



PADP 6960: Public Management

Department of Public Administration & Policy
School of Public & International Affairs
The University of Georgia

COURSE INFORMATION

Course Number: PADP 6960
Call Number: 49352
Semester: Spring 2020
Credit Hours: 3.00
Class Location: Baldwin Hall 101D
Class Times: Tuesday 3:30 PM – 6:15 PM
Class Duration: January 7th to April 21th
Class Format: Face to Face

INSTRUCTOR INFORMATION

Instructor: Dr. Michelle L. Lofton
Email: mlofton@uga.edu
Office Location: 280A Baldwin Hall
Athens, GA 30602-1615
Office Phone: 706-542-1746
Office Hours: Tuesday 12:00 PM – 3:00 PM
or by appointment

COURSE DESCRIPTION

This course is a graduate level survey course designed to introduce you to the foundational theories, general themes, major topics, and contemporary managerial challenges facing public and non-profit organizations. The course addresses the four main areas: (1) an introduction to public organizations by emphasizing the history, environment, politics, and public policy; (2) an examination of the key dimensions of organizing and managing; (3) bringing theory into practice by way of case-based learning exercises; and (4) the application of strategies for managing and improving public and non-profit organizations.

Your learning is my primary concern in this course, so I may modify this course syllabus if, for instance, we discover we need to spend time on a certain topic and less on another. The course syllabus is a general plan for the course; deviation announced to the class may be necessary. Please stay tuned into eLC and in-class announcements to make sure you have the latest information in hand.

Prerequisites

There are no prerequisites for this course.

LEARNING OBJECTIVES

This course is designed for you to demonstrate your knowledge and skills to influence the management and development of public organizations. You will display the competency: to lead and manage in public governance. You will demonstrate your ability to (1) work in groups and

teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product, and (2) identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including similarities and differences as well as unique inter-governmental and inter-organizational challenges. On successful completion of this course, you will be able to achieve the following:

1. Articulate organizational problems and establish strategies for stakeholders and citizens to have input into public program management.
2. Demonstrate the capacity for disciplined conceptual analysis and cogent analytical writing.
3. Effectively utilize established theories to frame and interpret public organizational and management issues.

You will have the opportunity to demonstrate your ability to achieve these learning objectives through the assessment of class discussions, group work, written assignments, and examinations. The formal assessment of your progress in achieving these learning objectives is from your assignments.

ACTIVE LEARNING STATEMENT

Active learning is any activity that requires you to think about what you are learning, as you are learning it. A myriad of research studies on the effectiveness of activity learning in college classrooms points to improvements in engagement, long term retention of course content, improved competencies, and higher course grades. In this course, you will engage in the learning process through the construction of knowledge and understanding with interactive instructional activities that promote higher order thinking. During your successful completion of this course, you will engage in active learning opportunities designed to focus your attention on improving targeted skills that support the achievement of the learning objectives.

COMMUNITY EXPECTATIONS

Expectations of Peers and Group Interactions

You expect that your peers are even and equitable with their contributions, timely, communicative, compromise, open-minded, and are open to feedback. Your peers are expected to show mutual respect, cooperation, objectivity, their best effort, do their assigned parts, and honor deadlines.

Expectations of Yourself

You will communicate, put in effort, be respectful, demonstrate accountability, be proactive, be empathetic, grow, be open to learning, and actively participate. You expect to pull your own weight and perform at a high level.

Expectations of Me

You expect that Dr. Lofton is understanding, respectful, kind, humorous, and provides some snacks. Dr. Lofton is expected to provide theories of public management, be committed to student development, provide clear direction and communication, fair in grading, offer constructive feedback, and be flexible with office hours.

Expectations of Topical Learning

You expect to learn about work culture, how to manage a diverse and changing workforce, various management styles, goal alignment, and how to apply theories to actual management situations.

COURSE STRUCTURE & GRADING

Course Structure

This is a critical thinking and writing intensive course where you'll be expected to engage in high quality class participation. Each class sessions will focus on conceptual and analytical material contained in the assigned readings and lecture. During each class, you will make progress towards improving your skills to achieve the learning objectives through an active learning instructional framework. You will be expected to have read the assigned material and to have made a good faith effort to complete all written assignments. However, I am available to aid in supporting your learning both during and outside of class hours. This course develops multiple skills with the following required tasks.

This is a writing intensive course that expects high quality class participation. This course develops multiple skills with the following required tasks.

