



## PADP 6960: Public Management

**CRN # 36736**

Spring Semester, 2026  
Tuesdays, 3:55-6:45 pm  
Park Hall 145  
January 12-May 5

## Office Hours:

Tuesdays, 1:00-3:45 pm before class

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Email through course online at eLC or directly at [kwilloughby@uga.edu](mailto:kwilloughby@uga.edu)

## *Overview*

This class is an introduction to the study of organizations and management. The course 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 management and leadership. The 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 management in governments of various contexts, 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 a strong attempt to learn about and 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. Go to MyUGA Portal and then tap onto:



to access videos related to Word and Excel as well as regarding public management and strategy. Become an expert in these and other packages by accessing relevant videos at this resource.

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 reading and writing intensive course and class participation is an expected, 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 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 current with 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), book chapters and published research papers. Students will work in teams for the term project about management. 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 any other assigned readings for the day.

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 internal organizational environment as well as those external to the organization, the personalities of those employed, leadership and the characteristics of those being managed, as well as resource constraints. 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 and nonprofit organizations
- ✓ Understand the environment in which organizations operate, including economic markets, networked arrangements, and given 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

While attention to the substance of this course should contribute to your advancement in all our MPA Program Competencies below, meeting the learning objectives will support your mastery of Competencies 1 and 3, specifically.

- ✓ **Competency 1: To Lead and Manage in Public Governance**
- ✓ Competency 2: To Participate in the Public Policy Process
- ✓ **Competency 3: To Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions**
- ✓ Competency 4: To Articulate and Apply a Public Service Perspective
- ✓ Competency 5: To Communicate with a Diverse Workforce and Citizenry

## ***Course Policies and Procedures***

### 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.

## Academic Honesty

University guidelines on academic honesty are enforced in this course. 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."* Contemplate the Pillars of the Arch at the right.

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 Accessibility and Testing 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 to negotiate the terms of the accommodation.**

## Prohibition of Recording Lectures

In the absence of written authorization from the University's Accessibility and Testing 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.

## Student Advancement Resources

The Office for Student Success and Achievement offers 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 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, how to self-evaluate work, and providing professional

### *Pillars of the Arch*

As members of the University of Georgia community, we aspire to uphold the principles manifested in the three pillars of the Arch:

**Wisdom** challenges us to apply lessons received inside and outside the classroom to our everyday lives. Wisdom transcends knowledge, embracing curiosity, discovery, and expression throughout our community.

**Justice** leads us to be fair in our dealings, accountable for our actions, responsible for ourselves, and empathetic for others. Justice requires honesty and celebrates diversity, establishing credibility and integrity for our community and ourselves.

**Moderation** compels us to act with civility, bolstering our faith in others and the faith others have in us. Moderation accentuates our self-respect, promotes responsible citizenship, and enhances pride in our university.

Without each of these pillars, the Arch would lose its strength and balance. Likewise, all three qualities are necessary for us to be strong and complete citizens.

feedback to improve drafted work. Students can use their services free of charge and can access in-person appointments. To schedule an appointment, scroll down to General Information at the Center's website: <https://www.english.uga.edu/jill-and-marvin-willis-center-writing>.

### Make-up Exams, Late Assignments and Incompletes

There are no make-up exams in this course; 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](#).

### 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: 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](mailto:kwilloughby@uga.edu).

### ***Grading, Exercises, Exams and Course Evaluation***

Your grade in this course is based on your performance on three exams, one group project, and in-class 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

15%	In Class Exercises
15%	1 <sup>st</sup> Exam
20%	2 <sup>nd</sup> Exam
25%	TEAM Project: Case Analysis and Recommendation
25%	3 <sup>rd</sup> Exam

### In-Class Exercises

While attendance to class is not mandatory, the Professor believes that you should receive credit for being present in class and actively participating. Toward that end, in-class exercise credit is offered only to those attending class. That is, if you miss class, you will not receive credit for the exercise for that day. Still, you are welcome to complete any exercise you miss to receive feedback. In-class exercises must be submitted to eLC by the conclusion of the class session; exercises are graded as completed and received

with a check mark. At the end of the term, the grade for this component of the course is the percentage of in-class exercises completed and received:

$$\frac{\# \text{ in-class exercises completed and received}}{\text{total } \# \text{ in-class exercises in the course}}$$

### Required Textbooks and Readings

We will be using two texts throughout the semester as well as other readings, as assigned.

