

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. Still, we will be examining public management in governments around the world, given the focus of numerous research pieces we will read. Second, students should be comfortable reading and digesting original social science research, both quantitative and qualitative. Students are not expected to understand all statistical analyses and techniques presented. 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.

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 graduate-level course requires substantial reading and preparation and in-class group and individual work. Missing multiple class sessions will make it impossible to remain up-to-date on material and contribute well to student learning.

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. Students will work in groups assessing various management cases 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 nonprofit organizations. Students should leave the course with a firm understanding of the current research on managing public and nonprofit organizations as well as greater knowledge about how to apply the ideas and theories learned in class to the workings of actual public and nonprofit 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 by (1) working in an organization and engaging in the practice of management; (2) 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 is to continually self-assess and work to improve your management skills. Your academic life should allow you to systematically explore what leads to success in management. My role is to help you with the components (2) and (3) by sharing with you the academic research on management, helping you to understand some of the major issues facing public and nonprofit managers, and critically assessing your work to support the advancement of your written and critical thinking and communication skills.

In the past, I have been asked to describe my ideal student. My response is below and I hope it helps you plan for the course experience:

Given my style of teaching, students taking my courses need to be aggressive learners. By this, I mean they should squeeze everything out of the course, both in and out of the classroom. I admire students who are open minded, curious, flexible, and generous vis-à-vis other classmates in terms of sharing their own time and knowledge. In an effective class, students contribute to but do not monopolize discussions; this means having a willingness to really listen and interpret the views of others. Stating, “I don’t know” is perfectly ok, but be ready to jump right into the search for answers. Students should know that I will be working very hard for them and I expect them to work very hard for themselves, as well!

Course Learning Objectives

After completing this course, you should be able to:

- ✓ Distinguish management as it operates in public, nonprofit, 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 as well as constant interruptions
- ✓ Problem solve related to managing people in public and nonprofit 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.

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, Exercises, 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 Activities—Reading Reviews, Exercises and Case Analysis
15%	1 st Exam
20%	2 nd Exam
25%	3 rd Exam
25%	Case Development and Analysis Team Project

To parcel out readings and support vigorous discussion in class, students are assigned to the following groups. Certain readings each week will be assigned by group. Unless otherwise noted, all other material noted on this syllabus is required reading *for every student*.

Groups for Required Readings and Case Analysis Exercise

GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	GROUP VI

Required Textbook and Cases

Most readings will be available via eLC, with the exception of the E-book at Top Hat and the one Harvard Kennedy School management case you must purchase. 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. 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. You should only have access to Chapter 1 this week and for our first class on January 14, 2019.

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, 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/>

Only purchase the case that your group is responsible for analyzing.

- GROUP I: Negotiating a Coalition of the Willing: Curt Bramble and the Utah Immigration Fight
- GROUP II: “Reinventing” the Command: General Janet Wolfenbarger’s Values-Based Leadership Drives Change at the United States Air Force
- GROUP III: Surviving the Surge: New York City Hospitals Respond to Superstorm Sandy
- GROUP IV: Preventing Another Madoff: Reengineering the SEC’s Investigation Process
- GROUP V: Reclaiming the American Dream: Thomas Pere and the Department of Labor
- GROUP VI: California High-Speed Rail

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 review research, 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 nonprofit 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 Topics¹

Starred () material indicates required readings for all students; otherwise, by group as noted*

January 14

The study of public administration: Challenges and distinctions of managing in the sector.

*TopHat E-Book: Chapter 1, Management Matters

GROUP I: Bozeman, B. and Kingsley, G. (1998). Risk culture in public and private organizations. *Public Administration Review*, 58(2), 109-118.

GROUP II: Kickert, W. J. M. (2005). Distinctiveness in the study of public management in Europe. *Public Management Review*, 7(4), 537-563.

GROUP III: Moe, R. C. (2001). The emerging federal quasi government: Issues of management and accountability. *Public Administration Review*, 61(3), 290-312.

