



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 3500

Public Management

Spring 2017

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 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 applications. We will use 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

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 turned off. Laptop computers, tablets and other devices are allowed, but only for making notes. Mobile devices and laptops cannot be used for checking emails, surfing websites, etc. 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.

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.

The text is also on reserve for 2-hour loan at the Thompson Library.

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 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, 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: <http://cb.hbsp.harvard.edu/cbmp/access/57209279>). Note – you will have register with HBP and set up an account to access the coursepack. If you have problems accessing the link or purchasing cases, please contact HBP at 800-545-7685.

1. NYC Center for Economic Opportunity (Product No: HKS724-PDF-ENG)
2. Walter Reed National Military Medical Center (B): Integrating Army and Navy Cultures at the New Walter Reed (Product No: KS1128-PDF-ENG)

GRADING AND ASSIGNMENTS

Attendance 10% (1 absence results in 1 point penalty; 10 or more absences equals a letter grade)

Case study outlines 15% (3 for 5 points each)

Group case study analysis and facilitation 15%

Management briefs 30% (2 for 15 points each)

Final examination 20%

Public sector innovator presentation 10%

Up front: the grading of any of the written assignment will include syntax, grammar, spelling, and punctuation. Typos, inconsistencies, punctuation and apostrophe errors, misspellings (e.g., do to the circumstances, stakeholders, the write thing to do, weather she is able, this is boaring, I am board, look over hear, proffessor, proffessor, its really wrong, it's content is wrong, relivant, explanation, case study's, regestration, entusiasm, etc., etc.) and the like are not acceptable. The student can ask the instructor to read the draft of an assignment, but will only comment on its content.

Group Case Study Analysis and Facilitation

What is a case study? Case studies are commonly used in management courses to provide insight into real-world challenges faced by managers in, in the case of this class, 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-page double-spaced case analysis and they will be responsible for facilitating class discussion. The case analysis should include (1) identification of the primary challenge facing the case protagonist(s) and a critical assessment of the situation (i.e., how the situation developed); (2) a persuasive argument supporting a recommended course of action; (3) a listing of 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 in hard copy prior to class on the 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 (25 minutes) and the other group will facilitate the discussion pertaining to recommended courses of action (25 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, spelling, and 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 one-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 in class before the start of class (by 12:45pm) 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.

Each of the three case study outlines can get up to five points based on:

- 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
- language

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?).

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

Selections are due on January 27. A public sector innovator may only be presented once.

Powerpoint or Prezi will be used to present the findings. No other deliverable is required beyond 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/>

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 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 2 external references, not including the textbook or assigned readings). Management briefs should be two pages of single-spaced text (not including references). The brief should include an executive summary. It should be carefully proofread and ready for distribution to senior decision makers.

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)

Management Brief Assignments

Read: Last year Ohio was ranked last among states with regard to immigrant policy (*The Columbus Dispatch*, April 16, 2015). This is not just a federal or state issue, however. Local governments have been quite active in this area as well. On June 13, 2015, Columbus, Ohio became one of the so-called welcoming cities (see, Huang, Xi, Cathy Yang Liu, *Welcoming Cities: Immigration Policy at the Local Government Level*, Andrew Young School, Georgia State University, September 13, 2016). With a fast growing immigrant population, the City of Columbus seeks to strengthen its policies for immigrants. Presently, immigration policy is served through the Community Relations Commission.

Management brief #1: Stakeholder Analysis Memo: You have been hired by Derek H. Anderson is currently the Executive Director for the Community Relations Commission for the City of Columbus. Structure the memorandum as follows:

1. Brief description of Community Relations Commission and its goals;
2. Categorize stakeholders by completing a power/interest grid (stakeholders are any organization, individual or group who are either impacted by or impact the organization);
3. 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.

Management brief #2: Replicate in Columbus?

Memo: How can immigration policy best be organized? A comparison of local government activities in this area could help the City of Columbus. As the first "sanctuary city" (1979), Los Angeles has a Mayor's Office of Immigrant Affairs (as does, e.g., New York City); like Columbus, San Francisco (a sanctuary city since 1989) has an Immigrants Rights Commission. Aurora, Colorado, has an Immigrant and Refugees Commission as well as an Office of International and Immigrant Affairs. What organizational structure would be most useful for the City of Columbus? In what ways have local governments organized their immigration policy? To be sure, LA, San Francisco, New York City, and Aurora are just mentioned as examples. Find at least three other cities and see how they have organized for immigration policy.

You are still working for Mr. Anderson and have now been asked to provide a report on how local governments organize their immigrant and immigration policy. Prepare a memo for the Executive Director that addresses the following:

1. Brief description of how immigrant and immigration policy is structured in other local governments; Identify strengths and weaknesses of each type of structure.
2. Assess replicability: a) Is this organizational structure replicable in Columbus? b) What, if anything, should be modified in the organizational structure for Columbus?
3. How might reform of organizational structure be measured should Columbus choose to implement a different organizational model? Be specific.

Final examination

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

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 (ACADEMIC MISCONDUCT)

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

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 you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include
 The Committee on Academic Misconduct web page: <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

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

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.

