



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Managing Public Organizations
PUBAFRS 6050 (Section 5513)
COURSE SYLLABUS
Fall 2015

Professor: Trevor Brown

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Online Office Hours: Wednesdays 11:30-1 and by appointment

COURSE DESCRIPTION

This course provides an introduction to public management - managing public organizations and managing the public aspects of nonprofit and private sector organizations. We will build from a foundation in organizational theory, and consider management challenges facing organizations that carry out public purposes. We will focus on traditional public sector organizations, government funded bureaus and agencies that deliver public services directly to citizens, but will also consider other organizations that operate in the public sector (e.g. nonprofits, private firms under contract).

We will begin the course by examining the backbone of public management - **organizations** - and ways to evaluate and understand organizations. We will pull from organizational theory and practice to distill the core similarities and differences between public, nonprofit and private organizations. We will then evaluate the **environment of organizations** in depth, paying careful attention to identify how different environmental factors constrain and enhance the ability of managers to achieve their organization's mission. All organizations operate in complex environments, but public sector organizations are perhaps unique in the complexity of their environmental circumstances. After examining the external environment of public sector organizations, we will then turn internally to examine **organizational structures** that define and direct organizational activity, including decision making processes and formal structure. We will conclude with a discussion of organizational strategy, with particular focus on efforts to reform public organizations.

This course involves a mix of readings, case analyses, online lectures, discussions, and out-of-class assignments. Assigned readings will be supplemented with pertinent articles, videos, and weekly case studies to bring theory into practice. The lectures and discussions are designed to elaborate on and clarify key concepts. The assignments are designed to provide you with an opportunity to think critically about managing organizations in a public context, and to give you experience with basic management tools (i.e. stakeholder identification and analysis).

The format for this course is blended – the course will involve a mix of online and in-person activities and materials.

COURSE OBJECTIVES

The goal of this course is for you to learn to do each of the following:

1. Explain the purpose of public sector organizations.
 - a. Summarize the purpose of public sector organizations.
 - b. Identify the mission, goals and objectives of a specific public sector organization.
 - c. Differentiate the functions of public, nonprofit and private sector organizations.
2. Describe how public sector organizations are structured to operate.
 - a. Identify the different environments in which organizations exist.
 - b. Explain how an organization's environment influences the organization's structure.
3. Prioritize the external stakeholders of public sector organizations.
 - a. Identify the external stakeholders of public sector organizations.
 - b. Analyze the differences between external stakeholders for public, nonprofit and private organizations.
4. Outline challenges to organizational success.
 - a. State the challenges public organizations face in achieving success.
 - b. Describe the challenges public organizations face, accounting for the unique environments in which they operate.
5. Design a plan to manage performance, enhance accountability, and achieve mission.
 - a. Develop a logic model for understanding organizational performance.
 - b. Locate data to make informed decisions that will improve organizational performance.
 - c. Choose strategies using data to promote informed decision making.

COURSE MATERIAL

There is no required text book for the course. There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Carmen.

GRADING AND COURSE REQUIREMENTS

Assessment	Points
Introduce Yourself Video	5
Organization Selection	5
Case Study Responses (4 * 5 points)	20
Case Study/Class Discussion	10
Stakeholder Analysis	20
Stakeholder Analysis Presentation	5
Organization Chart	5
Organization Logic Model	5
Performance Management Plan	20
Performance Management Plan Presentation	5
TOTAL POINTS	100

Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

Due Dates

Assessment	Due Date
Introduce Yourself Video	9/2/15
Organization Selection	9/2/15
Case Study Responses (only 4 of 8 required)	
Hurricane Katrina	9/16/15
Michelle Rhee and DC Public Schools	9/23/15
Managing a Press Feeding Frenzy	9/30/15
Missouri v. Jenkins	10/7/15
Cambridge Hospital	10/14/15
SomerStat	10/28/15
Last Flight of Space Shuttle Challenger	11/18/15
Deepwater	12/2/15
Stakeholder Analysis	10/21/15
Stakeholder Analysis Presentation	10/21/15
Organization Chart	11/4/15
Organization Logic Model	11/4/15
Performance Management Plan	12/9/15
Performance Management Plan Presentation	12/9/15

All assignments are due to Carmen by 11:59 PM on the day they are due (always a Wednesday). I hold virtual/in-person office hours from 11:30 AM to 1:00 PM on Wednesdays. On the days that office hours are held I will be online to answer any questions you have about your assignments. Alternatively during that same time you can come by my office.

