

**PADP 6960 – Public Management– Spring 2017**  
**Wednesdays, 3:25 - 6:15 pm – 507 Journalism**  
**Dr. Brian N. Williams**

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**Course Description**

PADP 6960 is a survey course designed to introduce students to the foundational theories, general themes, major topics, and the contemporary challenges facing managers of public organizations. The course has been divided into two sections: (1) an introduction to public organizations: history, environment, politics, and public policy and (2) an examination and the application of managerial strategies to improve public organizations, with emphasis placed on ethics and leadership. Woven throughout the course is a case-based approach to learning.

**Course Objectives**

This course seeks to accomplish four objectives:

1. To provide an overview of the intellectual heritage and theoretical development of organizational studies, inclusive of leadership, management, and organizational design.
2. To provide an awareness and appreciation for the challenges that public managers face.
3. To engage in class discussions and case-based learning exercises to highlight the opportunities for ethical public management and effective leadership.
4. To facilitate the development and/or enhance four core skills for effective public service: memo writing, oral presentation, analytic thinking and team/group-based collaborative and creative problem solving.

To accomplish these objectives, the course is composed of readings, lectures, guest lectures, site visits, class discussions, case-based learning exercises and will utilize individual, team, and group-based assignments.

**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*. Furthermore, students will be able to identify the ethical challenges and appreciate the management demands within the public sector.

Students will develop knowledge of the important components or dimensions of public organizations, leadership and management, and develop a sense of how one operates and organizes in these areas--managing change, influencing organizational culture, motivating people, designing organizations, implementing strategic decisions, and other challenges that public managers face.

**Required Texts**

- 1.) Hal G. Rainey, *Understanding and Managing Public Organizations*, 5<sup>th</sup> Edition (2014), ISBN 978-1-118-58371-5.
- 2.) Brett Sharp, Grant Aguirre, and Kenneth Kickham, *Managing in the Public Sector: A Casebook in Ethics and Leadership*, Edition No. 1 (2010), ISBN-10: 0-13-603975-8.

Other readings may be assigned over the course of the semester. If so, they will be forwarded to your UGA email address.

**Required Assignments**

- **Individual Assignment (40 points)**
  - *Midterm Exam*. One exam is scheduled for this course. The exam will take place on **March 1<sup>st</sup>** and will cover the material from *Class Sessions 1-7*. The format for the exam will consist of multiple-choice, short answer and essay questions and will be worth a maximum of **40 points**.

- **Team Projects (20 points)**

Each student will be paired (mutual consent) with another student to engage in two team-based projects. A description of each is provided below.

- **Phenomenology Exercise.** Each team of students will select a public organization of their choice to serve as the organizational site for a phenomenological case study. The primary objective for this assignment is to provide you with the opportunity to better understand how a public organization is in relation to those external institutions, organizations, and individuals within its “organizational universe.” A secondary objective for this assignment is to highlight how organizational phenomena and related external dynamics impact the lived or professional experiences of managers of public organizations.

One deliverable is associated with this assignment: an in-class presentation of your organization that illuminates the relevant implications for organization theory, in general, and the management of your public organization, in particular. This deliverable is worth a maximum of **10 points**. The due date for these deliverable is **March 15<sup>th</sup>**. A more detailed description of this assignment is appended to the syllabus.

- *Leading/Facilitating a Class Discussion.* Each team of students will be responsible for leading and facilitating a class discussion based upon cases contained in a chapter of their choosing from the Sharp et al., casebook. The casebook offers a range of topics with multiple cases to support each topic. Each team **must utilize 3 cases** from their selected chapter to lead and facilitate a class discussion that highlights the ethical challenges and the resulting opportunities to lead and manage in public governance. Each team will have **30 minutes** to lead and facilitate this discussion.

A peer assessment approach will be used for assigning a grade for this assignment. As such, your classmates will utilize a rubric to assign each team **a maximum of 10 points** for this assignment. The due date for this assignment will correspond with the chapter that you select from the Sharp et al., casebook.

- **The Group Project: Title IX of The Education Amendments of 1972 Related Deliverables (40 points)**

- The class will be divided into groups. Each group will be responsible for researching Title IX of the Education Amendments of 1972 in order to explore how this title impacted the “organizational universe” of a public organization of their choice. Special attention must be devoted to the challenges and opportunities that this particular title created or creates for the public managers to lead and manage in public governance.

This assignment requires each group to explore, in-depth, the “universe” of their organization by utilizing the *organizational universe* template. The *organizational universe* approach (Jones and Reilly, 1981) allows you to explore the internal and external webs of relationships of an organization, by examining the congruency between that organization’s **(a)** values, **(b)** goals, **(c)** structure, and **(d)** internal climate with that of its **(e)** external environment and stakeholders. This approach serves as a beneficial tool to assess the challenges and opportunities that face public managers.

