



PADP 6960: Public Management

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

COURSE INFORMATION

Course Number: PADP 6960
Call Number: 49352
Semester: Spring 2025
Credit Hours: 3.00
Class Location: Baldwin Hall 101D
Class Times: Thursday 7:00 PM – 9:50 PM
Class Sessions: January 9th to April 24th
Class Format: Face-to-Face

INSTRUCTOR INFORMATION

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

COURSE DESCRIPTION

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

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

Prerequisites

There are no prerequisites for this course.

LEARNING OBJECTIVES

This course is designed for you to demonstrate your knowledge and skills to influence the management and development of public organizations. You will display the competency: to lead and manage in the public interest. 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 non-profit sectors, including similarities and differences as well as unique intergovernmental 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

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

The following community expectations will be developed by our class.

Expectations of Peers and Group Interactions

Expectations of Yourself

Expectations of Me

Expectations of Topical Learning

COURSE STRUCTURE & GRADING

Course Structure

This is a critical thinking and writing intensive course where you'll be expected to engage in high quality class participation. Each class session will focus on conceptual and analytical material contained in the assigned readings and lecture. During each class, you will make

progress towards improving your skills to achieve the learning objectives through an active learning instructional framework. You will be expected to have read the assigned material and to have made a good faith effort to complete all written assignments. However, I am available to aid in supporting your learning both during and outside of class hours. This course develops multiple skills with the following required tasks.

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

Course Grading

| ASSIGNMENTS | RELEVANT LEARNING OBJECTIVE | PERCENT OF YOUR GRADE | DUE DATE |
|---------------------------|-----------------------------|-----------------------|------------------------------|
| 1. Examination One | Objective 2 | 25% | February 6 th |
| 2. Examination Two | Objective 2 | 25% | March 21 st |
| 3. Group Research Project | Objective 1 | 25% | See description and schedule |
| 4. Exercises | Objective 3 | 15% | See description |
| 5. Press Conference | Objective 3 | 10% | February 27 th |

Examinations (50%):

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

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

Examination Schedule

| EXAM | AVAILABILITY DATE | DUE DATE | GRADE |
|---------------------|-------------------------------------|--------------------------------------|-----------|
| 1. One | 7:00 PM on February 6 th | 11:30 PM on February 6 th | 25% |
| 2. Two | 7:00 PM on March 20 th | 11:30 PM on March 21 st | 25% |
| 3. Three (optional) | 9:50 PM on April 24 th | 11:30 PM on May 1 st | (replace) |

Group Research Project (25%)

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

The class will be divided into teams to produce a research project on a government 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. Typically, half of the class will evaluate a government organization, and the other half will evaluate a nonprofit organization. However, you have the option to select a government or a nonprofit organization to evaluate. I have assigned specific times in the course to work with your group as well as indicated deadlines for each deliverable. Each group will submit one assignment, and each group member will receive the same grade. However, peer evaluations will be required at the end of the project, and I may adjust an individual group 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.

Exercises (15%):

You will participate in active learning exercises during class. The purpose of in-class exercises is to evaluate your engagement with the course materials and provide more timely feedback of your learning. Each class session you will work individually and in groups to address concepts covered in class. The exercises can be in relation to a class lecture, assigned readings, a case study, or your group research project. 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 feedback on the exercises in class. This feedback is for informational purposes only. **If you make a good faith effort, you will receive points for the exercises.** “√+” indicates work that is accurate and well-presented, “√” indicates work that is generally good but may have small errors, and “√-” 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. I will evaluate your overall in-class exercise grade based on your engagement in-class with the exercises. If you have actively participated and put forth a good faith effort to contribute to selected exercises, you will receive full credit for 15% of your final grade. You will be given the opportunity to make-up the exercise with an alternative assignment if you have an absence from class due to extenuating circumstances (e.g., sickness, hospitalization, birth of a child, and death of a loved one).

Public Management Press Conference (10%):

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 facilitating a conversation with the class through audience questions. The presentation topics and groups will be selected after the add/drop period of class. You will be individually 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.