GROUP IV: Overman, E. S. and Garson, G. D. (1983). Themes of contemporary public management. *Southern Review of Public Administration*, 7(2), 139-161.

GROUP V: Ring, P. S., & Perry, J. L. (1985). Strategic management in public and private organizations: Implications of distinctive contexts and constraints. *Academy of Management Review*, 10(2), 276-286.

GROUP VI: Walker, R. M., James, O. and Brewer, G. A. (2017). Replication, experiments and knowledge in public management research. *Public Management Review*, 19(9), 1221-1234.

January 21 NO CLASS Martin Luther King Holiday

January 28

How do public and nonprofit managers operate in a system of reforms where results and a “bottomline” are emphasized?

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

GROUP II: Brignall, S. and Modell, S. (2000). An institutional perspective on performance measurement and management in the ‘new public sector’. *Management Accounting Research*, 11(3), 281-306.

GROUP III: Heinrich, C. J. (2002). Outcomes-based performance management in the public sector: implications for government accountability and effectiveness. *Public Administration Review*, 62(6), 712-725.

GROUP IV: Kroll, A. (2016). Exploring the link between performance information use and organizational performance: A contingency approach. *Public Performance and Management Review*, 39(1), 7-32.

GROUP V: Newcomer, K. and Caudle, S. (2011). Public performance management systems: Embedding practices for improved success. *Public Performance & Management Review*, 35(1), 108-132.

GROUP VI: 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.

GROUP I: Verbeeten, F. H. (2008). Performance management practices in public sector organizations: Impact on performance. *Accounting, Auditing & Accountability Journal*, 21(3), 427-454.

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

February 4

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

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

GROUP III: Anderson, T. S., Michael, E. K. and Peirce, J. J. (2012). Innovative approaches for managing public-private academic partnerships in big science and engineering. *Public Organization Review*, 12, 1-22.

GROUP IV: Cooper, T. and Stephenson, M. O. (2012). Managing networks as learning organizations in the public sector. *International Journal of Management Science and Information Technology*, 1(3), 1-36.

GROUP V: Klijn, E. H., Koppenjan, J. and Termeer, K. (1995). Managing networks in the public sector: A theoretical study of management strategies in policy networks. *Public Administration*, 73(3), 437-454.

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

GROUP I: Van Ham, H., and Koppenjan, J. (2001). Building public-private partnerships: Assessing and managing risks in port development. *Public Management Review*, 3(4), 593-616.

GROUP II: Wettenhall, R. (2003). The rhetoric and reality of public-private partnerships. *Public Organization Review*, 3(1), 77-107.

DELIVERABLE #1: Team Project

A **1-page synopsis** of information about your chosen organization (i.e., background information on the organization, including its mission, vision and values; the organizational chart, the total number of employees; and the population that the organization serves) is due on **February 4th**

February 11

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

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

GROUP IV: Domberger, S., & Hall, C. (1996). Contracting for public services: A review of antipodean experience. *Public Administration*, 74(1), 129-147.

GROUP V: Hefetz, A. and Warner, M. E. (2011). Contracting or public delivery? The importance of service, market, and management characteristics. *Journal of Public Administration Research and Theory*, 22(2), 289-317.

GROUP VI: Kim, C. The effects of recessions on contracting moderated by institutional arrangements of government: Evidence from California cities, 1993-2009. *Public Budgeting & Finance*, 35(2), 40-65.

GROUP I: Máñez, J., Pérez-López, G., Prior, D. Zafra-Gómez, J. L. (2016). Understanding the synamic effect of contracting out on the delivery of local public services. *Regional Studies*, 50(12), 2069-2080.

GROUP II: Oh, Y. and Park, J. (2017). The impact of different public contracting management models on the inputs and outcomes of local public services. *Journal of Local Self-Government*, 15(1), 19-41.

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

February 18

1st Exam available at 6:50 pm and due to dropbox at course on eLC by 11:30 pm

February 25

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

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

GROUP V: Christensen, T. and Lægveid, 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>

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

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

GROUP II: Sancino, A., Sicilia, M. and Grossi, G. (2018). Between patronage and good governance: Organizational arrangements in (local) public appointment processes. *International Review of Administrative Sciences*, 84(4), 785-802.

