



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

Course Syllabus
PADP 7360: Managing Government Performance, CRN 68815
Summer 2022

UGA Gwinnett Campus
Monday evenings, 6:15 p.m. - 10:00 p.m.

The University of Georgia
School of Public and International Affairs
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Course Description and Objectives

Performance improvement is a leading theme in the theory and practice of modern-day Public Administration, both in the USA and worldwide. Yet, surprisingly little attention has been devoted to studying government performance and clarifying important theoretical and conceptual issues related to the topic, such as how performance can be defined and measured; how politics and the policy process shape our understanding of performance and affect our efforts to improve it; the exact factors that drive performance in the public sector; and the impact of administrative reforms and management practices that have been promoted in recent years to improve government performance—including their intended and unintended consequences. Fortunately, most of these concerns are now receiving increased attention, but the answers remain elusive. One purpose of this course is to track these important developments in public administration theory and practice with an eye on making government work better and cost less. Another purpose is to learn how government performance can be improved without incurring the usual setbacks that often accompany such efforts.

This course will provide an overview of the history of the performance improvement movement, which has deep tap roots in Public Administration, and an introduction to the government performance literature. Different conceptions of performance are explored, and students will develop an understanding of administrative and program performance in the broader context of democratic governance. Students will learn about the theoretical, conceptual, and empirical issues involved in defining and measuring performance. One key question for public administration scholars and practitioners is “does management matter?” If so, *how does it matter?* In other words, how can public managers improve government performance?

¹ Office hours are by appointment, but please feel free to drop by whenever I am in the office. Also feel free to contact me by telephone or email whenever necessary. Email usually works best.

Closely related topics include performance measurement, performance management, performance budgeting, pay for performance, report cards and scorecards, benchmarking, goal setting, strategic planning, and many other administrative reforms, policy innovations, and management practices aimed at improving government performance. The latter part of the course will focus intently on scientific research on these purported drivers of performance in several specific governmental domains. We will see that performance improvement efforts are prominent in almost all topical areas and management specialties in public administration, including public personnel administration, budgeting and financial management, social work, nonprofit administration, policy analysis and implementation, operations research, program evaluation, management information systems, etc.

This seminar is primarily for advanced (second year) master’s and doctoral level students who have a good working knowledge of the political, administrative, and policy processes in government. Students should also have strong analytical skills and some knowledge of empirical research techniques.

The following MPA core competencies will be imparted in the course:

1. To lead and manage in public governance.
2. To participate in the public policy process.
3. To analyze, synthesize, think critically, solve problems, and make decisions.
4. To articulate and apply a public service perspective.
5. To communicate with a diverse workforce and citizenry.

Seminar Sessions

This class is both a reading course and a working seminar. Students will be actively involved in the work at hand. In a typical class, the instructor will present material, pose questions for discussion, and help the class search for plausible answers. In addition, readings will be assigned and seminar participants working in small groups will present, discuss, and critique these readings. All students are expected to attend all class sessions, complete all readings on time, and participate in all class activities. As mentioned below, attendance and the level and quality of a student’s participation in classroom work is a grading factor in the course.

Assignments and Grades

Grades will be based on the following components. These components will be discussed in more detail during the initial class session.

<u>Component</u>	<u>Percent of Course Grade</u>	
	Master’s Students	Doctoral Students
Midterm quiz	10%	-
Final Examination	30%	30%
Course Paper	30%	50%
Attendance and Participation	<u>30%</u>	<u>20%</u>
	100%	100%

Midterm Quiz

Master's students will complete a midterm quiz by answering one or more questions on government performance. The question(s) will be distributed one week before the answers are due. This quiz will count approximately 10 percent of the final course grade and give students early feedback on their performance in the course. It will also serve as a warmup for the final examination.

On this and other written deliverables for the course, students should strive for papers that are high quality, cosmetically pleasing, and easy to understand. These papers should be type-written in a conventional 10- to 12-point font and double-spaced with one-inch margins on all sides. The pages should be numbered and collated into a single Microsoft Word document (no PDFs) that is submitted to the instructor by email. Format the paper and any references according to the American Political Science Association (APSA) style manual, which is stored on the eLC course website. Grading will be based on quality of presentation and content. Late penalties will apply.

Final Examination

All students will take a comprehensive, open-book final examination worth approximately 30 percent of the final course grade. This take-home examination will consist of several essay type questions that focus on learnings from the course. The same standards set for the midterm examination will apply to the final examination. Grading will be based on quality of presentation and content. Late penalties will apply.²

Course Paper

Master's students will write a course paper on the performance management efforts of a specific public or nonprofit organization. This case study will give students the opportunity to apply the knowledge gained from the course to an organization they are familiar with, thus connecting theory to practice. Each student should send the instructor a brief email by midterm naming the organization they want to study and explaining their reasons for selecting this organization. The instructor will approve the proposal or give feedback on how it can be improved and resubmitted. The paper should be at least 10 pages in length and follow the same standards set for the midterm examination. The paper will count approximately 30 percent of the final course grade. Grading will be based on quality of presentation and content, and late penalties will apply.

Doctoral students will write a more in-depth research paper consisting of 15-20 pages on a topic related to government performance improvement. The express goal of this assignment is to produce a high-quality paper that is suitable for publication in a peer-reviewed journal. This paper will count approximately 60 percent of the final course grade. Late penalties will apply.