Introduce Yourself Video (5 points)

By Wednesday, September 2, 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 don't have access to a video camera and we'll see if we can make 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 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 whatever degree program you are in

To post the video, I will send you a link inviting you to a dropbox site where you can upload the video. I will then post all the videos to the course website on Carmen.

Organization Selection Post (5 points)

By Wednesday, September 2, identify a "public" organization that is of interest to you. 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. Your response should be between 150-200 words. You can post your response directly to the Carmen site in the designated assignment box.

Organization Chart (5 points)

By Wednesday, November 4 produce an organizational chart for the organization you selected at the beginning of the course. This chart should fit on a single page. The chart should identify the primary divisions of the organization and reporting lines. Even if your organization has posted an organization chart online, I want you to develop your own version of the chart – do not simply cut and paste. You can post your chart directly to the Carmen site in the designated assignment box.

Organization Logic Model (5 points)

By Wednesday, November 4 produce a logic model for the program or initiative you selected for your organization. The logic model should specify inputs, activities, outputs and outcomes for the program in a formal diagram. The diagram should fit on a single page. As with the organization chart, even if your organization has posted a logic model for the program or initiative online, I want you to develop your own version of the chart – do not simply cut and paste. You can post your chart directly to the Carmen site in the designated assignment box.

Both the organization chart and logic model will be useful for your performance measurement plan.

Stakeholder Analysis (20 points)

At the beginning of the semester, you will identify a public, nonprofit, or private organization and a specific program or initiative within the organization for the course assignments (stakeholder analysis and performance management plan).

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

Second, you will **identify and categorize organizational stakeholders** for the program or initiative 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 program or initiative. 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). We will also discuss these elements in class.

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.

We will discuss this assignment in detail on Monday, September 21. In addition to office hours on the day the assignment is due (Wednesday, October 21), I will hold a session online (carmenconnect.osu.edu/pa6050) on Monday, October 19 from 9:30-11:30 AM to answer any questions you have about the assignment. The assignment is due by 11:59 PM on Wednesday, October 21 in the assignment dropbox on Carmen.

Stakeholder Analysis Presentation (5 Points)

On the same day that Stakeholder Analysis assignment is due, you will make an in-class presentation of the highlights of your assignment. Your presentation should include the following elements:

- Brief description of the organization
- Brief identification of the criteria used to sort stakeholders (e.g. power and interest)
- Categorization of stakeholders
- Identification of the preferences key stakeholders

Your presentation should be five minutes or less and you are welcome to use visuals.

Performance Management Plan (20 points)

Building from your stakeholder analysis, you will design a performance management plan for the specific program or initiative within your organization. The performance management plan consists of two components: (1) a clearly developed logic model and specific performance measures, and (2) an implementation plan for collecting, monitoring, and disseminating performance information to key stakeholders.

First, you will **develop a logic model** for your selected program or initiative, including a formal diagram and a summary of each component. The logic model summary should clearly categorize specific measures for inputs, activities, outputs and outcomes, including the type of indicator and specific data to be used to derive the indicator. A compelling case for the indicators collected should be provided, including an assessment of the strengths and limitations of the specific indicators. This section should be about 4 pages (including the diagram).

Second, you will design an implementation plan to collect, monitor and disseminate the performance data collected. Technology that can be used to collect performance data should be described. The uses of the performance data for internal monitoring and management, as well as external reporting, should be described. In discussing external reporting, it is important to link specific performance measures to key stakeholders, with a discussion of how the information will be shared with the key stakeholders.

The total length of your performance management plan should be no more than 8 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 8 page limit for this assignment. You are welcome and encouraged to include tables or figures.

We will discuss this assignment in detail on Monday, October 26. We will devote class on Monday, December 7 to answer any questions you have about the assignment before it is due. This session will take place on the CarmenConnect site (carmenconnect.osu.edu/pa6050). The assignment is due by the beginning of class (9:30 AM) on Wednesday, December 9 in the assignment dropbox on Carmen.

I will discuss this assignment in detail on Monday, October 26. In addition to office hours on

the day the assignment is due (Wednesday, December 9), I will hold a session online (carmenconnect.osu.edu/pa6050) on Monday, December 7 from 9:30-11:30 AM to answer any questions you have about the assignment. The assignment is due by 11:59 PM on Wednesday, December 9 in the assignment dropbox on Carmen.