GROUP III: Townsend, K., McDonald, P. and Cathcart, A. (2017). Managing flexible work arrangements in small not-for-profit firms: The influence of organizational size, financial constraints and workforce characteristics. *The International Journal of Human Resource Management*, 28(14), 2085-2107.

GROUP IV: 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.

DELIVERABLE #2: Team Project

A 3- to 4-page case study or vignette, which captures a realistic issue or challenge that the organization and its administrators face is due on **February 25th**

March 4

How does organizational design impact service delivery and effectiveness?

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

Time will be allotted in this class for groups to work on analyzing management cases in preparation for presentations on March 18. Please read your assigned case by the beginning of this class period:

- GROUP I:** Negotiating a Coalition of the Willing: Curt Bramble and the Utah Immigration Fight
- GROUP II:** “Reinventing” the Command: General Janet Wolfenbarger’s Values-Based Leadership Drives Change at the United States Air Force
- GROUP III:** Surviving the Surge: New York City Hospitals Respond to Superstorm Sandy
- GROUP IV:** Preventing Another Madoff: Reengineering the SEC’s Investigation Process
- GROUP V:** Reclaiming the American Dream: Thomas Pere and the Department of Labor
- GROUP VI:** California High-Speed Rail

March 11-15 NO CLASSES Spring Break

March 18

Analyzing management cases

- GROUP I:** Negotiating a Coalition of the Willing: Curt Bramble and the Utah Immigration Fight
GROUP II: “Reinventing” the Command: General Janet Wolfenbarger’s Values-Based Leadership Drives Change at the United States Air Force
GROUP III: Surviving the Surge: New York City Hospitals Respond to Superstorm Sandy
GROUP IV: Preventing Another Madoff: Reengineering the SEC’s Investigation Process
GROUP V: Reclaiming the American Dream: Thomas Pere and the Department of Labor
GROUP VI: California High-Speed Rail

Students will work in groups in prior classes to prepare an assessment of a Harvard Management Case to the class. Each group will have ~25 minutes during this class period to present their analysis of an assigned case to the class. Each group should foster discussion about challenges, problems and possible solutions offered in the case, suggested by the group and/or considered by any other student in the class. The purpose of this exercise is to introduce real world public management problems, their complexities and legacies for managing public problems going forward.

Groups may use any method they wish to generate a learning experience about their case. Still, make sure to consider each of the following as a baseline for your presentation of the case to the class:

- *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?
- *Management problem.* Describe noteworthy management problem(s); be specific and use handouts, the board, and/or PowerPoint, to clarify your identification of problem(s).
- *Management solution.* Aside from any solutions to problems that might be considered in the case itself, what solutions or management strategies might the group suggest to advance the organization or solve problems? What could have been done or what could be done to reduce the severity or prevent the problem(s) in the future? In particular, what would a good leader/manager do?
- *Practical relevance.* Each case has been included in this course for a specific reason. How is this case relevant to learning about public and nonprofit management? Justify your assessment.
- *Application to theory.* How does this case relate to course readings and the theoretical foundations for management that you have studied thus far?
- *Update.* Update the class on the status of your case. Can you find anything about how managers, leaders and others eventually dealt with the problems highlighted in the case?

March 21 **Last day to withdraw from a course and receive "Withdrawal"**

March 25

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

GROUP VI: Agostino, D., Arena, M. and Arnaboldi, M. (2013). Leading change in public organisations: The role of mediators. *Leadership & Organization Development Journal*, 34(7), 596-615.

GROUP I: Jensen, U. T., Andersen, L. B., Bro, L. L., Bøllingtoft, A., Eriksen, T. L. M., Holten, A. L., and Westergård-Nielsen, N. (2019). Conceptualizing and measuring transformational and transactional leadership. *Administration & Society*, 51(1), 3-33.

