







### **Introduce Yourself Video (2.5 points)**

By XXXXXX, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

Here's what I'd like you to include in the video:

- Your name, professional and educational background
- Your current and prior management experience, if any – whether you currently work in the field or you're new to it
- Your goals for what you currently plan to do when you complete the degree

You will post the video to a Carmen Dropbox.

### **Organization Selection Post (2.5 points)**

By XXXXXX, identify a “public” organization that is of interest to you, ideally the organization that you work for. It does not have to be a traditional public agency or organization. It could be a nonprofit organization or a private sector organization that is involved in “public” work. In identifying your organization, explain why and what you are specifically interested to learn about how it operates. Again, the most desirable choice is the organization you work for. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Carmen site in the designated Dropbox.

### **Group Case Study Responses (5 points \* 3 cases = 15 points)**

The class relies heavily on cases to provide insight into real-world challenges faced by managers and leaders in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

A significant part of your job will be to determine and define the management and leadership problem. The aim of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Each case study response should include the following elements:

- Summary of important details of the case
- Identification of the key decision maker/makers and the basic decision she/he has to make
- Identification of the fundamental management challenge the decision maker faces
- Answers to the specific case study response questions for that week

For the weeks in which a case study is assigned, a set of case study response questions is posted on Carmen to guide your reading. The questions are designed to reinforce key concepts from the reading materials and videos, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking. There is no one right answer, but there are insufficient and incorrect responses.

Early in the semester you will be assigned to a group consisting of four to five students. You will do the group case studies together. That means you will need to collectively agree on which three of the seven case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due. Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are seven cases scheduled plus an additional practice case. The practice case – Hurricane Katrina on week 3 – is required for every group. Use this case as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining cases.

Your case study responses should be no longer than 2 pages, single spaced, 12 point Times New Roman font. You are welcome and encouraged to include tables or figures.

The Case Study Response is your opportunity to apply each week's course materials, and demonstrate your critical thinking and grasp of concepts - **not only** to summarize the case study.

Your responses will be evaluated based on the following criteria:

- Understanding of course materials, as indicated by the accuracy of your response from assigned course readings *for that week*
- Critical thinking, as demonstrated by your own evolving assessment of the particular issue presented in the case study
- Writing quality and organization, logic, etc.

Each group member will receive the same grade for the assignment. Each case response is due at 11:59 PM on the Sunday of the week the case is assigned.

## **Class Contribution (10 points)**

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public sector situations. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Your opportunity to contribute to class will be through weekly online discussions with other classmates. In those weeks in which you elect not to complete a written case assignment, you are still expected to discuss the case with your classmates. There will be a discussion board for each case with the required case questions. Each group will be expected to discuss the case questions through online written responses (and potentially additional questions that group members pose to each to continue and deepen the discussion).

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling”. Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Discussion boards for each week will be open all week long. You do not have to conduct your discussion synchronously with all group members at one time (although it is not a bad strategy to schedule a time each week when each group member can be present to engage in discussion online). The online format provides flexibility to participate at different times during the week. However, if you wait until the end of the week (e.g. Saturday night), the likelihood that you will be able to actively participate in the discussion is low.

The expectation is that you will engage in online discussion with your groupmates each week – the weeks in which your group elects to turn in a formal written case assignment and the other weeks.

Contribution represents 10% of your final grade.

## **Knowledge Checks (10 points)**

For ten of the weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material. Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.

## Stakeholder Analysis (25 points)

In the stakeholder analysis assignment, you will first describe the **context of the selected organization or unit/department**, including brief background about your organization (incorporating statutes or authority, public purpose, and key activities), and a brief description. You will also make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. This section should be about one page (single spaced, 12-point font).

Second, you will **identify and categorize organizational stakeholders** for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Identification of the stakeholders will likely be relatively straightforward – stakeholders are any organization, individual or group who are either impacted by or impact the organization. The more challenging activity will be to categorize stakeholders based on the *degree* to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Your task will be to sort through the list of stakeholders you have identified and determine which are more important than the others (and provide explanations as to why). In class, we will examine a particular framework for categorizing stakeholders in order to assist you in this process.

**In addition to identifying and categorizing stakeholders, you will also be expected to identify the preferences or expectations that key stakeholders** have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization's performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6-page limit for this assignment. You are welcome and encouraged to include tables or figures.

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.









your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite-students>  
Accommodation Policy

## **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Social Support Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via:

- The Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building.
- 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **Diversity Values Statement**

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone



### **Week 3 (XXXXXX) – Public vs. Nonprofit vs. Private Organizations**

#### *Readings*

- Rainey, Hal. 2010. “Chapter 3: What Makes Public Organizations Distinctive” in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 53-85.
- Weisbrod, Burton. 2000. “The nonprofit mission and its financing: Growing links between nonprofits and the rest of the economy” in *To Profit or Not To Profit: The Commercial Transformation of the Nonprofit Sector* (Cambridge, UK: Cambridge University Press), pp. 1-24.
- Hurricane Katrina case material

#### *Videos*

- Overview – Week 3
- Public vs. Nonprofit vs. Private Organizations
- Hurricane Katrina Aftermath: In the Shadow