- ✓ Top Hat is an E-book, authored by the Professor. An Email invitation should be sent to you about accessing Top Hat and the E-book, Management Systems and Strategies. The access code for PADP 6960: Public Management is **486360**. **Contact the Professor if you have not received an Email about access to the book at Top Hat by January 10, 2026**. Top Hat requires a paid subscription and a full breakdown of all subscriptions options available can be found at: [www.tophat.com/pricing](http://www.tophat.com/pricing). After you pick your subscription, your textbook cost will be added to your subscription cost at checkout. 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, 2026. The text is referred to as *Willoughby* on the schedule.<sup>1</sup>  
Should you require assistance with Top Hat, please contact the Top Hat Support Team directly by Email at [support@tophat.com](mailto:support@tophat.com), using the app support button, or by calling: 1-888-663-5491.
- ✓ Rainey, H.G., Fenandez, S., and Malatesta, D. 2021. Understanding and Managing Public Organizations. 6<sup>th</sup> edition. John Wiley & Sons, Inc. ISBN: 9781119705895. This text can be accessed fully online at the UGA Library website. The text is referred to as *Rainey et al.* on the schedule.
- ✓ Other readings may be assigned and will be provided online at the course on eLC, accessible at Course Content.

### 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 (February 10, 2026) will be made available to you online at the course on eLC at the usual start time of class (3:55 pm) and must be submitted back to the course online by 11:30 pm that evening. Exam #2 (March 24, 2026) will be made available to you online at the course on eLC at the usual start time of class (3:55 pm) and must be submitted back to the course online by 11:30 pm on March 25, 2026. Exam #3 will be made available to you on Tuesday, April 28, 2026 at 3:55 pm and must be submitted back to the course online by 11:30 pm on Tuesday, May 5, 2026. 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](mailto:kwilloughby@uga.edu).

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<sup>1</sup> The Willoughby E-book is comprised of ten chapters, and most include questions for students to contemplate (and attempt) when reading. These questions are provided to boost student comprehension and support learning of the material. Completion of questions do not contribute to the overall course grade.

## Use of AI

The use of AI (e.g., ChatGPT, Gemini) for work in this course is not permitted unless explicitly authorized by the Professor. Using AI to generate content for exercises, exams and the team project without permission is considered academic misconduct.

## ***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 and participation in them. 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 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 when applying 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 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<sup>2</sup>***  
*Starred (\*) material indicates required readings*  
*All others noted are recommended readings*

<b>1</b>	<b>January 13</b> <b><i>Studying public administration: Challenges and distinctions of managing in the sector.</i></b> *Willoughby: Chapter 1, Management Matters Rainey et al.: Chapters 1-2
<b>2</b>	<b>January 20</b> <b><i>The public management environment: Unique and complex</i></b> *Rainey et al.: Chapters 3-5
<b>3</b>	<b>January 27</b> <b><i>How do managers balance competing goals of innovation and accountability? Adapting organizations to an ever-changing environment</i></b> *Willoughby: Chapter 2, Planning and Managing Organizational Change *van der Voet, J., Kuipers, B. and Groeneveld, S. (2015). Held back and pushed forward: Leading change in a complex public sector environment. <i>Journal of Organizational Change Management</i> , 28(2), 290-300. Rainey et al.: Chapter 7
<b>4</b>	<b>February 3</b> <b><i>How do public and nonprofit managers operate in a system of reforms where results and a “bottomline” are emphasized?</i></b> *Willoughby: Chapter 3, Managing for Results *Heinrich, C. J. (2002). Outcomes-based performance management in the public sector: implications for government accountability and effectiveness. <i>Public Administration Review</i> , 62(6), 712-725. Kroll, A. (2016). Exploring the link between performance information use and organizational performance: A contingency approach. <i>Public Performance and Management Review</i> , 39(1), 7-32. Rainey et al.: Chapters 6 & 14
<b>5</b>	<b>February 10</b> <b>EXAM 1</b> <b style="color: red;">1<sup>st</sup> Exam available from course at eLC at 3:55 pm</b> <b style="color: red;">Due to course at eLC by 11:30 pm February 10, 2026</b>