GROUP II: 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.

GROUP III: Soltani, E., Lai, P-C., Mahmoudi, V. (2007). Managing change initiatives: Fantasy or reality? The case of public sector organisations. *Total Quality Management & Business Excellence*, 18(1/2), 153-179.

GROUP IV: 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.

GROUP V: 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.

DELIVERABLE #3: Team Project

An annotated bibliography that includes at least 15 citations to books, articles, and documents consulted for the project, each followed by a brief descriptive and evaluative paragraph is due on **March 25th**

April 1 to April 2

2nd Exam available at 6:50 pm and due to dropbox at course on eLC by April 2 at 11:30 pm

April 8

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

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

GROUP I: Coursey, D. H. and Pandey, S. K. (2007). Public service motivation measurement: Testing an abridged version of Perry's proposed scale. *Administration & Society*, 39(5), 547-568.

GROUP II: Jung, C. S. (2013). Organizational goal ambiguity and job satisfaction in the public sector. *Journal of Public Administration Research and Theory*, 24(4), 955-981.

GROUP III: Noordegraaf, M., and Abma, T. (2003). Management by measurement? Public management practices amidst ambiguity. *Public Administration*, 81(4), 853-871.

GROUP IV: Pandey, S. K. and Rainey, H. G. (2006). Public managers' perceptions of organizational goal ambiguity: analyzing alternative models. *Public Management Journal*, 9(2), 85-112.

GROUP V: Stazyk, E. C., and Goerdel, H. T. (2010). The benefits of bureaucracy: Public managers' perceptions of political support, goal ambiguity, and organizational effectiveness. *Journal of Public Administration Research and Theory*, 21(4), 645-672.

GROUP VI: Wright, B. E., Moynihan, D. P., and Pandey, S. K. (2012). Pulling the levers: Transformational leadership, public service motivation, and mission valence. *Public Administration Review*, 72(2), 206-215.

April 15

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

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

*Poister, T. H. (2010). The future of strategic planning in the public sector: Linking strategic management and performance. *Public Administration Review*, 70, s246-s254.

DELIVERABLE #4: Team Project

A 1- to 2-page summary of interviews of at least one official within your selected organization is due **April 15th**

April 22

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

GROUP VI: Aucoin, P. (1990). Administrative reform in public management: paradigms, principles, paradoxes and pendulums. *Governance*, 3(2), 115-137.

GROUP V: 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.

GROUP IV: O'Flynn, J. (2007). From new public management to public value: Paradigmatic change and managerial implications. *Australian Journal of Public Administration*, 66(3), 353-366.

GROUP III: Perry, J. L., Hondeghem, A., & Wise, L. R. (2010). Revisiting the motivational bases of public service: Twenty years of research and an agenda for the future. *Public Administration Review*, 70(5), 681-690.

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

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

3rd Exam available at 10 pm and due to dropbox at course on eLC by April 29 at 11:30 pm

April 29 NO IN CLASS SESSION

3rd Exam due to dropbox at course on eLC by 11:30 pm

May 7 TUESDAY

Case Development and Analysis Team Project due at course on eLC by 11:30 pm

The final project incorporates parts 1-4 into a case assessment, adding 5 to 6 pages that includes response to the vignette. These final pages of the project should provide strategies that could be used to mitigate the problems exposed in the vignette, with emphasis on if and how relevant management research could be applied to the case. The final project is due on **Tuesday, May 7th by 11:30 pm**. Additionally, a **self and peer assessment** will be due on **Tuesday, May 7th by 11:30 pm** indicating level of effort of your team members as well as yourself for each deliverable for the project. This assessment will be evaluated by me and results will factor into individual final project grades. Students consistently evaluated low by team members are subject to having their final grade for this project lowered.

