



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 3500
Public Management
Spring 2019
MW 12:45pm-2:05pm
Mendenhall Lab 129
Credit hours: 3
Prerequisites: None

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COURSE OVERVIEW

The purpose of this course is to provide aspiring public managers with the tools necessary to work with and within organizations. Students will be introduced to public management concepts and gain the competencies required to address the unique challenges presented in the public sector. Using a managerial lens, the course focuses on the structure and function of local, state, and federal agencies. Due to the increasingly complex nature of public service delivery, we will also address how the private and nonprofit sectors interact with public organizations to provide public services.

Students will explore big questions related to the management of public sector organizations, such as: (1) What makes an organization public? (2) What is the internal and external operating environment of public organizations? (3) How is the performance of public organizations measured? (4) What makes for an effective public manager? This is accomplished through exploration of theory, concepts, and application. We will utilize multiple learning methods including lectures, case studies, group exercises, and out-of-class assignments to provide students with a robust understanding of public management.

COURSE LEARNING OBJECTIVES

Upon successful completion of this course students will:

- 1) Identify the elements of public management from a theoretical and practical perspective
- 2) Understand what makes an effective public manager and how to apply tools and techniques presented to achieve organizational effectiveness to their work in public service
- 3) Demonstrate the methods of public management through discussion, case study, small group analysis, and assignments
- 4) Apply their knowledge of public management by analyzing management dilemmas and proposing responses

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- 1) Students can define and address problems in the public and/or nonprofit sectors using analytical tools.
- 2) Students can communicate effectively via written, oral, and electronic methods in public and/or nonprofit sectors.
- 3) Students can analyze and navigate different behavioral situations in the public and/or nonprofit sectors.
- 4) Students can apply management tools to enhance organizational performance in the public and/or nonprofit sectors.
- 5) Students possess the skills to become effective leaders in the public and/or nonprofit sectors.

CLASSROOM CONDUCT

As you are studying *management*, this course will be conducted according to the professional standards of the workplace. The course will begin and end on time. Mobile devices will be silenced and out of sight. Laptop computers, tablets and other devices are allowed by the permission of the instructor for note taking purposes. Students are expected to attend class, read in advance of the class session, and actively participate in the course discussion. Students are also asked to be respectful of their colleagues during class discussion. Be good hosts to the guest speakers who so generously share their time and talents with the class. Do this by preparing for their visit, engaging in discussion, and giving them your full, respectful attention.

Glenn College 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 by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

TEXTBOOK AND READINGS

Cohen, Steven, William Eimicke, and Tanya Heikkila. 2013. *The Effective Public Manager: Achieving Success in a Changing Government*. 5th edition. Jossey-Bass: San Francisco. ISBN: 978-1-118-55593-4.

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

In addition, students will find readings, cases, and e-cases posted to the Carmen website for this course. Students are expected to read all of the readings in advance of the session. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class contribution, assignments, and unannounced quizzes. Students are welcome to draw from material in other classes to support course work.

Some cases are posted to Carmen; however, there are also required cases for purchase from Harvard Business Publishing (coursepack link: <https://hbsp.harvard.edu/import/589704>).

Students will have register with HBP and set up an account to access the coursepack. For problems accessing the link or purchasing cases, please contact HBP at 800-545-7685.

GRADING AND ASSIGNMENTS

Quizzes and reflections 10%
Online forum discussions 4%
Case study outlines 3%
Group case study analysis and facilitation 15%
Management briefs 30%
Final examination 30%
Public sector innovator presentation 8%

Quizzes

In lieu of attendance, unannounced quizzes/reading reflections will be administered at the start of class. Students' 10 highest scoring quizzes/reading reflections will be counted towards their quiz and reflection grade. There are no make-up quizzes/reading reflections. Once the quiz/reading reflection is administered, the opportunity to take it has expired.

Online Discussion Forums

During the semester, we will engage online at times rather than in our classroom. Students will be graded for their participation in the online forum. No late posts will be accepted. During the scheduled class period, the instructor will be online and responding to chat postings. Chat postings are expected to contain college-level thought and analysis and to maintain OSU's standards for student conduct and online civility. ***Students are required to post one personal posting and one response posting per session.***

Guidance for acceptable personal posting and response postings:

Personal postings – one per session

- 200-400 words
- Use complete well-written sentences
- Stay focused and concise

Response postings – one per session

- 100-200 words
- Address the key points and evidence presented in the student posting
- Can be supportive or respectfully critical
- Use complete well-written sentences
- Stay focused and concise

Forum discussion will be graded on the following criteria:

- Substance – appropriate and effective incorporation of course concepts; complete personal and response posts
- Argument – ability to communicate clearly and persuasively; provide evidence to support assertions
- Style – grammar, spelling, structure of postings; meet word count threshold

Group Case Study Analysis and Facilitation

Students might ask - what is a case study? Case studies are commonly used in management courses to provide insight into real-world challenges faced by managers in the public sector. Cases are generally written to contain background information on the organization, objective of the activity, people involved, and a series of events and administrative difficulties that confront the responsible manager. The problem may or may not be clearly defined. Frequently, a significant part of the student's analysis is to define the management problem. The purpose 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 it is not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Students will form small groups to complete the graded case study assignment. The case study group will be responsible for writing a five (5) page double-spaced case analysis and they will be responsible for facilitating class discussion. The case analysis will (1) identify the primary challenge facing the case protagonist(s) and provide a critical assessment of the situation (i.e., how the situation developed); (2) issue a persuasive argument supporting a recommended course of action; (3) list at least five thought-provoking questions relevant to the case that you plan to use to elicit fruitful class discussion. The case study analysis is due via Dropbox *two hours before the start* of class on day of the presentation.