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- | |
| 79.99% - 78.00% | C+ | Minimal performance |
| 77.99% - 73.00% | C | |
| 72.99% - 70.00% | C- | |
| 69.99% - 60.00% | D | |
| 0.00% - 59.99% | F< | Failed course |

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 Withdrawal Policies](#).

COURSE MATERIALS

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. You will also evaluate case studies from the casebook indicated below.

Austin, M. J., Brody, R., and Packard, T. (2009). *Managing the challenges in human service organizations: A casebook*. Sage Publications, Inc. ISBN-13: 9781412941273

Referred to as Austin et al. on the schedule.

Supplemental Materials

The following textbook will be used to evaluate some course topics. This book can be accessed fully online at the UGA library’s website.

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

Referred to as Rainey et al. on the schedule.

ACADEMIC RESOURCES

My goal is to create a learning environment in which you can be successful at achieving the learning outcomes. I will work hard to create and improve the learning environment throughout the semester based on my own observations of the course and your feedback on what would ease your learning process. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the University. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies. I am also available 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 with appropriate research sources, avoiding plagiarism and properly citing work. Please send request to Elizabeth White: elizabethwhite@uga.edu or call at (706) 542-0516, and she will provide assistance or forward your request to the appropriate librarian subject specialist.

Office for Student Success and Achievement and Jill and Marvin Willis Center for Writing

The Office for Student Success and Achievement has several graduate student resources including student workshops. More can be found at their website: <https://ossa.uga.edu/>
The Jill and Marvin Willis Center for Writing provides a range of services from writing assistance to graduate students and small workshops. Graduate writing consulting comes from experienced writing instructors who work individually with students to assist with matters such as building a convincing argument development, how to self-evaluate work, and providing professional feedback to improve drafted work. Students can use their services free of costs and access in-person appointments. To schedule an appointment, visit the following website: <https://uga.mywconline.com/>

UNIVERSITY POLICIES

Accessibility Statement

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

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

reasonable accommodations in order to participate in course activities or meet course requirements. We can then plan how best to coordinate your accommodation. 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 you 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. UGA Well-Being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community. UGA provides both clinical and non-clinical options to support well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-Being Resources are here to help. You can take note of the following support and well-being resources.

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit <https://sco.uga.edu>. SCO helps students navigate difficult circumstances by connecting you with the most appropriate resources or services. They also administer the [Embark@UGA](#) program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.
- If you need help managing stress anxiety, relationships, etc., please visit Well-Being Resources (<https://well-being.uga.edu/>) for a list of FREE workshops, mentoring, and

health coaching led by licensed clinicians and health educators in the University Health Center.

- UGA has several digital well-being resources to support your well-being (<https://healthcenter.uga.edu/digital-mental-health-resources/>) and mental health (<https://healthcenter.uga.edu/bewelluga/>).
- The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/>
- Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/> and 24/7 support at 706-542-2273.
- For health promotion and the Fontaine Center, please visit <https://healthpromotion.uga.edu/>
- *Additional information and resources can be accessed through the UGA Mobile App.*

Your Health

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19, i.e.,

- Isolate for 5 days.
- If you have no symptoms or your symptoms are resolving after 5 days, you can leave isolation.
- Continue to wear a mask around others for 5 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH and [Centers for Disease Control and Prevention \(CDC\)](#) urge you "...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19."

While the [University Health Center](#) continues to stock COVID-19 vaccines, surveillance testing and Dawg Check have been suspended. Face coverings are encouraged to wear in Baldwin Hall based on your preference and assessment of personal risk.

The Federal Family Educational Rights and Privacy Act (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/general-information/ferpa/> FERPA allows disclosure of directory information (name, address, telephone, email, major, activities, degrees, awards, and prior schools), unless requested in a written letter to the registrar.

COURSE POLICIES

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.**

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 me with each 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 and how I communicate to you 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.

Academic Calendar and Schedule

You can access the academic calendar at: <https://reg.uga.edu/general-information/calendars/academic-calendars/> and the daily class schedule at: <https://reg.uga.edu/general-information/daily-class-schedule/>

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. If 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 scheduled 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.

Prohibition of Recording Lectures

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

- 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.