Course Grading

| ASSIGNMENTS | RELEVANT LEARNING OBJECTIVE | PERCENT OF YOUR GRADE | DUE DATE |
|----------------------------|-----------------------------------|-----------------------------|------------------------------|
| 1. Examination One | Objective 2 | 25% | February 4 th |
| 2. Examination Two | Objective 2 | 25% | March 3 rd |
| 3. Group Research Project | Objective 1 | 25% | See description and schedule |
| 4. In-Class Exercises | Objective 3 | 15% | See description |
| 5. Public Meeting Analysis | Objective 3 | 10% | April 21 st |

Examinations (50%):

You will complete two essay examinations worth 50% of your final grade. The purpose of examinations is to (1) assess your ability to identify leadership and management demands, interpret organizational issues, and frame practical solutions given concepts learned in the course with a real-world scenario, (2) assess your written communication skills, and (3) assess your ability to work under various fixed timelines. These skills assessed are necessary to be successful in public sector employment opportunities. The exams will require you to apply and incorporate concepts and course materials to a hypothetical case. Each examination requires your essay to respond to questions provided about the case and submit to the eLC course page.

The examinations are completed individually but are open-book and open-note. The same grading rubric will be used to assess both examinations. A final exam will be provided as an option to replace the grade of exam one or two if you make a higher scoring grade. This exam will be comprehensive, but you will receive about one week to complete the exam. Please email a week before the final exam is provided to indicate that you will take the optional final exam. If

there are any extenuating circumstances regarding the exam dates and times, please email me at your earliest convenience.

Examination Schedule

| EXAM | AVAILABILITY DATE | DUE DATE | GRADE |
|---------------------|-------------------------------------|--------------------------------------|-----------|
| 1. One | 3:30 PM on February 4 th | 11:30 PM on February 4 th | 25% |
| 2. Two | 3:30 PM on March 3 rd | 11:30 PM on March 4 th | 25% |
| 3. Three (optional) | 6:15 PM on April 21 st | 11:30 PM on April 30 th | (replace) |

Group Research Project (25%)

The purpose of this project is to (1) improve upon your practical knowledge about leadership and management demands across public and nonprofit organizations; (2) synthesize information you have learned over the course; and (3) allow for you to participate in a working group of your peers to make collaborative decisions, develop solutions to problems, and create a cohesive and professional group product.

The class will be divided into teams to produce a research project on a public or non-profit organization. You will be split into groups shortly after the semester starts based on the enrollment and work as a group throughout the course. Half of the class will evaluate a government organization and the other half will evaluate a nonprofit organization. I have assigned specific times in the course to work with your group as well as indicated deadlines for each deliverable. Each group will submit one assignment and each group member will receive the same grade. However, peer evaluations will be required at the end of the project and I may adjust an individual group members grade based on their peer feedback. Detailed information about the group project is available on the group project assignment sheet available on eLC.

In-Class Exercises (15%):

You will participate in active learning exercises during class. The purpose of in-class exercises is to evaluate your engagement with the course materials and provide more timely feedback of your learning. Each class session you will work individually and in groups to address concepts covered in class. The exercises can be in relation to a class lecture, assigned readings, a case study, or your group research project. At the end of the class session, you will turn in a provided handout that articulates your engagement in the session. The next class you will be provided back your exercise with feedback from me.

You will receive a grade of $\sqrt{+}$, $\sqrt{}$, or $\sqrt{-}$ on the exercises. These grades are for informational purposes only. **As long as you make a good faith effort you will receive points for the exercise.** " $\sqrt{+}$ " indicates work that is accurate and well-presented, " $\sqrt{}$ " indicates work that is generally good but may have small errors, and " $\sqrt{-}$ " indicates that the assignment was largely incorrect and you are encouraged to see me for review of the exercise during my office hours or by appointment so we can work together on your learning of the content. In cases where the exercise is not submitted in class or shows a lack of real effort, you will receive no credit for the exercise. I will randomly select exercises turned in over the course of the semester to evaluate your overall in-class exercise grade. If you have actively participated and put forth a good faith effort to contribute to selected activities, you will receive full credit for 15% of your final grade. You will be given the opportunity to make-up an in-class exercise with an alternative assignment

if you have an absence from class due to extenuating circumstances (e.g., sickness, hospitalization, birth of a child, and death of a loved one).

Public Meeting Analysis (10%):

You will individually write a 2-page double spaced analysis of a government or nonprofit community meeting you attend. You will describe how the leaders demonstrate and describe characteristics of a public manager (e.g., leadership style, managing relationships, maintain accountability, planning for change, and evaluating effectiveness) in the proceedings. You are required to attend a meeting of a country, city, town, state, nonprofit, or other policy-setting body. You must include a copy of the agenda for the meeting. You may not attend a meeting held at UGA.