<sup>2</sup>Schedule and readings subject to change at the discretion of the Professor. All changes will be noted on the course at eLC.

6	<p><b>February 17</b></p> <p><b><i>Organizational structures and changing arrangements for getting work done</i></b></p> <p>*Willoughby: Chapter 4, Models of Organizational Structure</p> <p>*Christensen, T. and Lægreid, P. (2011). Complexity and hybrid public administration: Theoretical and empirical challenges. <i>Public Organizational Review</i>, 11(4), 407-423.</p> <p>Rainey et al.: Chapter 8</p> <p>Jung, C. S. and Kim, S. E. (2014). Structure and perceived performance in public organizations. <i>Public Management Review</i>, 16(5), 620-642.</p> <p>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. <i>The International Journal of Human Resource Management</i>, 28(14), 2085-2107.</p>
7	<p><b>February 24</b></p> <p><b><i>How does organizational design impact service delivery and effectiveness?</i></b></p> <p>*Willoughby: Chapter 5, Organizational Design and Span of Control</p> <p>*Rainey et al.: Chapter 8</p>
8	<p><b>March 3</b></p> <p><b><i>How do managers succeed when organizational goals often are ambiguous, complex, and can be conflicting?</i></b></p> <p>*Willoughby: Chapter 6, Organizational Goals and Objectives</p> <p>*Rainey et al.: Chapter 6</p> <p>Stazyk, E. C., and Goerdel, H. T. (2010). The benefits of bureaucracy: Public managers' perceptions of political support, goal ambiguity, and organizational effectiveness. <i>Journal of Public Administration Research and Theory</i>, 21(4), 645-672.</p> <p>Wright, B. E., Moynihan, D. P., and Pandey, S. K. (2012). Pulling the levers: Transformational leadership, public service motivation, and mission valence. <i>Public Administration Review</i>, 72(2), 206-215.</p>
	<b>In-Class Exercise 6</b>
9	<p><b>March 10</b></p> <p><b>SPRING BREAK</b></p>
10	<p><b>March 17</b></p> <p><b><i>How should managers use strategy and planning to improve organizational performance?</i></b></p> <p>*Willoughby: Chapter 7, Strategic Planning and Engagement</p> <p>*Rainey et al.: Chapters 7 &amp; 11</p>
	<b>In-Class Exercise 7</b>
10	<p><b>March 24</b></p> <p><b>2<sup>nd</sup> Exam available from course at eLC at 3:55 pm</b></p> <p><b>Due to course at eLC by 11:30 pm March 25, 2026</b></p>