Two groups will write case study analyses for each case. One group will facilitate the discussion pertaining to the *challenges* in the case (30 minutes) and the other group will facilitate the discussion pertaining to *recommended courses of action* (30 minutes). Division of labor for the facilitation session will be discussed with the instructor one class session prior to facilitation.

The case study analysis will be graded on the following criteria:

- Substance – demonstrate knowledge of the case and apply course concepts to the analysis; address required elements of the analysis (problem identification, recommended course of action)
- Argument – ability to communicate clearly and persuasively; provide evidence to support assertions
- Style – grammar, spelling, structure, citations, and “the basics” of good writing**
- Facilitation – thought-provoking questions presented; active participation of the group members to facilitate class discussion; creativity of facilitation techniques; appropriate time management

Case Study Outlines

This does not get the rest of the class off the hook. In order for the in-class discussion to be effective, students must carefully prepare before class and actively participate during class. The well-prepared student comes to class with a 1 page written outline identifying the primary challenge facing the case protagonist(s) and critical assessment of the situation (i.e., how the situation developed), and a persuasive argument supporting a recommended course of action. A persuasive argument implies having completed the appropriate analytical and qualitative analyses necessary to support a recommendation. Having a written outline is important because it forces one to draw together various aspects of the case and to synthesize a distinct position on each of the case discussion questions. Moreover, the process of writing one’s response to these questions imposes a level of specificity and clarity to one’s analysis that may otherwise be absent. In class, students should be ready to communicate their responses and to defend their analysis against the critique of other members of the class. Outlines are due via Carmen *before class starts* on the day the case is discussed. Given the nature of the assignment, late outlines are not accepted. Students presenting the case do not have to complete the outline individually.

The case study outline is graded pass/fail; a pass grade means that the student:

- Turns the outline in on time
- Identifies the problem(s) and provided an assessment of the situation(s), and proposed course of recommended action(s) in a 1 page outline

Public Sector Innovator Presentation

Students will research a public sector innovation of their choosing and provide a 5-minute presentation to the class. The purpose of this exercise is to expose the class to public agencies that are innovative leaders in a particular management competency or program. The assignment is also designed to hone students’ individual research skills and provide oral presentation experience. Presentations should include the following: (1) describe the purpose of the program; (2) identify what makes the initiative innovative (i.e., what did they do that is unique?); (3) assess whether their innovative approach is replicable in other public sector settings and/or how might it be replicated; and (4) share what interests you about this public sector innovation (i.e., why did you pick this program?).

Selections are due on January 23rd. An assignment will be posted to Carmen to facilitate selection submission. A public sector innovator may only be presented once.

** See the University’s Writing Center handouts for clarification on what constitutes good writing, found online at: <https://cstw.osu.edu/writing-center>

Powerpoint or Prezi will be used to present the findings. No other deliverable is required beyond the presentation, which must be posted to Dropbox *1 hour before class starts* on the day of the presentation. Requests for use of multimedia not provided in the classroom need to be discussed with the instructor 24 hours before class in order to make technology accommodations.

Tips on where to find public sector innovations:

<https://www.innovations.harvard.edu>
<http://www.govexec.com/excellence/>
<http://transformgov.org/en/home>

The presentation will be graded on the following criteria:

- Substance – addresses the four required elements of the presentation
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure of slides
- Timing –manages time appropriately

Management Briefs

Students will write two (2) management briefs based on the topical questions/scenario posed by the instructor. The purpose of this assignment is to produce a response organized as a formal memorandum to government stakeholders. Responses should include references to the reading material and additional, original research (to include at least 2 external references, not including the textbook or assigned readings). The brief should include an executive summary. It should be carefully proofread and ready for distribution to senior decision makers. Additional criteria will be posted in advance of the assignment.

Students can complete the management briefs individually or with one other person (i.e., a group of two students).

Management briefs will be graded on the following criteria:

- Substance – demonstrate in-depth knowledge of topic and comprehensive analysis of the questions/scenario
- Argument – ability to communicate clearly and persuasively and incorporate appropriate research
- Style – grammar, spelling, structure, and “the basics” of good writing
- Executive summary – brief overview of key points relevant to stakeholder summarizing the contents of the brief (approximately one paragraph)
- Citations – appropriate format; at least 2 references (not including textbook/assigned readings)

Final examination

Students will take a final examination in this course. The final exam is cumulative and will cover all assigned material in the course.

Citations

APA is required for all citations (in text and references). Refer to the Writing Center resources for guidance on APA citations: <https://cstw.osu.edu/writing-resources/citations#APA>.