Assigning a Grade

Your weighted average of assignment grades will be used to determine your letter grade. In determining grades, I will follow the grading scale.

| Weighted Average | Letter Grade | Assessment |
|------------------|--------------|----------------------|
| 100% - 93.00% | A | Superior performance |
| 92.99% - 90.00% | A- | |
| 89.99% - 88.00% | B+ | Good performance |
| 87.99% - 83.00% | B | |
| 82.99% - 80.00% | B- | Minimal performance |
| 79.99% - 78.00% | C+ | |
| 77.99% - 73.00% | C | |
| 72.99% - 70.00% | C- | Failed course |
| 69.99% - 60.00% | D | |
| 0.00% - 59.99% | F< | |

Late Assignment Policy and Incompletes

You will be given the opportunity to make-up exams in this course and turn in late assignments only for extenuating circumstances and/or conflicts with institutionally approved absences. Incomplete or “I” grades are permitted in rare circumstances after discussing with me in a schedule meeting during my office hours or by appointment. Please let me know as soon as you see a problem developing. You can become familiar with the University’s course withdrawal procedures at UGA [UGA Withdrawal Policies](#).

REQUIRED TEXTBOOK AND MATERIALS

Required Textbooks

Rainey, H.G. (2014). *Understanding and managing public organizations*. 5th Edition. John Wiley & Sons.

Referred to as Rainey on the schedule. ISBN-13: 9781118583715

Austin, M. J., Brody, R., and Packard, T. (2009). *Managing the challenges in human service organizations: A casebook*. Sage Publications, Inc.

Referred to as Austin et al. on the schedule. ISBN-13: 9781412941273

ACADEMIC RESOURCES

My goal is to create a learning environment in which you can be successful at achieving the learning outcomes. I will work hard to create and improve the learning environment throughout the semester based on my own observations of the course and your feedback on what would ease your learning process. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the University. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies. I am also available during my office hours and by appointment to aid in your learning process during the semester.

Library

The UGA librarians offer one-on-one consultations with students who are writing or re-writing research papers or projects. You can obtain assistance about appropriate research sources, avoiding plagiarism and properly citing work. Please send request to Nadine Cohen: ncohen@uga.edu or call at (706) 542-6708, and she will forward your request to the appropriate librarian subject specialist.

Division of Academic Enhancement

The Division of Academic Enhancement has experienced writing instructors to work individually with students to assist with matters such as paraphrasing, grammar, building a convincing argument, incorporating citations, and understanding how and when to cite. Students can bring current pieces of writing to up to two appointments per week. To schedule an appointment, call 707-542-7575 or visit <https://dae.uga.edu/services/tutoring/writing/>

UNIVERSITY & COURSE POLICIES

Accessibility Statement

UGA is committed to the success of all learners, and we strive to create an inclusive and accessible environment. If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through the Disability Resource Center.

The Disability Resource Center (<https://drc.uga.edu>), works with students who have documented disabilities to access reasonable accommodations and academic supports. For more information or to speak with a coordinator, please call the Disability Resource Center at (706) 542-8719. Disability-based adjustments to course expectations can be arranged only through this process. If you determine that formal, disability-related accommodations are necessary, it is important that you be registered with the Disability Resource Center and notify me of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements. We can then plan how best to coordinate your accommodations.

Diversity and Inclusion Statement

Diversity encompasses acceptance and respect. The term "diversity" covers differences of culture, background and experience among individuals and groups. Such differences include, but

are not limited to, differences of race, ethnicity, national origin, color, gender, sexual orientation, gender identity, age, and abilities, as well as political and religious affiliation and socioeconomic status.

The University of Georgia prioritizes diversity in education and recognizes that diversity is an integral component of educational excellence. Diversity and inclusion are also central to excellence in the public and nonprofit sectors. In the classroom, you are encouraged to honor the uniqueness of peers and to appreciate the opportunities to learn from one another. All persons have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have a chance to indicate the name that you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. I will do my best to address and refer to you accordingly and encourage you to support classmates in doing so as well.

During the semester, we will cultivate a practice of open and courteous dialogue. You are encouraged to share diverse experiences, ask questions, and explore different perspectives. Please demonstrate respect for each other's opinions and refrain from personal attacks or demeaning comments of any kind. **In addition, please remember to keep confidential all issues of a personal or professional nature that are discussed in class.**

Academic Honesty

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://honesty.uga.edu/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 me.

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 me, and can result in dismissal from the program of study and the University.

Religious Accommodations

UGA's religious accommodations policy, found at <https://eoo.uga.edu/definitions/religious-accommodations>, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the Religious Holidays Attendance Policy, I can allow for students to make up work because of a religious observance provided that you notify me. Please look over the course schedule and contact me by the end of the second week of class if there are any classes you will miss due to a religious observance.

Participation Policy

Your active participation is highly encouraged in this course. However, there might be instances in which you cannot attend in-class sessions. Excused absence from class can include properly documented sickness or hospitalization, birth of a child, active duty service requirements, documented family medical emergencies, or university business. In the event that the university

cancels classes, such as for severe weather, you are expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as a group project deliverable or the individual budget assignment, are due at the next class meeting unless other instructions are posted at the course eLC page or communicated via email.

