests solutions that may or may not match with these problems as related to the case. Addresses most but not all of the sections of the memo format.	Inadequately assesses management problems and suggests solutions that may or may not match with these problems as related to the case. Addresses just one or two of the sections of the memo format.
<b>Integrated (20%)</b>	Clearly and thoroughly integrates management concepts and relevancy thus far presented in class, through readings, memos, exercises and exams, for problem solving as related to the case.	Integrates some management concepts and relevancy thus far presented in class, through readings, memos, exercises and exams, for problem solving as related to the case.	Partially integrates management concepts and relevancy thus far presented in class, readings, memos, exercises and exams, for problem solving as related to the case.	Lacks integration of management concepts and relevancy thus far presented in class, readings, memos, exercises and exams, for problem solving as related to the case.
<b>Insightful (20%)</b>	Evidences high-level, critical thinking related to solving the management problems exhibited in the case and presents realistic, yet innovative, solutions to these problems.	Evidences some critical thinking related to solving the management problems exhibited in the case and presents realistic solutions to these problems.	Evidences elementary attention to solving the management problems exhibited in the case and considers solutions to these problems only superficially.	Evidences poor attention to solving the management problems exhibited in the case and does not consider realistic solutions to these problems.