**Five deliverables** are linked to the group project. The **first is a two-page synopsis** of the public organization that your group has selected, accompanied **with an additional two-page synopsis** of Title IX of the Education Amendments of 1972. This deliverable is due at the beginning of class on **February 1<sup>st</sup>** and must include some preliminary information on your organization (i.e., authorizing legislation of the organization; the organization’s mission, vision and values; how the organization is structured; the total number of employees; the population that it serves; location(s) of organization; etc.) and an overview of Title IX. Any appended documents, like an

organizational chart, will not count towards the page limit. This deliverable is worth **2.5 points** of your final grade.

The **second** deliverable requires each group to produce an **8-10 page literature review**. A literature review is a critical summary, that is objective in nature, of published research on a focal topic. The primary objective of a literature review is to synthesize research on a particular topic. Each group will select a topic of their choice. *This topic must be relevant to public management.* After selecting your topic, each group must (1) develop a working thesis statement relative to their focal topic, (2) identify **at least 15, peer-reviewed sources** that they will evaluate, (3) develop a blueprint or framework for their review, and (4) ultimately write their review. This deliverable is worth **15 points** and is due at the beginning of class on **March 22<sup>nd</sup>**.

Utilizing the background information from the first deliverable and contextual information gleaned from the second deliverable, each group must develop and forward to me their **third** deliverable: a **3-5 page case study**, which captures a realistic issue or challenge that their organization and its managers have faced or may face in response to Title IX. Each case study must conclude with three to five questions that can be used to generate a class discussion. This deliverable is due at the beginning of class on **March 22<sup>nd</sup>** and is worth **7.5 points**.

The **fourth** deliverable requires each group to produce and present a **PowerPoint presentation** that highlights their organization and its organizational universe from the context of Title IX. Beyond the basic overview of Title IX and their focal organization (history, mission, vision, and values; organizational chart, etc.), each group presentation must highlight the strengths, weaknesses, opportunities, and threats that faced or is facing the organization and must utilize the **third** deliverable (case study or vignette) to facilitate an in-class discussion. The in-class discussion should surface some managerial strategies to maintain the strengths and take advantage of the opportunities of their organization, while addressing the weaknesses and threats described in their case. This deliverable is due on **April 19<sup>th</sup>** and is worth **5 points**.

The **fifth** and final deliverable is a **4-page memo** in response to the case that your group develops. This written document should (a) introduce the organization, (b) identify the problem or problems that it faces in the context of Title IX, (c) note who the key actors and stakeholders are and what are their perspectives on the problem, (d) highlight alternative ways of rectifying the problem or problems and whether each key actor or stakeholder would support or oppose each option, (e) note the advantages and disadvantages of each important option and (f) offer a final recommendation that is the most feasible or best addresses the problem or problems. More detailed information regarding the memo will be shared on the second week of class. This portion of the group project will be worth **10 points** and will be due on **April 19<sup>th</sup>**.

On **April 19<sup>th</sup>**, each group must provide a file folder that contains two (2) printouts of all deliverables related to the group project. Cumulatively, the group project and its related assignments will be worth a maximum of **40 points**.

### **Expectations for Written Assignments**

All memos must be typed, single-spaced, well written, and are required to use 12 point font with one inch margins. Please use the *Ford School to Memo Writing* example that will be provided by the class session on January 18<sup>th</sup> as your template. Pay special attention to the header, the headings that are provided for each section and the spacing between sections and paragraphs. Please remember that any appended documents will not count towards the page limits for the memo assignments.

All other papers must be typed (12 point font), double-spaced, well written, and conform to the standards of the APA 6<sup>th</sup> Edition. For each paper, include a title page, page numbers and headings (subheading where appropriate).

**Grading**

Final grades will use the following scale:

A = 94-100	B+ = 87-89	C+ = 77-79	D = 60-69
A- = 90-93	B = 84-86	C = 74-76	F = 0 – 59
	B- = 80-83	C- = 70-73	

If you have a grade dispute, please forward a one-page memo to me presenting evidence for your case. I will review and re-grade the original assignment. This review may result in the grade going up, down, or staying the same.

**Late Assignments:**

*Late papers will not be accepted without a university-approved excuse.*

**Student Honor Code:****University Honor Code and Academic Honesty Policy**

*As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <https://ovpi.uga.edu/academic-honesty/academic-honesty-policy>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.*