11	<p><b>March 31</b></p> <p><b><i>What are the best practices for managing relationships with key actors and partners?</i></b></p> <p>*Willoughby: Chapter 8, Managing Organizational Relationships</p> <p>*Rainey et al.: Chapters 9 &amp; 10</p> <p>Klijn, E. H., Koppenjan, J. and Termeer, K. (1995). Managing networks in the public sector: A theoretical study of management strategies in policy networks. <i>Public Administration</i>, 73(3), 437-454.</p> <p>Wettenhall, R. (2003). The rhetoric and reality of public-private partnerships. <i>Public Organization Review</i>, 3(1), 77-107.</p>
12	<p><b>April 7</b></p> <p><b><i>How can public managers maintain accountability when contracting for services and fulfilling grants contracts?</i></b></p> <p>*Willoughby: Chapter 9, Managing Contractual and Grant Relationships</p> <p>Hefetz, A. and Warner, M. E. (2011). Contracting or public delivery? The importance of service, market, and management characteristics. <i>Journal of Public Administration Research and Theory</i>, 22(2), 289-317.</p> <p>U.S. Government Accountability Office (2012). GRANTS MANAGEMENT: Action Needed to Improve the Timeliness of Grant Closeouts by Federal Agencies. GAO-12-360 (April).</p>
	<p><b>In-Class Exercise 8</b></p> <p><b>TEAM PROJECT 4<sup>th</sup> Deliverable Bibliography DUE by the start of class</b></p>
13	<p><b>April 9</b></p> <p><b>Last day to withdraw from the course and receive a “Withdrawal”</b></p>
14	<p><b>April 14</b></p> <p><b><i>How can managers lead effectively in an ever changing and complex environment?</i></b></p> <p>*Willoughby: Chapter 10, Effective Leadership in Complex Organizations and Changing Environments</p> <p>Rainey et al.: Chapter 11</p>
	<p><b>In-Class Exercise 10</b></p> <p><b>Come to class prepared to contribute to the conversation</b></p>
15	<p><b>April 21</b></p> <p><b><i>TEAM Project 15-minute presentations</i></b></p> <p><b>TEAM PROJECT 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> Deliverables DUE</b></p>
15	<p><b>3<sup>rd</sup> Exam available from course at eLC at 3:55 pm</b></p> <p><b>Due to course at eLC by 11:30 pm May 5, 2026</b></p>

## PADP 6960 Learn and Earn Opportunities

### Opportunity #1: Earn 2 points added to your 1<sup>st</sup> Exam Grade

Due Date: Tuesday, February 10, 2026 by 3:55 pm

Submit to the course at the assignment: Learn and Earn Opportunity #1

Listen to one podcast of your choice from **GovLov** podcast (<https://elgl.org/govlove/>).

Provide a one page, single-spaced, 10-12 font, 1-inch margins all around, ~450-word summary of the podcast. Receive 2 additional points to your first exam. Answer the following questions:

- What is the podcast about?
- What did you know about the topic before listening to it?
- Why is it important to know about the topic?
- What are two or three of the most important things you learned about management from listening to the podcast?
- Would you recommend the podcast to others? Why or why not?

### Opportunity #2: Earn 2 points added to your 2<sup>nd</sup> Exam Grade

Due Date: Tuesday, March 24, 2026 by 3:55 pm

Submit to the course at the assignment: Learn and Earn Opportunity #2

Listen to one podcast of your choice from **Management Matters** podcast (<https://napawash.org/grand-challenges/management-matters-podcast>).

Provide a one page, single-spaced, 10-12 font, 1-inch margins all around, ~450-word summary of the podcast. Receive 2 additional points to your second exam. Answer the following questions:

- What is the podcast about?
- What did you know about the topic before listening to it?
- Why is it important to know about the topic?
- What are two or three of the most important things you learned about management from listening to the podcast?
- Would you recommend the podcast to others? Why or why not?

### Opportunity #3: Earn 2 points added to your 3<sup>rd</sup> Exam Grade

Due Date: Tuesday, April 21, 2026 by 3:55 pm

Submit to the course at the assignment: Learn and Earn Opportunity #3

Listen to one Getzen Lecture of your choice from the **UGA Getzen Lecture on Government Accountability** series (<https://spia.uga.edu/news-events/signature-events/getzen/>). Tap on “Previous Getzen Lecturers” to access past lectures.

Provide the name of the Lecturer and the year of the lecture, and then develop a one-page, single-spaced, 10-12 font, 1-inch margins all around, ~450-word summary indicating what the lecture is about, what you learned from the lecture, the Lecturer’s critical message or messages, and if s/he provides successful delivery of the message(s). Receive 2 additional points to your third exam.