Case Development and Analysis Team Project

TEAMS re: Public Organizations	TEAMS re: Nonprofit Organizations
1	6
2	7
3	8
4	9
5	10

The class is divided into 10 teams of three students each to develop and analyze an organization and/or management problem exhibited in a public or nonprofit organization, as noted above. The project will consist of five deliverables and a team assessment. The objective of this assignment is to have students practice the study of public and nonprofit organizations, identify organizational and/or management problems, effectively apply theories of organization and management to interpret such problems, and to strategize solutions that could be engaged to mitigate the problems. Deliverables are due as the semester progresses and must be posted to the appropriate group assignment feature at the course online:

- (1) **A 1-page synopsis** of information about your chosen organization (i.e., background information on the organization, including its mission, vision and values; the organizational chart, the total number of employees; and the population that the organization serves) is due on **February 4th**
- (2) **A 3- to 4-page case study or vignette**, which captures a realistic issue or challenge that the organization and its administrators face is due on **February 25th**
- (3) **An annotated bibliography** that includes at least 15 citations to books, articles, and documents consulted for the project, each followed by a brief descriptive and evaluative paragraph is due on **March 25th**
- (4) **A 1- to 2-page** summary of interviews of at least one official within your selected organization is due **April 15th**
- (5) **The final project incorporates parts 1-4 into a case assessment, adding 5 to 6 pages** that includes response to the vignette. These final pages of the project should provide strategies that could be used to mitigate the problems exposed in the vignette, with emphasis on if and how relevant management research could be applied to the case. The final project is due on **Tuesday, May 7th by 11:30 pm**. Additionally, a **self and peer assessment** will be due on **Tuesday, May 7th by 11:30 pm** indicating level of effort of your team members as well as yourself for each deliverable for the project. This assessment will be evaluated by me and results will factor into individual final project grades. Students consistently evaluated low by team members are subject to having their final grade for this project lowered.

PADP 6960 Team Project Grading Rubric

	Advanced 100-90	Effective/Developing 89-80	Less Effective/Introductory 79-70	Poor <70
Written Expression and Presentation (20%)	<p>Work product 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>Work product 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>
Comprehension (20%)	Indicates advanced understanding of the environment in which the organization and people in the case operate. Clearly articulates management components of the case and discusses organization and/or management problems thoroughly. Conclusions fully supported by case analysis.	Indicates basic understanding of the environment in which the organization and people in the case operate. Articulates most management components of the case and discusses organization and/or management problems, some more thoroughly than others. Conclusions supported by case analysis.	Indicates limited understanding of the environment in which the organization and people in the case operate. Articulates few of the management components and discusses organization and/or management problems only superficially. Conclusions not well supported by case analysis.	Indicates little or no understanding of the environment in which the organization and people in the case operate. Fails to articulate the management components and poor discussion of organization and/or management problems presented in the case. Conclusions not supported by case analysis.
Comprehensive (20%)	Comprehensively assesses the organization and/or management problems and develops solutions that address these problems as related to the case.	Assesses some of the organization and/or management problems and develops solutions that address these problems as related to the case.	Assesses a few of the organization and/or management problems and suggests solutions that may or may not address these problems as related to the case.	Inadequately assesses organization and/or management problems and suggests solutions that do not match with these problems as related to the case.
Integrated (20%)	Clearly and thoroughly integrates management concepts and relevancy presented in class, through readings, memos, exercises and exams, for problem solving as related to the case.	Integrates some management concepts and relevancy presented in class, through readings, memos, exercises and exams, for problem solving as related to the case.	Partially integrates management concepts and relevancy presented in class, readings, memos, exercises and exams, for problem solving as related to the case.	Lacks integration of management concepts and relevancy presented in class, readings, memos, exercises and exams, for problem solving as related to the case.
Insightful (20%)	Evidences high-level, critical thinking related to solving organization and/or management problems exhibited in the case and presents realistic, yet innovative, solutions to these problems.	Evidences some critical thinking related to solving the organization and/or management problems exhibited in the case and presents realistic solutions to these problems.	Evidences elementary attention to solving the organization and/or management problems exhibited in the case and considers solutions to these problems only superficially.	Evidences poor attention to solving the organization and/or management problems exhibited in the case and does not consider realistic solutions to these problems.