**PADP 6960 – Spring 2017  
Class Meeting Schedule**

Session	Date	Class Topic	Readings
		<b><i>Introduction to Public Organizations: History, Environment, Politics and Public Policy</i></b>	
1	1/11	Overview of Course, Overview of Assignments	
2	1/18	Overview of Grading Rubrics/Literature Review Organizations & Organization Theory Primer on Ethics in PA Introduction and Overview of Effective Memo Writing	Rainey Chapters 1 & 2 Sharp et al., Pages 1-14 Ford School Memo
3	1/25	Public Organizations & the Political Environment: Power and Public Policy	Rainey Chapters 3 & 4 Organizational Universe
4	2/1	The Impact of Political Power and Public Policy Introduction & Overview of Phenomenology <b><i>Due date for 2 page group project synopsis</i></b>	Rainey Chapter 5; <i>Phenomenology readings</i>
5	2/8	Goals, Purpose, Power & Structure	Rainey Chapters 6 – 8
6	2/15	Organizational Behavior: People in Public Organizations <i>Guest Lecture: Shonte Wallace, UGA Office of Institutional Diversity</i>	Rainey Chapters 9 & 10
7	2/22	Leadership, Teamwork and Strategies for Improving Public Organizations <i>Guest Lecturer: TBA</i>	Rainey Chapters 11 - 14
8	3/1	<b>MIDTERM EXAM</b>	
	3/8	<b>SPRING BREAK – NO CLASS MEETING</b>	
9	3/15	<b><i>Phenomenology Presentations</i></b>	
		<b><i>Managing Public Organizations: Implications for Ethical Leadership</i></b>	
10	3/22	Managing Employees and Leading Public Organizations Case-Based Applications – <i>Team Presentations</i> <b><i>Due date for case study and literature review.</i></b>	Sharp et al., Chapters 1 - 4
11	3/29	Case-Based Applications – <i>Team Presentations</i>	Sharp et al., Cases 5 – 8

12	4/5	Case-Based Applications – <i>Team Presentations</i>	Sharp et al., Cases 9 – 12
13	4/12	<b>Group Project Workday/ No class meeting!</b>	
14	4/19	Group Project Portfolio Presentations <b><i>Due date for group memo and portfolios.</i></b>	
15	4/26	Group Project Portfolio Presentations	

Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### PADP 6960 – Public Management – Spring 2017

#### **1<sup>st</sup> Team Assignment - Class Session 9 - March 15<sup>th</sup>**

*“A Phenomenological Exploration of an Organization: Finding Meaning and Managerial Implications in Public Organizations and their Environments”*

#### Purpose

The purpose of this assignment is to assist students in gaining a basic understanding of public organizations, and how these organizations are in relation to those external institutions, organizations, and individuals within its universe or environment. This assignment highlights how external dynamics impact public organizations and the lived or professional experiences of their managers.

#### Overview

This assignment leverages phenomenology\* as a research methodology by requiring each team of students to select a public organization that interests them. After selecting the organization, each team must engage in two activities: (1) to engage in a phenomenology tour by visiting the building where the organization is housed and (2) to contact and ultimately interview an administrator or manager of that organization. More detailed information regarding this assignment and its related activities are described below.

#### Phenomenology Tour: *The Where, What, How, and Why of an Organization*

During the phenomenology tour **both team members** must visit the building (all public spaces) where their organization is housed. Team members are encouraged and expected to pay attention to the organization’s external (surrounding buildings) and internal environment and all that is happening within that environment – the cultures, discourses, systems, and every day practices. The tour should yield copious “field notes” that describe the organization’s environment and the interactions taking place, therein, especially who you see and what you see.

Mark Vagle (2012) has suggested that researchers ask themselves “wondering” questions to assist with assignments like this. Some examples of these types of questions are: *Why is this organization located here? What is happening here? What is the purpose of this place? What conversations take place here? What practices take place here? What populations are served here? What does this population look like?*

After the tour of the facility, each team member should revisit his or her field notes and begin a process of interpreting what he or she has described. After each team members has completed his or her individual interpretations, then they can exchange their field notes and interpretive summaries. This approach provides an opportunity to compare and contrast observations and interpretations.

#### Individual Interview: What Does it Mean to be a Public Manager?

The second part of this assignment is an interview with a manager of the organization that your team toured. This interview should surface relevant personal and professional facts of your subject (educational background,

professional journey, years in the organization, areas of responsibility, etc.), but the specific focus is on **“What is it like to be a public manager/administrator within this organization?”** After this initial question, feel free to ask natural follow-up, probing, or clarifying questions.

Since both team members need to be present during the interview, develop a strategy to ask the various questions. One strategy is to alternate asking questions, while another is to assign a specific role to each team member - like the interviewer or the scribe. Select the approach that best fits the dynamics of your team.

**Deliverable**

Upon completion of this exercise, develop a 10 minute presentation that describes what your team observed, how your team interpreted your observations, and how this information can be relevant to better understand, and hence, manage, the organization.

\*Phenomenology is often defined as the science of phenomena. As a discipline, it endeavors to describe and interpret the essence of how the world is constituted and experienced. For background info on phenomenology, please visit: <http://plato.stanford.edu/entries/phenomenology/>

**Phenomenology Grading Rubric**

<b>5 Dimensions</b>	<b>Key Questions</b>	<b>Max (Presentation) Points</b>	<b>Points Received</b>
1. Descriptions of observations.	What did your team observe?	1.5	
2. Interpretations of observations.	How did you interpret your team’s observations?	1.5	
3. Relevance to public organizations.	How is this information relevant to your understanding of public organizations?	3	
4. Implications for the management of public organizations.	What are some of the lessons learned and what are the resulting implications for public managers?	3	
5. Clarity/Flow/Aesthetics		1	
<b>TOTAL SCORE</b>			