Additional Course Policies

- Class begins at 7:00 PM and continues until 9:50 PM. Please arrive promptly since all announcements will be made at the start of each class meeting. If enrollment exceeds the assigned classroom capacity, please arrive/leave class in a manner that does not create congregating in the halls and allows for disinfecting of your seating area.
- 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 exercises requires your engagement. To facilitate a collegial learning process, you should have reviewed all the assigned materials prior to class.
- Please aim to communicate with me if you have concerns. I can probably address most of your questions before or after class, during office hours, or over email. The office hours listed on the first page are *not* the only times when I will be available to meet. If the listed

times don't suit your schedule, please send me an e-mail (mlofton@uga.edu) and propose three alternative times you could meet, and I will let you know which option works best. Please send me an email that concisely articulates your question(s) or concerns. I will check my e-mail regularly and make every effort to respond to your question(s) in a timely manner, within 24-hours.

- You will be required to submit your assignments to the electronic drop-box at the course eLC website. For the group assignments, please provide one submission per group and list all group members. Let me know as soon as possible if you can't deliver an assignment on time due to emergencies.
- No extra credit is given.

Class Meeting Schedule¹

| Session | Date | Class Topic | Assignments | Readings* |
|--|------|--|--|--|
| Part 1: Introduction to Public Organizations | | | | |
| 1 | 1/9 | Overview and Introduction to Public Management | | |
| 2 | 1/16 | Uniqueness of Public Management | | Boye et al. (2024) <i>Rainey et al. – Ch. 1 & 2</i> |
| 3 | 1/23 | Analyzing The Environment for Public Management | | O’Flynn (2021) Austin et al. – Ch. 3 <i>Rainey et al. – Ch. 3 & 4</i> |
| 4 | 1/30 | Impact of Political Power and Public Policy in Public Management | Group Project: 1-Page Synopsis | Kapucu et al. (2017) Austin et al. – Ch. 6 <i>Rainey et al. – Ch. 5 & 6</i> |
| 5 | 2/6 | EXAMINATION ONE | Due at 11:30 PM | |
| Part 2: Key Dimensions of Organizing and Managing | | | | |
| 6 | 2/13 | Managing Goals, Purpose, Power, and Structure | | Stazyk & Davis (2020) Austin et al. – Ch. 5 <i>Rainey et al. – Ch. 7 & 8</i> |
| 7 | 2/20 | Managing Diverse People in the Public Sector | Group Project: Vignette | Hoang et al. (2022) Austin et al. – Ch. 7 <i>Rainey et al. – Ch. 9 & 10</i> |
| 8 | 2/27 | Press Conference on Selected Topics | Press Conference | |
| | 3/6 | Spring Break – No Class | | |
| 9 | 3/13 | Promoting Leadership & Teamwork | | Boin & Hart (2003) Austin et al. – Ch. 4 <i>Rainey et al. – Ch. 11 & 12</i> |
| 10 | 3/20 | EXAMINATION TWO | Due 3/21 at 11:30 PM | |
| Part 3: Bringing Theory into Practice | | | | |
| 11 | 3/27 | Best Practices for Managing Key Actor Relationships in Partnerships | Group Project: Interview | Lee & Hung (2022) <i>Rainey et al. – Ch. 14</i> |
| 12 | 4/3 | Group Workday | | |
| 13 | 4/10 | Best Practices for Managing in a Crisis | Group Project: Bibliography | Christensen, Laegreid, & Rykkja (2016) |
| 14 | 4/17 | Best Practices for Managing Strategy and Planning to Improve Public Sector Performance | | George, Walker, & Monster (2019) Austin et al. – Ch. 8 <i>Rainey et al. – Ch. 13</i> |
| Part 4: Group Application | | | | |
| 15 | 4/24 | Group Project Presentations | Group Project: Presentation, Memo, and Self and Peer Assessment | |
| | 5/1 | FINAL EXAMINATION (Optional) | Due at 11:30 PM | |

¹ Please note that the course syllabus is a general plan for the course. The schedule and readings are subject to change at the discretion of the Professor. All deviations will be announced to the class and noted on the course eLC page. Guest speakers will be added. *Case studies from Austin et al. will be assigned based on enrollment. Rainey et al. readings are suggested supplemental course material.