PADP 6960: Public Management
Call # 52795

Spring Semester, 2020
Mondays, 6:15-9:00 pm
UGA Gwinnett Campus, Room 118
January 13-April 28, 2020

Office Hours:
Mondays, 4:15-6:00 pm before class

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 nonprofit sectors. It is a fast-paced course that is organized around three overarching modules: (1) the environment of government and nonprofit organizations, (2) internal management processes, and (3) performance measurement and management and other 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. 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.

For support, the University offers many online training videos to help build skills and improve knowledge. Log in to LinkedIn Learning at UGA and access videos related to Word and Excel training. Become an expert in these and other packages by accessing relevant videos at this resource. You can also search other topics that can provide some added value in the study of public management, in spite of the fact that much material relates to private or nonprofit management and performance.

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. Practice using Google Scholar. The library and Google Scholar are but a few of the resources available to you and essential for studying public administration. 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, in-class group and individual work, written assignments and several 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 learning results. Student participation in groups and individually, in class sessions and when engaged in work with other classmates is implicit as a requirement of this course. Ask questions, contribute your thoughts, and listen well—this helps you to improve your communication skills and can advance your learning in the course.

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 teams for the research report and to assess 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.

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 various reform movements
- ✓ Evaluate 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 and other resources in public and nonprofit organizations
- ✓ Articulate the components of various 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 that advance management results

Course Policies and Procedures

Academic Honesty

University guidelines on academic honesty are enforced in this course, and you should be familiar with the UGA Student Code of Conduct and Policies. *The University Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."* A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, and resources to support student learning can be found here.

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 may 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. Student accommodation necessitates 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 needed. 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, by appointment, or by phone call. Please provide your name and telephone number when leaving a message on voicemail: 706.583.0553 or cell: 678.642.7248. 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 two exams, one case development and analysis (team), one in-class Harvard case analysis and presentation (team), and in-class participation and 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

10%	Class Participation and Exercises
15%	Harvard Case Team Analysis and Presentation
20%	1st Exam
25%	Case Development and Analysis Team Project
30%	2nd Exam

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: We will be using Top Hat as a course accessory in this class. An Email invitation should be 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 by January 10, 2020.*** 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. Chapters are accessible as the semester progresses and are in sync with the course syllabus. You should only have access to Chapter 1 before the first class on January 13, 2020.

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 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 team is responsible for analyzing. Teams will be developed by the third week of the course.

TEAM1: Stepping up to the Net: The Land Trust Alliance's Efforts to Make Strategic Use of the Internet
CR15-00-1581.0

TEAM2: Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City
C16-99-1530.0

TEAM3: Hacking Bureaucracy: California's Food Stamp Program in the Digital Age
HKS1215-2085.0

TEAM4: "Reinventing" the Command: General Janet Wolfenbarger's Values-Based Leadership Drives
Change at the United States Air Force KS1179 Case Number 2065

TEAM5: Health Care and the Isolated Poor in the Lower Rio Grande Valley: The Quest to Make a
Lasting Change C16-06-1852

Harvard Case Team Analysis and Presentation

Students will work in teams to prepare an assessment of a Harvard Management Case. Each team will have ~25 minutes during the class period of March 23rd to present their analysis of the case to other students. Teams should foster discussion about challenges, problems and possible solutions offered in the case. The purpose of this exercise is to introduce to you real world public management problems, their complexities and legacies for managing public problems going forward.

Teams should prepare a PowerPoint slide show to present information from each of the sections below. Make sure to include at least two discussion questions related to your case in order to engage class members in your assessment.

> - *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 concepts 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? What is the current status of the organization(s) and the state of the problem given the time that has passed since events unfolded and the case written?

Case Development and Analysis Team Project

The class is divided into teams of two students each to develop and analyze a management problem exhibited in a public or nonprofit organization. The project will consist of four 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 1-4 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; the budget; and the population that the organization serves) is due on **February 17th**
2. **A 3- to 4-page case study or vignette**, which captures a realistic management problem or challenge that the organization and its administrators face or are continuing to face is due on **March 30th**
3. **An annotated bibliography** that includes at least 10 citations to academic books, articles, and documents consulted for the project, each followed by a brief descriptive and evaluative paragraph is due on **April 13th**
4. **The final project incorporates parts 1-3 into a case assessment, adding 4-5 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. Teams will present their case to the class on **April 27th**; the project is due to the course on **April 27th** by the end of class.

Exams

Exams will be essay and require problem solving related to a management case. Students should apply concepts and course materials when explaining problems evidenced in the exams and regarding any solutions as determined by the student. Exams are open-book and open-note and designed to build student skills in the areas of critical thinking and communication through written expression as well as problem solving through analysis and decision making. Exam #1 (March 2, 2020) 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 next day March 3, 2020. Exam #2 (April 28, 2020) 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 on May 5, 2020. 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.

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.

Course Evaluation

Your ideas about the rigor and content of this course, the method of teaching and skill building possibilities are important for us to continue to improve our job as University faculty. Please take time at the end of the semester to complete a course evaluation. Let us know what does and does not work. We want our courses to advance your breadth of knowledge and skills!

Schedule of Classes and Topics[1]
Starred (*) material indicates required readings for all students.

