JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

PUBAFRS 3500
Public Management
Spring 2015
Date/Time: WF 12:45pm-2:05pm
Classroom: Mendenhall Lab 125
Credit hours: 3
Prerequisites: None

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COURSE DESCRIPTION

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.

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.

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.

LEARNING OBJECTIVES

Upon successful completion of this course students will:

- Identify the elements of public management from a theoretical and practical perspective
- 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
- Demonstrate the methods of public management through discussion, case study, small group analysis, and assignments
- Apply their knowledge of public management by analyzing management dilemmas and proposing responses

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) on line.

In addition, students will find readings and cases online 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 and assignments. Students are welcome to draw from material in other classes to support course work.

Some cases are posted to Carmen; however, there are required cases for purchase from Harvard Business Publishing (coursepack link: https://cb.hbsp.harvard.edu/cbmp/access/32258327). If you have problems accessing the link or purchasing cases, please contact HBP at 800-545-7685.

1. Confronting a Pandemic in a Home Rule State (Product No: HKS728-PDF-ENG)
2. Canada Border Services Agency (Product No: W13396-PDF-ENG)
3. NYC Center for Economic Opportunity (Product No: HKS724-PDF-ENG)

GRADING AND ASSIGNMENTS

Class participation 10%
Case study outlines 3%
Online forum discussion 2%
Group case study analysis and facilitation 15%
Management briefs 20% (2@10%)
Midterm examination 20%
Final examination 20%
Agency innovator presentation 10%

Class Participation
Students are expected to attend and participate in class as meaningful discussion of topics and case studies hinge on both preparation and participation. Missing class, not being prepared, and not contributing to course discussion or group activities will adversely affect a student's participation grade.* Active participation is based on preparation and includes providing good, solid answers to questions. Good answers indicate that you are actively listening to your colleagues and providing comments relative to ongoing discussion. Relevant comments add to the group's understanding of the material, challenge and/or clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion.

Attendance will be taken at the start of class. Students are allowed two absences – for any reason – with no penalty (*unless the absence occur during the online forums or a day the student is scheduled to present*). Use judiciously.

Note: The instructor reserves the right to reallocate a portion of students' participation grade to <u>unannounced quizzes</u> if it appears that students are not doing the reading before class. Up to 50% of the participation grade may be reallocated to unannounced quizzes.

Online Discussion Forums
During the semester we will engage online rather than in our classroom. Students are required to log in and participate <u>during class time</u>. Students will be graded for their participation in the online forum. During the scheduled class period, the instructor and graduate assistant will be online and responding to online 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 two response postings per session***.

* Arrangements will be made on a case-by-case basis to accommodate absences due to illness. It is important that everyone stay healthy, so please do not come to class if you are ill and contact me *before class* to make accommodations.

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 – two 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
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure of postings

Group Case Study Analysis and Facilitation

Students may 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. Students will be responsible for writing a five (5) page double-spaced case analysis and they will be responsible for facilitating a one-hour class discussion. The case analysis will (1) identify the primary challenge facing the case protagonist(s); (2) provide a critical assessment of the situation; (3) issue a persuasive argument supporting a recommended course of action; (4) 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 at 9 am on the day that you present via Carmen.

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

- Substance – demonstrate knowledge of the case and apply course concepts to the analysis
- Argument – ability to communicate clearly and persuasively

- 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

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, <u>all</u> students must carefully prepare before class and actively participate during class. The well-prepared student comes to class <u>with a 1 to 2 page single-spaced written outline</u> identifying the primary challenge facing the case protagonist(s), a critical assessment of the situation, 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. A written outline also provides a foundation for concise, thorough, and specific comments that improve everyone's learning experience. In class, students should be ready to communicate their responses to the assigned reading or case questions and to defend their analysis against the critique of other members of the class. Outlines are due before class 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:

- Turned the outline in on time
- Identified the problem(s), provided an assessment of the situation(s), proposed course of action(s) in a 1-2 page outline

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 agency stakeholders. Responses should include references to the reading material and additional, original research (to include at least 3 external references, not including the textbook or assigned readings). Management briefs should be no more than three (3) pages of single-spaced text (not including references). The brief should include an executive summary (e.g., paragraph, highlights sidebar/callout), be carefully proofread, and ready for distribution to senior decision makers. Management briefs are due before class on the day the topic is discussed.