## TEAM PROJECT: Management Case Analysis and Recommendations

TEAMS re: Public Organizations	TEAMS re: Nonprofit Organizations
1 Managing Natural Resources	5 Managing Disasters
2 Managing Public Health	6 Managing Youth Welfare
3 Managing Public Transportation	7 Managing Public Housing
4 Managing Public Safety	

The class will be divided into teams to produce a research project on a public or non-profit organization. The project will consist of six group deliverables and an individual self and peer assessment. The purpose of this assignment is to effectively use theories of public management to interpret managerial issues in a specific organization. The project should primarily use research in academic journals, academic books, government publications, and other data driven and evidence-based sources in addition to materials offered by the organization of study.

This project will have six deliverables throughout the course and an assessment:

- (1) The first deliverable is a one-page (double spaced) synopsis of the organization that your group has selected. This synopsis must include preliminary information on your organization including the background information on the organization (e.g., brief history or origins of the organization and purpose of the organization), mission statement, vision and values statement, population that the organization serves, the organizational chart with a description of the formal structure, and the total number of employees. The organization chart should be discussed and attached and briefly described. Your synopsis is worth **2.5%** of your final grade.
- (2) The second deliverable is a case study or vignette. Using the background information, each group must develop a case study or vignette, which captures a realistic management issue or challenge that your organization and its administrators may face. Your case study or vignette should be 2 to 3 single spaced pages. The case study should include an introduction, statement of the issue, applicable environmental challenges (e.g., economic, political, and demographic), statement of the problem/dilemma, and pose a question to be answered in your group memorandum. Your case study or vignette is worth **2.5%** of your final grade.
- (3) The third deliverable is an annotated bibliography with a list of citations to books, articles, and documents consulted for the project. The bibliography should be alphabetized with each citation followed by a brief descriptive paragraph and evaluative paragraph. The first paragraph should summarize the content of the sources to inform us on the relevance, accuracy, and the quality of the source cited. The second paragraph should evaluate how the source will be used as support in your memorandum. At least 15 sources should be cited and page numbers should be used. There is no standard citation style but the same citation style should be used for all sources. For more information on how to prepare an annotated bibliography, please visit the following linked webpage: [Purdue Online Writing Lab - Annotated Bibliographies](#) Your annotated bibliography is worth **2.5%** of your final grade.

(4) The fourth deliverable is a 1- to 2-page double spaced summary of at least one interview of an official within your selected organization. You should attach a typed list of at least 5 to 6 questions asked to your interviewee. The interview can be conducted by email, phone or in-person. The summary of the interview is worth **2.5%** of your final grade.

\*An alternative assignment can be completed if an interview cannot be conducted. As an alternative to this deliverable, you may write at least a 3-page double spaced analysis comparing the organization to two peer organizations on public management characteristics (e.g., formal structure, mission, goals, and size). This should provide analysis to how your organization is different from comparable peer organizations and what unique managerial characteristics might encourage or inhibit operating in the current environment.

(5) The fifth deliverable is a 15-minute team presentation of your findings during the final class session. The presentation should highlight the organization and its organizational universe. Beyond the basic overview of the organization (e.g., history, mission, vision and values, population served, organizational chart, and number of employees), the presentation must highlight the SWOT analysis (strengths, weaknesses, opportunities, and threats facing the organization). Furthermore, the presentation must utilize the second deliverable (case study or vignette) to indicate the challenges faced by the organization and the question posed. The final component of this deliverable requires each group to offer at least three options, a recommended course of action, and some administrative and managerial strategies to maintain the strengths and take advantage of the opportunities of the organization, while addressing the weaknesses and threats described in their case or vignette. Each team member is required to present during the presentation. Your group will also engage in a brief question and answer session after the presentation. An electronic copy of your presentation must be submitted to eLC by the beginning of class in which the presentation is given. Your presentation is worth **5.0%** of your final grade and the presentation is given during the final class session.

