

# PADP 6960: Public Management

## Fall 2024

\* Disclaimer: This syllabus is a general plan; the instructor may announce deviations on eLC

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Office hours: by appointment only  
(email me at least 24 hours in advance)

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### Course Description and Learning Objectives

This course introduces students to the knowledge and skills necessary for managing public organizations. While the primary disciplinary focus is on public administration, the course also incorporates insights from political science, sociology, and psychology. This course contributes to our MPA program's Competency 1: To Lead and Manage in Public Governance.

“Students will learn the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.”

### Course Materials

Students will read book chapters, journal articles, or other relevant texts provided by the instructor through eLC (the full reading list can be found on page 4). There is no required textbook. Presentation slides will be made available prior to class. Please respect that these slides are the intellectual property of the instructor and are to be used strictly for educational purposes.

### Grading Policies

#### *Demeanor*

- i. Personal attacks or any form of demeaning comments are strictly prohibited during all in-person and email communications. Be respectful to other classmates and the instructor at all

times. Violation of this rule may result in a reduction of your final grade tier (e.g., A → B) at the instructor’s discretion, depending on the seriousness of the violation.

### *Plagiarism*

- i. Do not use any writing assistance software other than MS Word, including tools like Grammarly, ChatGPT, or other text-editing/generating software. All assignments must be the result of the student’s own effort. Papers flagged as AI-generated by more than 50% in the Turnitin report will receive penalties.
- ii. Do not recycle papers that have been previously submitted elsewhere. This is self-plagiarism and is considered a violation of academic integrity. Violation of the academic integrity policy may lead to sanctions depending on its severity, such as a "0" score on the assignment or a final grade of F.

### *Grading*

- i. Late works after the due date will be accepted only by prior arrangement.
- ii. Once the assignments are graded, revise and resubmit will never be allowed.
- iii. Final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly).
- iv. No “extra credit” beyond what is indicated on the syllabus will be assigned under any circumstances.
- v. A final grade of “Incomplete” will only be given under extraordinary circumstances and is solely at the discretion of the instructor.
- vi. For privacy reasons, information pertaining to grades cannot be discussed via email. Meet me in person after class or set up an office hour appointment if you have questions about your grade.

### *Activity make-up*

- i. Students who miss classroom activities for legitimate reasons will be provided with an alternative assignment. The instructor may request documentation, as outlined in the following list:
  - a. Medical reasons
  - b. Family emergencies
  - c. Religious observances
  - d. Civic obligations (e.g., Jury duty, military service)
  - e. UGA-sponsored activities (e.g., field trips, conferences)

## **Evaluation**

### Grading Scheme

A	100 – 93 (points)	C	76.99 – 73
A-	92.99 – 90	C-	72.99 – 70

B+	89.99 – 87	D	69.99 – 60
B	86.99 – 83	F	59.99 or below
B-	82.99 – 80		
C+	79.99 – 77		

30%	Weekly group activities and presentation
30%	Reflection essays
10%	Student debate
30%	Final research note

*Group activities and presentation (30%)*

In the second half of each class, students will participate in group activities. Groups of up to four members will work on assigned tasks and present their findings to the class. They will also respond to questions and facilitate further discussion (the instructor will select groups to present if no one volunteers). Presentations will contribute up to 5% of the grade per session, with a total of 30% of the final grade allocated to group activities over the semester. No free-riders allowed; the instructor may not award points to group members who do not actively contribute. Extra credit may be awarded to highly engaged students in the audience at the instructor’s discretion.

*Reflection essays (30%)*

In lieu of a mid-term exam, students will write three reflection essays throughout the semester. Each essay will contribute 10% to the final grade. The essays should not exceed 7 double-spaced pages (12-point font). Below is the essay structure:

- i. Introduction: Provide an overview of the topic (from week 2-5 for Essay #1, from week 6-10 for Essay #2, and from week 12-13 for Essay #3) you will be reflecting on.
- ii. Body 1: Reflect on how the course materials have changed or advanced your understanding of the topic. Connect your reflections to specific theories, concepts, or readings discussed in class.
- iii. Body 2: Critically assess a policymaker’s or journalist’s argument about a government management policy in practice based on your understanding of the topic.
- iv. Conclusion: Summarize your key reflections and discuss any future implications for your understanding or practice related to the topic.

*Student debate (10%)*

At the end of this course, there will be two student debates. Each student will participate as a panelist in one debate (affirmative or negative), and as a jury in the other. The instructor will play the chairperson. The specific debate rules will be posted on eLC.

