



## PADP 6960: Public Management

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

### COURSE INFORMATION

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Course Number: PADP 6960  
Call Number: 68814  
Semester: Summer 2022  
Credit Hours: 3.00  
Class Location: UGA Gwinnett 147  
Class Times: Tuesday 6:15 PM – 10:00 PM  
Class Duration: June 14<sup>th</sup> to August 2<sup>nd</sup>  
Class Format: Face to Face

### INSTRUCTOR INFORMATION

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Instructor: Dr. Michelle L. Lofton  
Email: [mlofton@uga.edu](mailto: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

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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

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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, (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, and (3) describe the implications of public service motivation for management in the public and non-profit sectors. 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**

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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**

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This section has been created by the class to indicate our community expectations.

### *Expectations of Peers and Group Interactions*

You expect that your classmates will engage in active listening, provide mutual respect, come with a positive attitude, show up ON-TIME, communicate in a healthy manner, allow others to speak in class, complete assignments ON-TIME, communicate any schedule constraints, and use the “Golden Rule” by treating others the way you want to be treated.

### *Expectations of Yourself*

You will do readings before class, show up on time and be present physically and mentally, give full effort but be honest with yourself about fulfilling large expectations, communicate with group members and contribute in-class and in-groups, and be open to differing opinions since everyone is here to learn and grow.

*Expectations of Me*

Dr. Lofton will be transparent, provide structure to the class, be easily accessible with office hours and email communication, provide extensive detail of what is expected for each assignment, format the class for open discussion to facilitate comfort when expressing views, communicate, and provide helpful feedback for assignments.

*Expectations of Topical Learning*

You expect to learn research-based best practices for management in a variety of situations such as in a crisis, public leadership, ethical and non-ethical forms of public management, navigation of external pressures such as from lobbyists, and the differences between private and public management.

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## COURSE STRUCTURE & GRADING

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*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*

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ASSIGNMENTS	RELEVANT LEARNING OBJECTIVE	PERCENT OF YOUR GRADE	DUE DATE
1. Midterm Examination	Objective 2	30%	July 5 <sup>th</sup>
2. Group Research Project	Objective 1	30%	See description and schedule
3. Press Conference	Objective 1	20%	July 19 <sup>th</sup>
4. In-Class Exercises	Objective 3	20%	See description

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***Midterm Examination (30%):***

You will complete one midterm essay examination worth 30% of your final grade. The purpose of this examination 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 a deadline. These skills assessed are necessary to be successful in public sector employment opportunities. The midterm examination will require you to apply and incorporate concepts and course materials to a hypothetical case. The midterm examination is completed individually but is open-book and open-note. This examination requires your essay to respond to questions provided about a case and submission to the eLC course page.

A final exam will be provided as an option to replace the midterm examination, if you make a higher scoring grade. This exam will be comprehensive. Please email a week before the final in-class session so that the final can be provided. If there are any extenuating circumstances regarding the midterm or optional final examination dates and times, please email me at your earliest convenience. The same grading rubric will be used to assess both examinations.

*Examination Schedule*

EXAM	AVAILABILITY DATE	DUE DATE	GRADE
1. One	10:00 PM on June 28 <sup>th</sup>	11:30 PM on July 5 <sup>th</sup>	30%
2. <i>Optional Final</i>	10:00 PM on August 2 <sup>nd</sup>	11:30 PM on August 5 <sup>th</sup>	<i>(replace)</i>

***Group Research Project (30%)***

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 on each deliverable. Each group will submit one assignment and each group member will receive the same grade. I will provide feedback on the deliverables throughout the course, but the final deliverables will be due on the last in-class session of which I will provide a final grade. However, peer evaluations will be required at the end of the project and I may adjust an individual group member's grade based on their peer feedback. Detailed information about the group project is available on the group project assignment sheet available on eLC.

***Public Management Press Conference (20%):***

You will present a press conference to the class as a panel over a topic in public management. You will each provide a five-minute presentation on an area that contributes to a broader theme. After the individual presentations, panelists are responsible for identifying common themes from the presentations and facilitating a conversation with the class through audience questions. The presentation topics will be selected during the first week of class. You will be evaluated based upon the quality of your oral presentation, quality of your content presented, and audience discussion. Detailed information about the public management press conference is available on the press conference assignment sheet available on eLC.

***In-Class Exercises (20%):***

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. In each class session, I will review the provided handout during class that articulates your engagement in the session. You may ask for feedback on your exercises from me at any point in time.

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 completed in good faith in class or shows a lack of real effort, you will receive no credit for the exercise. If you have actively participated and put forth a good faith effort to contribute to selected activities, you will receive full credit for 20% 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).