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 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at suicidepreventionlifeline.org

Workload/Course expectations

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a one-credit class, you should expect 14 hours of in class instruction and about twice that outside of class preparing and doing homework and assignments. Let the instructor know if this gets out of proportion.

Grade Appeals

The assigned grade is designed to show the overall quality of work performed by each student. If you believe that any grade was not properly assigned you may write a letter explaining why you believe the grade was incorrectly assigned within one week of receiving the graded assignment back. Each appeal will be considered, and if a re-grade is performed, the entire assignment will be re-graded. The final grade may be greater, less, or equal to the original grade.

Helpful Resources

Statistical Consulting: Students wishing to have additional help with the statistical analysis for their papers may consult with the Statistical Consulting Service (www.scs.osu.edu/) and enroll in their Stat 5700 course (<http://www.scs.osu.edu/stat5760.html>).

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (<https://cstw.osu.edu/writing-center>).

Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@osu.edu), who can help provide research assistance. For more information and links to some common public affairs resources, see - <http://go.osu.edu/8gx>.

SAMPLE

COURSE OUTLINE (CEH = Cohen, Eimicke and Heikkila)

Jan. 11: *Introduction*

Student and instructor intros; syllabus review

Jan. 13: *Public management in crisis?*

Read: CEH ch.1

Jan. 18: *Managing public organizations; are they unique?*

Read: Rainey ch.3

Discussion innovator assignment

Jan. 20: *Effective public management: innovation and risk*

Read: CEH ch.2

Discussion of case study analysis and facilitation

Jan. 25: *Innovation in the public sector: tools and techniques*

Read: CEH ch.6

Select innovation and presentation dates

Jan. 27: *Organization structure: systems, objectives, project management I*

Read: CEH ch.5

Submit public sector innovator selection

Febr. 1: *Organization structure: systems, objectives, project management II*

Read: CEH ch.5

Febr. 3: *Interagency cooperation*

Read: Kahn

Febr. 8: *Effective contracting: contract design and management*

Read: CEH ch.7

In-class case study: Contracting for housing and community development in the City of New Prospect (Note: a case outline is not required for this case study)

Febr. 10: *Information: gathering, organizing and using information*

Read: CEH ch.8

Febr. 15: *Strategy: organizational goals, strategies, stakeholder analysis, SWOT I*

Read: CEH ch.10

Discussion management brief #1

Select case study groups

Febr. 17: *Strategy: organizational goals, strategies, stakeholder analysis, SWOT II*

Read: Bryson "stakeholder analysis" (pp.132-137) and "power v. interest grids" (pp.407-409)

Public sector innovator presentations (3 students)

Febr. 22: *Budgetary process: resource allocation, budget requests, financial controls*

Read: CEH ch.9

Due: management brief #1

Public sector innovator presentations (3 students)

Febr. 24: *Case study #1:*

Defining equity: Implementing the weighted student formula in Chicago Public Schools

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

Public sector innovator presentations (3 students)

Mar. 1: *Public sector performance: accountability, performance management, and performance measures I*

Read: Hill & Lynn

Public sector innovator presentations (3 students)

Mar. 3: *Public sector performance: accountability, performance management, and performance measures II*

Read: Hill & Lynn

Public sector innovator presentations (3 students)

Mar. 8: *Case Study #2:*

New York City Center for Economic Opportunity (HBS: videos not required)

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

Public sector innovator presentations (3 students)

Mar. 10: *Public sector ethics I*

Read: Bowman & West

Public sector innovator presentations (3 students)

Mar 13-17: Spring Break

Mar. 22: *Public sector ethics II*

In-class case study: Police and the rights of victim and of criminal

Public sector innovator presentations (3 students)

Mar. 24: *Public sector ethics III*

In-class case study: Read: Loyalty, ethics, and whistleblowing (Note: case outline not required for this case)

Public sector innovator presentations (3 students)

Mar. 29: *People in public agencies: Staffing, personnel policies, incentives I*

Read: CEH ch.3

Public sector innovator presentations (3 students)

Mar. 31: *People in public agencies: Staffing, personnel policies, incentives II*

Read: CEH ch.3
Public sector innovator presentations (3 students)

Apr. 5: *Case Study #3*
Lay-offs in the public sector
Due: case analysis (facilitating groups); case outlines (all others)
Discussion of management brief #2
Public sector innovator presentations (3 students)

Apr. 7: *Developing effective working relations: communication, motivation, management style*
Read CEH ch.4
Public sector innovator presentations (3 students)

Apr. 12: *Carver State Hospital Role Play*
Read: Carver State Hospital Case
Due: Management brief #2 – find case
Public sector innovator presentations (3 students)

Apr. 14: *Case Study #4*
Walter Reed National Military Medical Center
Due: case analysis (facilitating groups); case outlines (all others)
Public sector innovator presentations (3 students)

Apr. 19: *Communication with external stakeholders:*
Effective strategies for communication planning and delivery – media and public
Read CEH ch.11
Public sector innovator presentations (3 students)

Apr. 21: *Summary of class*
Exam Preview

Apr. ... Final Exam (TBD)