#### *Activities*

- Knowledge Check #2
- Required group case analysis of Hurricane Katrina case [Questions on Carmen] (due on XXXXXX)

### **Week 4 (XXXXXX) – Stakeholder Identification, Prioritization, and Engagement**

#### *Readings*

- Bryson, John. 2011. “Stakeholder Analyses” Chapter 4 pgs 132-137 & “Resource A,” pages 405-427, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Michelle Rhee and DC Public Schools

#### *Videos*

- Overview – Week 4
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment
- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

#### *Activities*

- Knowledge Check #3
- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due XXXXXX)

## **Week 5 (XXXXXX) – Organizational Environment: Political**

### *Readings*

- The U.S. Constitution and Amendments
- Meier, Kenneth. 2000. “Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions”, in *Politics in the Bureaucracy*. 4th Edition.
- Managing a Press ‘Feeding Frenzy’ case material

### *Videos*

- Overview – Week 5
- Organizational Environment: Political

### *Activities*

- Knowledge Check #4
- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due XXXXX)

## **Week 6 (xxxxxx) – Organizational Environment: Legal**

### *Readings*

- Wilson, James Q. 1989. “Courts” and “Rules” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books): 277-294 & 333-345.
- Missouri v. Jenkins case material

### *Videos*

- Overview – Week 6
- Organizational Environment: Legal

### *Activities*

- Knowledge Check #5
- Written analysis of Missouri v. Jenkins case [Questions on Carmen] (due XXXX)

## **Week 7 (xxxxxxx) – Organizational Environment: Market**

### *Readings*

- Milward, Brinton and Keith Provan. 2000. “Governing the Hollow State,” *Journal of Public Administration Research and Theory* 10(2): 359-379.
- Michael E. Porter. 2008. “The Five Competitive Forces That Shape Strategy”, *Harvard Business Review* 86(1): 78-93.
- A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital case material

### *Videos*

- Overview – Week 7
- Organizational Environment: Market

*Activities*

- Knowledge Check #6
- Analysis of Cambridge Hospital case [Questions on Carmen] (due on June 18, 2017)

**Week 8 (XXXXXX) – Organizational Alignment and Strategy**

*Readings*

- Bryson, John. (2011). “Why Strategic Planning is More Important Than Ever”, Chapter 1, pgs 3- 40, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Mintzberg, Henry (1994). “Rethinking Strategic Planning Part 1: Pitfalls and Fallacies,” *Long Range Planning* 27(3): 12-21.

*Videos*

- Overview – Week 8
- Organizational Alignment and Strategy
- SWOT Analysis

*Activities*

- Knowledge Check #7
- Post stakeholder presentation video to Carmen (due XXXXXX)

**Week 9 (xxxxxxx) – Organizational Design**

*Readings*

- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. (Washington, DC: IBM Center for the Business of Government).

*Videos*

- Overview – Week 9
- Organizational Design

*Activities*

- Post stakeholder assignment to Carmen (due XXXXXX)

**Week 10 (XXXXXX) – Organizational Design: Hierarchy**

*Readings*

- Charles Goodsell. 2004. “Chapter 1: Bureaucracy Despised, Disparaged, and Defended” and “Chapter 3: More Bureaucracy Myths to Delete” in *The Case for Bureaucracy* (Washington DC: CQ Press): 1-23 and 42-58.
- Last Flight of the Space Shuttle Challenger case material

*Videos*

- Overview – Week 10
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

*Activities*

- Knowledge Check #8
- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due XXXXXX)

**Week 11 (XXXXXX) – Organizational Design: Contracts**

*Readings*

- Brown, Trevor, Matt Potoski, and David Van Slyke. 2006. “Managing Public Service Contracts: Aligning Values, Institutions, and Markets.” *Public Administration Review* 66 (3): 323-331.
- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

*Videos*

- Overview – Week 11
- Organizational Design: Contracts
- The Troubled Waters of “Deepwater”

*Activities*

- Knowledge Check #9
- Analysis of Deepwater case [Questions on Carmen] (due XXXXX)

**Week 12 (XXXXXXXX) – Organizational Design: Networks and Partnerships**

*Readings*

- H. Brinton Milward and Keith Provan. 2006. *A Manager’s Guide to Choosing and Using Collaborative Networks* (Washington, DC: IBM Business of Government)
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

*Videos*

- Overview – Week 12
- Organizational Design: Networks and Partnerships

*Activities*

- Knowledge Check #10
- Analysis of Integrating Housing and Social Services case [Questions on Carmen] (due XXXXXX)



### **Week 13 (XXXXXX) – Course Evaluations + SWOT Presentation Due**

#### *Videos*

- Overview – Week 13

#### *Activities*

- Conduct Course and Group Evaluations
- Post SWOT presentation to Carmen (due XXXXXX)

### **Week 14 (XXXXXX) –SWOT Analysis Due**

#### *Videos*

- Overview – Week 14
- Course Summary and Next Steps in the MPAL Degree

#### *Activities*

- Post SWOT analysis to Carmen (due XXXX)

SAMPLE