#### *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-	
69.99% - 60.00%	D	Failed course
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](#).

## **COURSE MATERIALS**

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### *Required Materials*

The research articles you will read in the course can be found by accessing the eLC course page or the UGA library’s website.

### *Supplemental Materials*

The following textbook will be used in the course to supplement the required materials. This book can be fully accessed electronically at the UGA library's website. You can also purchase this textbook for reference.

Rainey, H.G., Fernandez, S., & Malatesta, D. (2021). *Understanding and Managing Public Organizations*. 6<sup>th</sup> Edition. John Wiley & Sons, Inc. ISBN-13: 9781119705895

Referred to as Rainey on the schedule.

## **ACADEMIC RESOURCES**

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My goal is to create a learning environment in which you can be successful in achieving the learning objectives. 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 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 Elizabeth White: [elizabethwhite@uga.edu](mailto:elizabethwhite@uga.edu) or call at (706) 542-0516, and she will provide assistance or forward your request to the appropriate librarian subject specialist.

### **Division of Academic Enhancement**

The Division of Academic Enhancement has several graduate student resources. These range from writing assistance to graduate student small group workshops. Online graduate writing tutoring comes from experienced writing instructors who 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 email current pieces of writing on an appointment basis. To schedule an appointment, visit the following website: [https://dae.uga.edu/resources/graduate\\_student\\_resources/](https://dae.uga.edu/resources/graduate_student_resources/)

## **UNIVERSITY & COURSE POLICIES**

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### **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. Please contact me by the end of the second week of class if there are any issues in receiving your documentation with the Disability Resource Center.

### **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," the University's policy and procedures for handling cases of suspected dishonest, which can be found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. The UGA Student Honor Code states "*I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.*" 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.

### **Mental Health and Wellness Resources**

UGA has several resources to aid in your mental and emotional health needs. You can take note of the following support 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 any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources to support your well-being and mental health (<https://www.uhs.uga.edu/bewelluga/bewelluga>) as well as crisis support (<https://www.uhs.uga.edu/info/emergencies>).

- The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>
- *If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>).*
- Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273.
- *Additional resources can be accessed through the UGA Mobile App.*

### 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/>

## COURSE POLICIES

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### 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.**

### 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.

### Participation Policy

Your active participation through in-person attendance 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 exercises, are due at the next class meeting unless other instructions are posted at the course eLC page or communicated via email.

### Staying in Touch and Checking Your Email

Office hours are encouraged and can be schedule by appointment if the provided office hours do not fit with your schedule. Please email me with three preferred times to schedule a meeting when making an appointment outside of office hours. If preferred, office hour meetings can occur with you online via Zoom or by phone. Please, **check your University email** regularly so you don't miss important information.

### Additional Course Policies

- Class begins at 6:15 PM and continues until 10:00 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](mailto: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 Schedule<sup>1</sup>**

Session	Date	Class Topic	Assignment(s) Due	Readings*
<b>Introduction to Public Organizations</b>				
1	6/14	Overview of Course & Introduction to Public vs. Private Management		<i>Rainey – Ch. 1 to 3</i>
<b>Key Dimensions of Managing and Organizing</b>				
2	6/21	Managing Diverse People, Leadership & Teamwork <i>Guest Speakers: Mara Shaw &amp; Walt McBride (Carl Vinson Institute of Government)</i>	<b>Group Project: 1-Page Synopsis</b>	Sabharwal (2014) <i>Rainey – Ch. 9 to 12</i>
3	6/28	Managing Goals, Purpose, Power & Structure		Stazyk & Davis (2020) <i>Rainey – Ch. 6 to 8</i>
4	7/5	<b>MIDTERM EXAMINATION</b>	<b>Due at 11:30 PM</b>	
<b>Bringing Theory into Practice</b>				
5	7/12	Best Practices for Managing Key Actor Relationships	<b>Group Project: Vignette</b>	Lee & Hung (2021) <i>Rainey – Ch. 14</i>
6	7/19	Best Practices for Managing in a Crisis	<b>Press Conference</b>	Christensen, Laegreid, & Rykkja (2016)
7	7/26	Best Practices for Managing Strategy and Planning to Improve Public Performance		George, Walker, & Monster (2019) <i>Rainey – Ch. 13</i>
<b>Group Application</b>				
8	8/2	Group Project Presentations	<b>Group Project: Presentation, Memo, and Self and Peer Assessment</b>	
	8/5	<b>FINAL EXAMINATION (Optional)</b>	<b>Due at 11:30 PM</b>	

\*Readings listed are from the assigned articles and readings listed in italics are optional from the supplemental course materials.

<sup>1</sup> 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.