² University policy provides that any student with three final examinations scheduled on the same calendar day or two examinations at the same time may petition an instructor to reschedule one exam.

Attendance and Participation

Attendance and participation are required in the course and count approximately 30 percent of the final grade. Students who miss a class, or who arrive late or leave early, should expect to receive a lowered grade in the course. Note that attendance is a prerequisite for participation. Regarding participation, I consider how frequent, valuable, and constructive a student's contributions are to the class. I also differentiate between required and spontaneous participation. The latter is seen as especially valuable.

Students will be assigned to small work groups early in the semester. These groups will lead class discussions of assigned readings as shown on the tentative course schedule. Given the collaborative nature of public management in democratic governance, this group work will help students hone essential skills needed for working effectively with others. This collaborative group work also factors into each student's attendance and participation grade.

Reasonable Accommodations

Students with disabilities that could affect their ability to participate or perform well in the course should see me early in the semester. I am receptive to these situations and will make any reasonable accommodations.

Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate through any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>). If you need help managing stress, anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

Academic Honesty

Please familiarize yourself with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in "A Culture of Honesty." For details see <https://honesty.uga.edu/Academic-Honesty-Policy/>. Students should inform themselves about these standards before performing any academic work. *All written assignments should be completed individually – not collaboratively – unless otherwise stated.*

Prohibition on Recording Lectures

Students are not allowed to make visual or audio recordings of any aspect of this course unless they have written authorization from the UGA Disability Resource Center, which contains specific terms and conditions. Violation of this policy may result in discipline under the Student Code of Conduct and liability under copyright laws.

Coronavirus Information for Students

Information on how the Coronavirus Pandemic affects students attending summer classes has been widely disseminated and is posted on various USG and UGA websites. Please heed this information throughout the semester.

FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at <https://reg.uga.edu/generalinformation/ferpa/>. FERPA allows disclosure of directory information (including name, address, telephone number, email, date of birth, place of birth, major, activities, degrees, awards, and prior schools), unless requested in a written letter to the registrar.

Required Readings

Required readings for the course are as follows:

- Brewer, Gene A., 2000. *Administrative Reform and Organization Change in the Public Sector*. Democracy Project AP 24/2000. Copenhagen, Denmark: University of Copenhagen Press.
- David N. Ammons, 2019. *Performance Measurement for Managing Local Government: Getting It Right*. Irvine, CA: Melvin & Leigh Publishers. ISBN: 978-1733934411
- Kathleen Barrett and Richard Green, 2019. *Making Government Work: The Promises and Pitfalls of Performance-informed Management*, Vol. 1. Lanham, MD: Rowan and Littlefield Publishers. ISBN: 978-1538125670
- *Government Executive*, an online journal at <https://www.govexec.com>

Supplemental Readings (not required)

- Lotte B. Andersen, Gene A. Brewer, Christian B. Jacobsen, Eva Knies, Peter Leisink, and Wouter Vandenabeele (eds.), 2021. *Managing for Public Service Performance: How People and Values Make a Difference*. Oxford and New York: Oxford University Press.
- Geert Bouckaert and John Halligan, 2008. *Managing Performance: International Comparisons*. London and New York: Routledge.
- Donald F. Kettl, 2005. *The Global Public Management Revolution: A Report on the Transformation of Governance*, 2d ed. Washington, DC: Brookings Institution Press.
- The following online readings about the National Performance Review:
 1. *Brief History of the National Performance Review*
<https://govinfo.library.unt.edu/npr/library/papers/bkgrd/brief.html> (February 1997)
 2. *From Red Tape to Results: Creating a Government that Works Better and Costs Less* (September 1993)
<https://govinfo.library.unt.edu/npr/library/nprprt/annrpt/redtpe93/index.html>

- Paul C. Light, 2002. *Government's Greatest Achievements: From Civil Rights to Homeland Security*. Washington, DC: Brookings Institution.
- Donald P. Moynihan, 2008. *The Dynamics of Performance Management: Constructing Information and Reform*. Washington, DC: Georgetown University Press.
- Beryl Radin, 2006. *Challenging the Performance Management Movement: Accountability, Complexity, and Democratic Values*. Washington, DC: Georgetown University Press.
- Colin Talbot, 2010. *Theories of Performance: Organizational and Service Improvement in the Public Domain*. Oxford and New York: Oxford University Press.
- Richard M. Walker, George A. Boyne, and Gene A. Brewer, 2012. *Public Management and Performance: Research Directions*. Cambridge, UK and New York: Cambridge University Press.
- Wouter van Dooren, Geert Bouckaert, and John Halligan, 2015. *Performance Management in the Public Sector*. London and New York: Routledge.
- Wilson, Woodrow, 1887. "The Study of Administration." *Political Science Quarterly* 2, 2: 197-222.

Additional readings may be assigned during the semester. The books listed above are available at the UGA and off-campus bookstores, and from the respective publishers. Some readings may also be made available online.

Tentative Course Schedule

Required readings are listed below under the appropriate heading. This schedule will serve as a guide but not a rigid constraint throughout the semester. Some topics will likely take less than the allotted time, while others will require more attention. Any changes in the syllabus or course schedule will be announced in advance when possible.