January 13
The study of public administration: Challenges and distinctions of managing in the sector.
*TopHat E-Book: Chapter 1, Management Matters
*Bozeman, B. and Kingsley, G. (1998). Risk culture in public and private organizations. *Public Administration Review, 58*(2), 109-118.
Kickert, W. J. M. (2005). Distinctiveness in the study of public management in Europe. *Public Management Review, 7*(4), 537-563.
Moe, R. C. (2001). The emerging federal quasi government: Issues of management and accountability. *Public Administration Review, 61*(3), 290-312.
Overman, E. S. and Garson, G. D. (1983). Themes of contemporary public management. *Southern Review of Public Administration, 7*(2), 139-161.
*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.
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 20 MLK Day—NO CLASS

January 27
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
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.
*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.
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.
Newcomer, K. and Caudle, S. (2011). Public performance management systems: Embedding practices for improved success. *Public Performance & Management Review, 35*(1), 108-132.

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

*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.

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

February 3

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

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

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.

*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.

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.

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

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.

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

**Determine Teams for *HKS Case Analysis and Presentation* and *Case Development and
Analysis Project***

February 10

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

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

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

*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.

Kim, C. (2015). 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.

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

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.

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 17

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. (2011). Complexity and hybrid public administration:
  Theoretical and empirical challenges. *Public Organizational Review, 11*(4), 407-423.

*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.

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.

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.

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 #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 17th**

February 24

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 teams to work on analyzing HKS management cases in
preparation for presentations later in the semester. Please read your assigned case by the
beginning of this class period:

TEAM1: Stepping up to the Net: The Land Trust Alliance's Efforts to Make Strategic Use of the Internet
  CR15-00-1581.0
TEAM2: Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City
  C16-99-1530.0
TEAM3: Hacking Bureaucracy: California's Food Stamp Program in the Digital Age
  HKS1215-2085.0
TEAM4: "Reinventing" the Command: General Janet Wolfenbarger's Values-Based Leadership Drives
  Change at the United States Air Force KS1179 Case Number 2065
TEAM5: Health Care and the Isolated Poor in the Lower Rio Grande Valley: The Quest to Make a
  Lasting Change C16-06-1852

February 28 Midterm of the semester

March 2
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1st Exam available from course at eLC at 6:15 pm
Due to course at eLC by 11:30 pm March 3, 2020

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March 9 Spring Break—NO CLASS

March 16
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

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.

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.

*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.

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.

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.

March 20 Last day to withdraw from the course and receive a "Withdrawal"

March 23
Analyzing HKS Management Cases

TEAM1: Stepping up to the Net: The Land Trust Alliance's Efforts to Make Strategic Use of the Internet CR15-00-1581.0
TEAM2: Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City C16-99-1530.0
TEAM3: Hacking Bureaucracy: California's Food Stamp Program in the Digital Age HKS1215-2085.0
TEAM4: "Reinventing" the Command: General Janet Wolfenbarger's Values-Based Leadership Drives Change at the United States Air Force KS1179 Case Number 2065
TEAM5: Health Care and the Isolated Poor in the Lower Rio Grande Valley: The Quest to Make a Lasting Change C16-06-1852

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.

March 30
How do managers succeed when organizational goals often are ambiguous, complex, and can be conflicting
*TopHat E-Book: Chapter 8, Organizational Goals and Objectives
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.
Jung, C. S. (2014). Organizational goal ambiguity and job satisfaction in the public sector. *Journal of Public Administration Research and Theory*, *24*(4), 955-981.
*Noordegraaf, M., and Abma, T. (2003). Management by measurement? Public management practices amidst ambiguity. *Public Administration*, *81*(4), 853-871.
Pandey, S. K. and Rainey, H. G. (2006). Public managers' perceptions of organizational goal ambiguity: Analyzing alternative models. *International Public Management Journal, 9*(2), 85-112.
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.
*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.

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 **March 30th**

April 6 Professor at Professional Conference—NO IN-CLASS SESSION
Public leadership in an age of confusion: Is it possible?
*Pedersen, D., and Hartley, J. (2008). The changing context of public leadership and management: Implications for roles and dynamics. *International Journal of Public Sector Management,* 21(4), 327-339.

Class Exercise and Posting
   Read the above article. Then, find a research article, book chapter or research report that informs your thinking about principles and challenges of public leadership today. Post the article and craft one paragraph to the appropriate discussion board explaining why you chose the article and how it contributes to your understanding about public leadership in the modern world.

April 13
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 #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 **April 13th**

April 20

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

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

*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.

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.

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April 27

Teams will present their management cases to the class, using any methods they wish to provide a rich learning experience for students. Make sure to cover the following components:

(1) The background information on the organization, including its mission, vision and values, budget and clients served
(2) The organizational and/or management problems and/or challenges investigated
(3) What you learned from research of academic, media and other sources
(4) Conclusions drawn/solutions considered regarding your case
(5) Relevance of your analysis to public management theory and concepts examined in this course

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. **Project due to the course at eLC by the end of class.**

April 28

2nd Exam available from course at eLC at 6:15 pm
Due to course at eLC by 11:30 pm May 5, 2020

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%)	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. 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.	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. 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.	Formatting instructions are loosely followed; academic honesty requirements are applied throughout. Citation style is inconsistent throughout. 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.	Formatting instructions and academic honesty requirements are not followed. Citations are incomplete or missing throughout. Work product is poorly written, lacks traditional essay flow and structure. Misspellings and/or syntax and grammatical errors evidenced throughout. Paragraphs lack development.
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.