Management briefs will be graded on the following criteria:

- Substance – demonstrate in-depth knowledge of topic and comprehensive analysis of the questions/scenario

[**] See the University's Writing Center handouts for clarification on what constitutes good writing, found online at: http://cstw.osu.edu/writingcenter/handouts

- Argument – ability to communicate clearly and persuasively and incorporate appropriate research
- Style – grammar, spelling, structure, citations, and "the basics" of good writing

Agency Innovator Presentation

Students will research a public agency of their choosing and provide a 7-minute presentation to the class during the second half of the semester. 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. Students should consider choosing an agency that they may be interested in interning or working for as this provides an opportunity to learn more about the capacity of the organization. Presentations should include the following: (1) introduction to the mission/purpose of the agency (2) what characterizes the agency an innovator (i.e., what did they do that is unique?) (3) an assessment of whether their innovative approach is replicable in other agencies/how might it be replicated. Students should utilize course concepts to discuss these organizational attributes. An agency innovator may only be presented once; selections are due by February 27th.

Powerpoint, Keynote, Prezi or other presentation tool will be used to present the findings. No other deliverable is required beyond the oral 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.

The presentation will be graded on the following criteria:

- Substance – appropriate treatment of key management concepts
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure of slides
- Timing – demonstrate capacity to manage time appropriately

Examinations

Students will take a midterm and final examination in this course. The midterm exam will cover all assigned material through February 13th. The final exam is not cumulative and will cover all assigned material from February 20th forward.

Grading scale

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 79	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

COURSE POLICIES

Academic Integrity:
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:
Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs.
The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.

ASSIGNMENT CALENDAR

Due Date	Assignment
1/28	Management brief #1
2/4	Select case study groups
2/13	Case study #1
2/18	Midterm examination
2/20	Case study #2
2/27	Agency innovator selections, presentation dates
2/27	Case study #3
3/6	Online discussion forum - Contracting case study
3/11	Management brief #2
3/13	Agency innovator presentations begin
3/27	Case study #4
4/3	Online discussion forum - Ethics
4/15	Management brief #3
4/30	Final examination (12-1:45)

COURSE OUTLINE

Date	Topics, Readings & Activities
1/14	Course introduction, review of the syllabus, complete biographical sketch
1/16	Public management in crisis? Read: CEH chapter 1
1/21	Public organizations: Bureaucracy; Are public organizations unique? Read: Allison "Public and private management: Are they fundamentally alike in all unimportant respects?"; Wilson chapters 1-2
1/23	Effective public management: People, innovation, avoiding failure Read: CEH chapter 2
1/28	People in public agencies: Staffing, personnel policies, incentives Read: CEH chapter 3 Due: Management Brief #1 ***Assignment: Pay-for-Performance Incentives in NYC Schools*** ***Read:*** *Rand "What New York City's Experiment with Schoolwide Performance Bonuses Tells Us About Pay for Performance"* *School districts across the country adopted pay-for-performance incentives in the early 2000s in the hopes of improving student outcomes. However, a Rand Corporation study of 200 New York City Schools between 2007 and 2010 found that programs offering annual bonuses to teachers for school performances had no measurable effect on student outcomes.* ***Memo:*** *You work for the New York City Department of Education and have been tasked with filing a report on the lack of success of pay-for-performance incentives. You are expected to come up with alternative incentives for the Department to try. Prepare a memo for the chancellor, Carmen Fariña, that addresses the following questions:* *1. What caused the failure of these programs? How were they developed and implemented?* *2. How were the results of the programs measured? Were they measured effectively?* *3. What are some other possible ways to incentivize teachers? How can these plans be implemented? How might they be measured?*
1/30	Developing effective working relationships: Communication, motivation, management style Read: CEH chapter 4
2/4	Developing effective working relationships, cont.; prep for Carver State Case