(6) The six deliverable is a six-page memorandum (single spaced), not fewer than five and a half pages and no more than six pages at maximum, in response to the case or vignette that your group develops. This written document should introduce the organization, identify the managerial problem that it faces, highlight alternative ways of rectifying the managerial problem, note the advantages and disadvantages of each important option and offer a final recommendation that best addresses the managerial problem. This written document should be empirically based, primarily using research in academic journals, academic books, government publications, and other data driven and evidentiary sources. The memorandum should include the following sections:

- a) **Memorandum Header:** Indicate who the memo is addressed to, who the memo is from, the date, and the subject of the memo with a line dividing the header and body of the memo.
- b) **Executive Summary:** This should be brief and must state the problem. You should provide an overview/preview of the organization, summarize the strategy you recommend, and indicate the sections of the memo you will address.
- c) **Background:** Provide an overview of the history of the organization and the context of the problem. You can indicate where possible the relevant and significant facts and figures about your organization.
- d) **Analysis:** Identify the managerial issue, highlight the complexity of resolving the issue, and identify the key actors and their positions on the issue.
- e) **Options:** Discuss at least three feasible options/alternatives that you identify and briefly review. You should briefly note how each option might be implemented as well as identify the key actors and how each supports and opposes each option with the reason why.
- f) **Recommendation:** Communicate an explanation of your recommended option to best address the problem. You should identify why your recommendation is most viable and indicate the pros and cons of your recommended option. Briefly note how the cons of this option can be circumnavigated or minimized.

- g) **Counterarguments:** Identify the opinions of the other side and note the objections that would have argued against your recommendation. Briefly provide a rebuttal for counterarguments.
- h) **Conclusion:** Reiterate your recommended option and supporting rationale. Discuss some future implications such as possible future benefits of implementing this recommendation and any negative impact of not addressing the issue/problem with your recommendation.
- i) **References and Appendices:** Full references should be noted as a separate reference page that does not count against your six-page memo limit. Appendices that include tables, graphs, or figures to further support your arguments can be presented at the end of your memorandum and do not count towards your six-page limit.

Additional sections can be added based on your topic, but the above sections must be included. Your six-page memorandum is worth **10.0%** of your final grade.

- 7) Finally, a self and peer assessment is to be completed that will evaluate your peers as well as yourself throughout the group project. This assessment will be used to make adjustments to your final grade based on how you are evaluated by your group members.

Cumulatively, the group project and its related deliverables will be worth **25%** of your final grade.

DELIVERABLES	PERCENT OF PROJECT GRADE	DUE DATE
1. Synopsis	2.5%	February 3 <sup>rd</sup>
2. Case Study or Vignette	2.5%	February 24 <sup>th</sup>
3. Interview	2.5%	March 17 <sup>th</sup>
4. Annotated Bibliography	2.5%	April 7 <sup>th</sup>
5. Presentation	5.0%	April 21 <sup>st</sup>
6. Memorandum	10.0%	April 21 <sup>st</sup>
7. Self and Peer Assessment	(individually completed)	April 21 <sup>st</sup>

## PADP 6960 Team Project Grading Rubric

	<b>Advanced 100-90</b>	<b>Effective/Developing 89-80</b>	<b>Less Effective/Introductory 79-70</b>	<b>Poor &lt;70</b>
<b>Written Expression and Presentation (20%)</b>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Formatting instructions are loosely followed; academic honesty requirements are applied throughout. Citation style is inconsistent throughout.</p> <p>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.</p>	<p>Formatting instructions and academic honesty requirements are not followed. Citations are incomplete or missing throughout.</p> <p>Work product is poorly written, lacks traditional essay flow and structure. Misspellings and/or syntax and grammatical errors evidenced throughout. Paragraphs lack development.</p>
<b>Comprehension (20%)</b>	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.
<b>Comprehensive (20%)</b>	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.
<b>Integrated (20%)</b>	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.
<b>Insightful (20%)</b>	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.