- i. Debate topic #1: Should managers of public organizations in the US bring and apply more insights from private business management?
- ii. Debate topic #2: Should managers of public organizations in the US prioritize voices and satisfaction of employees over voices and satisfaction of the public?

*Comprehensive essay (30%)*

In lieu of final exam, students will write a comprehensive essay that will contribute to 30% of the overall grade. Your essay must be based on theories and concepts discussed in class, and ideally, further draw from external statistics data (for example, some useful websites: <https://www.statista.com/>, <https://uga.policymap.com/newmaps#/>), academic sources, anecdotal cases, and/or logical reasoning. Your essay must span at least 10 double-spaced pages (12 font), excluding title page and references. It will address the following bullet points:

- i. Introduction
- ii. Body 1: Provide an in-depth overview of the political nature of public organizations and how it differentiates them from private organizations.
- iii. Body 2: Analyze how the political nature of public organizations complicates two primary formal elements of organizational management: rules and measurement.
- iv. Body 3: Examine best practices to protect and foster two primary informal elements of organizational management: intrinsic motivation and mission-oriented culture.
- v. Body 4: Identify one public organization in the US that would benefit from your essay. Explain how and why your essay's insights would be valuable to this organization.
- vi. Conclusion and broader implications

**Class Schedule** (no class on the dates indicated in red)

<i>Week</i>	<i>Topic</i>	<i>Required readings before class (read in order)</i>
1 (Aug 15)	Syllabus and course overview	
2 (Aug 22)	Public management: between politics and business	Wilson (1887) Rainey (2015)
3 (Aug 29)	Government reputation and the blame game	Carpenter and Krause (2012) Hood (2011)
4 (Sep 5)	Accountability vs. autonomy in public organizations	Maggetti and Papadopoulos (2018) Fukuyama (2004) Meier (1997)
5 (Sep 12)	Performance of public organizations <b>Reflection essay #1 due Sep 18, 11:59pm</b>	Van Ryzin (2007) Wichowsky and Moynihan (2008)
6 (Sep 19)	Managing through measurement, and its dilemmas	Bjørnholt and Larsen (2014) Fisher and Downes (2008)
7 (Sep 26)	Managing through rules, and its dilemmas	DeHart-Davis (2008) Maynard-Moody and Musheno (2000) Fleming (2020)

8 (Oct 3)	Employees who manage themselves: Intrinsic motivation	Moynihan (2010) Perry et al. (2009)
9 (Oct 10)	Groups that manage themselves: Mission-oriented culture	Schein (2010)-part 1 Brown (2023)
10 (Oct 17)	Leadership and HRM that cultivate intrinsic motivation and mission-oriented culture	Schein (2010)-part 2 Moynihan et al. (2014) Christensen et al. (2017)
11 (Oct 24)	<b>Instructor conference travel</b> <b>Reflection essay #2 due Oct 25, 11:59pm</b>	
12 (Oct 31)	Diversity and merit in hiring and promotion	Portillo et al. (2020) Foley et al. (2021) Ricucci and Van Ryzin (2017)
13 (Nov 7)	Citizen experience management	Moynihan et al. (2015) Herd and Moynihan (2021) Edwards et al. (2023)
14 (Nov 14)	<b>Instructor conference travel</b> <b>Reflection essay #3 due Nov 15, 11:59pm</b>	
15 (Nov 21)	<b>Student debates on Nov 21</b>	
16 (Nov 28)	<b>Thanksgiving break</b>	
17 (Dec 3)	<b>Final exam</b> <b>Final research note due Dec 6 11:59pm</b>	

## Special Needs and Academic Honesty

Students with special needs that require accommodation should notify the Office for Disability Services and me as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. Use of AI or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course. Suspected unauthorized assistance, or other violations of UGA’s “A Culture of Honesty,” will be reported to the Office of Academic Honesty. The link to more detailed information about academic honesty can be found at:

[http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm).

UGA Student Honor Code: *"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."*

## **Preferred Names/Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

## **Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

## **Supports and Accommodations**

### *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 the instructor of your eligibility for reasonable accommodations in order to participate in course activities or meet course requirements.

### *Religious Accommodations*

UGA's religious accommodations policy, found at

<https://eoo.uga.edu/definitions/religiousaccommodations>, 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, students can be allowed to make up work because of a religious observance provided that you notify the instructor. Please look over the course schedule and contact the instructor by the end of the second week of class if there are any classes you will miss due to a religious observance.

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### *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 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 Mobile App.