	Read: Carver State Hospital Case Due: Select case study groups in class
2/6	Carver State Hospital role play
2/11	Organization structure: Systems, objectives, project management Read: CEH chapter 5
2/13	Case study #1: Confronting a Pandemic in a Home Rule State (HBS); Midterm review Due: Case analysis (facilitating group); case outlines (all others)
2/18	Midterm examination
2/20	Case study #2: Canada Border Services Agency (HBS) Due: Case analysis (facilitating group); case outlines (all others)
2/25	Innovation in the public sector: Tools, techniques *Guest speaker: Dana McDaniel, Deputy City Manager & Director of Economic Development, City of Dublin* *http://dublinohiousa.gov/economic-development/contact-us/* Read: CEH chapter 6
2/27	Case study #3: New York City Center for Economic Opportunity (HBS – videos not required) Due: Case analysis (facilitating group); case outlines (all others) Due: Agency innovator selections, presentation dates
3/4	Effective contracting: Contract design and management Read: CEH chapter 7
3/6	Contracting case: ***Online Discussion Forum*** Read: Contracting for housing and community development in the City of New Prospect Due: Discussion questions (Note: Posted to Carmen prior to session) *Note: Case outline not required for this case study* No in-class attendance - we will “meet” online during the class period
3/11	Information: Gathering, organizing and using information Read: CEH chapter 8 Due: Management Brief #2 ***Assignment: Solyndra and Subsidies*** ***Read:*** *NYT Solyndra* *Solar cell maker Solyndra went bankrupt despite receiving $528 million in*

	federal loan guarantees. The company took out a loan directly from the Federal Financing Bank, which is part of the Treasury Department, so when the company filed for bankruptcy and it became evident that it would not be able to repay its loan, the Obama administration was attacked by its critics for participating in the deal. This incident brought the entire Obama clean energy program under scrutiny, although only two out of about forty projects that received loans through the program defaulted. ***Memo:*** *As an employee for the Department of Energy, you have been tasked with writing a report analyzing the issues associated with Solyndra and with the image of the clean energy program. You are to draft a memorandum summarizing your results and providing recommendations for future improvements to the program. Consider the following:* *1. Could this incident have been prevented? How could the government have better managed the fallout from the bankruptcy? What factors contributed to the situation?* *2. Why has this one failure had such an impact on the public's confidence in the government's ability to spur economic development? How can the government get the public to focus on the successes of the program?* *3. What changes could be introduced to the program in the future? How will these changes affect the program's effectiveness?*
3/13	Agency innovator presentations
3/18 & 3/20	Spring break – No class
3/25	M: Budgetary process: Resource allocation, budget requests, financial controls Read: CEH chapter 9
3/27	Case study #4: Defining Equity: Implementing the Weighted Student Formula in Chicago Public Schools Due: Case analysis (facilitating group); case outlines (all others)
4/1	Agency innovator presentations
4/3	Ethics: ***Online Discussion Forum*** Read: Bowman and West, "At-Will Employment" Due: Discussion questions (Note: Posted to Carmen prior to session) No in-class attendance - we will "meet" online during the class period
4/8	Agency innovator presentations
4/10	Strategy: Organizational goals, strategies, stakeholder analysis

	Read: CEH chapter 10
4/15	Strategy, cont. Read: Bryson, "Stakeholder Analyses" (pp 132-37) and "Power versus Interest Grids" (pp 407-409) Due: Management Brief #3 ***Assignment: Stakeholder Analysis*** *Choose a program within a public agency to analyze. You may choose a program within the organization that you are presenting as an "innovator," but it's not required. (Note: No external references are required for this assignment.)* ***Memo:*** *You are a new analyst in the director's office. The director has asked you to conduct a stakeholder analysis for one of the Department's priority programs. You are to draft a memorandum including the stakeholder analysis and providing recommendations for future improvements to the program based on your analysis. Structure the memorandum as follows:* *1. Brief introduction to the agency (i.e., function, mission)* *2. Brief description of the program and its goals* *3. Identify program stakeholders, categorize stakeholders by completing a power vs interest grid* *4. Based on your analysis, a) Is the program addressing stakeholders' needs appropriately? b) What recommendations do you propose so that the program more effectively meets stakeholders' needs? Support your response with evidence.*
4/17	Communication with external stakeholders: Effective strategies for communication planning and delivery – focus on media, public; Read: CEH chapter 11, Babcock case
4/22	Public sector performance: Measures, techniques *Guest speaker: Guy Worley, CEO/President, Columbus Downtown Development Corp, Capitol South Community Urban Redevelopment Corp* *http://downtowncolumbus.com* Read: Behn, "Why measure performance?"
4/24	Revisiting effective public management; Final review Read: CEH chapter 12
4/30	Final examination (12-1:45pm)