Land and Labor Acknowledgement

I would like to acknowledge that the land I live and work on by naming the Muscogee-Creek, Cherokee, and Chickasaw Peoples upon whose territory the University of Georgia stands. I further acknowledge the enslaved peoples, primarily of African descent, whose labor built much of the University of Georgia.

FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at: <https://apps.reg.uga.edu/FERPA/>

Additional Course Policies

- Class begins at 3:30 PM and continues until 6:15 PM. To help with your ability to focus throughout the class, we will typically take a short break about every 45 minutes. Please arrive promptly since all announcements will be made at the start of each class meeting.
- I encourage you to bring a notebook, tablet, or computer to class, for notetaking and active learning activities. However, please do not spend time in class using social media or doing work not related to this class; the goal is for our time together to be focused and engaged, and I encourage you to adopt strategies that will help both you and your classmates.
- The course is structured with active learning activities, group discussion, and short lectures. For this reason, I expect you will actively participate by responding to questions posed by myself or your colleagues. There is no formal attendance policy in the class however, active participation and the in-class exercises requires your attendance. To facilitate a collegial learning process, you should come to class having covered all the assigned readings.
- Please aim to communicate with me in-person when possible. I can probably address most of your questions before or after class, or during office hours. The office hours listed on the first page are *not* the only times when I will be available to meet. If the listed times don't suit your schedule, please send me an e-mail (mlofton@uga.edu) and propose three alternative times you could meet and I will let you know which option works best. If you are unable to meet, please send me an email that concisely articulates your question(s) or concerns. I will check my e-mail regularly and make every effort to respond to your question(s) in a timely manner, within 24-hours.
- You will be required to submit your assignments to the electronic drop-box at the course eLC website. For the group assignments, please provide one submission per group and list all group members. Let me know as soon as possible if you can't deliver an assignment on time due to emergencies.
- No extra credit is given.

Class Meeting Schedule¹

| Session | Date | Class Topic | Assignment(s) Due | Readings* |
|---------|------|---|--|---|
| | | Introduction to Public Organizations | | |
| 1 | 1/7 | Overview of Course & Introduction of Assignments | | |
| 2 | 1/14 | Organizations & Organization Theory | | Rainey – Ch. 1 & 2 |
| 3 | 1/21 | Public Organizations & Analyzing Their Environment | | Rainey – Ch. 3 & 4 Austin et al. – Ch. 3 |
| 4 | 1/28 | The Impact of Political Power and Public Policy | Group Project: 1-Page Synopsis | Rainey – Ch. 5 & 6 Austin et al. – Ch. 6 |
| 5 | 2/4 | EXAMINATION ONE | Due at 11:30 PM | |
| | | Key Dimensions of Organizing and Managing | | |
| 6 | 2/11 | Goals, Purpose, Power & Structure | | Rainey – Ch. 7 & 8 Austin et al. – Ch. 5 |
| 7 | 2/18 | People in Public Organizations <i>Guest Speaker: Mara Shaw (Carl Vinson Institute of Government)</i> | Group Project: Vignette | Rainey – Ch. 9 & 10 Austin et al. – Ch. 7 |
| 8 | 2/25 | Leadership & Teamwork | | Rainey – Ch. 11 & 12 Austin et al. – Ch. 4 |
| 9 | 3/3 | EXAMINATION TWO | Due 3/4 at 11:30 PM | |
| | 3/10 | Holiday: Spring Break – No Class | | |
| | | Bringing Theory into Practice | | |
| 10 | 3/17 | Strategies for Managing and Improving Organizations <i>Mid-Semester Formative Evaluation with Zoe Morris</i> | | Rainey – Ch. 13 & 14 Austin et al. – Ch. 8 |
| 11 | 3/24 | Best Practices for Managing Key Actor Relationships in Partnerships | Group Project: Interview | See <i>Schedule of Classes and Topics</i> |
| 12 | 3/31 | Best Practices for Using Strategy and Planning to Improve Organizational Performance | Group Project: Bibliography | See <i>Schedule of Classes and Topics</i> |
| 13 | 4/7 | GROUP PROJECT WORK – No Class | | |
| | | Group Application | | |
| 14 | 4/14 | Group Project Presentations | Group Project: Presentation, Memo, and Self and Peer Assessment | |
| 15 | 4/21 | Group Project Presentations | Public Meeting: 2-Page Analysis | |
| | 4/30 | FINAL EXAMINATION (Optional) | Due at 6:30 PM | |

*Readings listed are from the main textbooks. The added readings are listed in *Schedule of Classes and Topic*.

¹ Please note that the course syllabus is a general plan for the course. The schedule and readings are subject to change at the discretion of the Professor. All deviations will be announced to the class and noted on the course eLC page.