Grading scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

COURSE POLICIES

Academic Integrity:

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If students have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor. Other sources of information on academic misconduct (integrity) include

The Committee on Academic Misconduct: <http://oaa.osu.edu/coam.html>

Ten Suggestions for Preserving Academic Integrity: <http://oaa.osu.edu/coamtensuggestions.html>

Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.”

Mental Health Statement:

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 is 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 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.

ASSIGNMENT CALENDAR

Due Date	Assignment
1/9	Biographical sketch due
1/23	Select public sector innovator and presentation dates
1/30	Public sector innovator presentations begin
2/13	Select case study groups
2/18	Online discussion forum #1
2/25	Management brief #1
2/27	Case study #1
3/6	Case study #2
3/25	Online discussion forum #2
4/1	Management brief #2
4/3	Case study #3
4/10	Case study #4
4/30	Final examination (12-1:45)

COURSE OUTLINE

Date	Topics, Readings & Activities
1/7	Course introduction, review of the syllabus
1/9	Introduction to public management Read: CEH chapters 1 and 2 Due: Biographical sketch
1/14	Managing public organizations: Are public organizations unique? Read: Rainey chapter 3
1/16	Organization structure: Systems, objectives, project management Read: CEH chapter 5; Florida and Neal on location of federal agencies
1/21	Martin Luther King Day – No class
1/23	Innovation in the public sector: Tools, techniques Read: CEH chapter 6; Complete Hubert Project E-study “Government Innovation” (https://hubertproject.org/hubert-material/387/) Due: Select public sector innovator and presentation dates
1/28	Effective contracting: Contract design and management Read: CEH chapter 7; Cohen and Eimicke “Managing Contracts”
1/30	Effective contracting, continued Read: Contracting for housing and community development in the City of New Prospect (<i>Note: Case outline <u>not required</u> for this case study</i>) Public sector innovator presentations
2/4	Strategy: Organizational goals, strategies, stakeholder analysis, SWOT; Discuss management brief #1 Read: CEH chapter 10
2/6	Guest speaker: Matt Erickson
2/11	Strategy, continued Read: Bryson, “Stakeholder Analyses” (pp 132-37) and “Power versus Interest Grids” (pp 407-409)
2/13	Strategy, continued; discuss case study analysis Due: Select case study groups Public sector innovator presentations
2/18	<i><u>Online Discussion Forum #1: TBD</u></i>

No in-class attendance – must complete posts by 2:05 pm.

Read: Information: Gathering, organizing and using information

Read: CEH chapter 8; OIG report “Opioids in Ohio Medicaid”

Due: Discussion questions (Note: Posted to Carmen prior to session)

2/20

Strategy, continued; peer reviews of draft management brief

Due: Draft of management brief #1 for peer review

Public sector innovator presentations

2/25

Budgetary process: Resource allocation, budget requests, financial controls

Read: CEH chapter 9

Due: Management brief #1

Public sector innovator presentations

2/27

Case study #1: Cracking the Monolith: California’s Child Welfare Services Disrupts Technology Procurement (A)

Due: Case analysis (facilitating groups); case outlines (all others)

3/4

Public sector performance: Accountability, performance management, and performance measures

Read: Hill and Lynn

Public sector innovator presentations

3/6

Case study #2: Innovating by the Book: The Introduction of Innovation Teams in Memphis and New Orleans

Due: Case analysis (facilitating group); case outlines (all others)

3/11 & 3/13

Spring break – No class

3/18

People in public agencies: Staffing, personnel policies, incentives

Read: CEH chapter 3; Verkuil “The civil service and its reform”

Public sector innovator presentations

3/20

People in public agencies, cont.

Read: Layoffs in the Public Sector (Note: Case outline *not required* for this case study)

Public sector innovator presentations

3/25	<p><u>Online Discussion Forum #2: Ethics</u></p> <p>Read: Bowman and West</p> <p>Due: Discussion questions (Note: Posted to Carmen prior to session)</p> <p>No in-class attendance – must complete posts by 2:05 pm.</p>
3/27	<p>Ethics: In-class exercise</p> <p>Read: TBD</p>
4/1	<p>Developing effective working relationships: Communication, motivation, management style</p> <p>Read: CEH chapter 4</p> <p>Due: Management brief #2</p>
4/3	<p>Case #3: Homelessness in Harvard Square: Multi-Stakeholder Collaboration in Action</p> <p>Due: Case analysis (facilitating group); case outlines (all others)</p>
4/8	<p>Communication with external stakeholders: Effective strategies for communication planning and delivery – focus on media, public</p> <p>Read: CEH chapter 11</p> <p>Public sector innovator presentations</p>
4/10	<p>Case #4: The Columbus Partnership</p> <p>Due: Case analysis (facilitating groups); case outlines (all others)</p>
4/15	<p>Frontline public management</p> <p>Read: Maynard-Moody and Musheno chapters from <i>Cops, Teachers, Counselors</i></p>
4/17	<p>Public sector innovator presentations</p>
4/22	<p>Course summary & Final exam review session</p> <p>Read: CEH chapter 12</p>
4/30 (Tues)	<p>Final examination (12-1:45)</p>