Performance Management Plan Presentation (5 Points)

On the same day that Performance Management Plan assignment is due, you will make an in-class presentation of the highlights of your assignment. Your presentation should include the following elements:

- Brief description of the organization
- Brief overview of the logic model components (e.g. inputs, activities, outputs, outcomes)
- Identification of the specific logic model components for your organization
- Identification of the most important performance measures for the logic model components

Your presentation should be five minutes or less and you are welcome to use visuals.

Case Study Responses (5 points * 4 cases = 20 points)

The class relies heavily on cases to provide insight into real-world challenges faced by managers 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. Frequently a significant part of your job will be to determine and define the management 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 question is posted on Carmen to guide your reading and help you prepare for class discussion. The questions are designed to reinforce key concepts from the reading materials, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking and individualized responses. There is no one right answer, but there are insufficient and incorrect responses.

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 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.

There are eight opportunities to turn in case study responses throughout the semester. You are only required to turn in four. If you turn in more than four, only the four with the highest grades will count towards your point total.

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.

Case Study/Class Discussion (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.

At the beginning of each class you will pick up a name card on the way in. You will turn in the name card at the end of each class. While voluntary contribution is preferred, you can expect that you may be called upon at any time, whether to open class discussion with a summary of the key issues covered in the readings or to answer a specific question. Most of our class sessions will be focused on cases. For each case discussion, there will be a list of questions that help to identify the issues underlying the assigned materials. You and your colleagues may be called upon to answer these questions whether or not you elected to produce a written case analysis. After each class, I will take notes on students' contributions. **If you are not prepared for the discussion, please signal this by placing your name card FACE DOWN.** If your name card is not up, I will assume you are unprepared and make a note of this.

I will use the following criteria to judge discussion contribution. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively listening to others and are providing comments relevant to the ongoing discussion. Relevant comments add to our 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. Excellent answers to questions can be the basis of class discussion for 15 minutes or more. Effective class contribution does not entail faking answers, monopolizing "air time", ignoring the contributions of others, or repeating facts or statements from the readings without analysis. You can receive up to 10 points for class discussion.

COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. If you have any questions about the policy or what constitutes academic misconduct in this course, please contact me.

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.

All work is to be submitted through Carmen, as a word document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to me through some other means (email a Microsoft Word attachment to brown.2296@osu.edu.) Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).**

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <http://odce.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite#overview>. OriginalityCheck is a service provided that scans your entire submission and then compares 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://odce.osu.edu/resourcecenter/carmen/dropbox-turnitin-suite-students>

MENTAL HEALTH ISSUES

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 [atsuicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

STUDENT DISABILITY ISSUES

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and 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/>.”

COURSE CALENDAR

This calendar provides the **suggested** dates by when you complete each of the readings and videos for the week. The calendar also provides the **required** dates for when assignments are due.

Week 1 – Introduction and Course Overview

Wednesday, August 26, 2015 [In-Person]

Readings

- Mintzberg, Henry. 1996. Managing Government, Governing Management. *Harvard Business Review*. May-June 1996.
- Course Syllabus
- Instructions for Participating in Office Hours

Videos

- Overview – Week 1
- Introduction to the Course

Week 2 – Understanding Organizations

Monday, August 31, 2015 [On-Line]

Readings

- Wilson, James. 1989. “Chapter 1: Armies, Prisons, and Schools” and “Chapter 2: Organization Matters” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books), pp. 3-28.
- Tolbert, Pamela and Richard Hall. 2009. “Chapter 1: The Nature of Organizations” in *Organizations: Structures, Processes and Outcomes, 10th Edition* (New York: Pearson)

Videos

- Overview – Week 2
- Organizations

Wednesday, September 2, 2015 [In-Person]

Videos

- Learning by the Case Method

Activities

- Post Introduce yourself video to invited dropbox link
- Post Organization Selection to assignment dropbox on Carmen

Week 3 – Mission, Goals and Objectives

Monday, September 7, 2015 [On-Line]

Readings

- Moore, Mark. 1995. “Chapter 2: Defining Public Value: The Aim of Managerial Work” in *Creating Public Value: Strategic Management in Government* (Boston, MA: Harvard University Press), pp. 27-56.
- Collins, James and Jerry Porras. 1996. “Building Your Company’s Vision”, *Harvard Business Review* 65-77.

Videos

- Overview – Week 3
- Mission, Goals and Objectives
- Mission, Goals and Objectives Examples

Wednesday, September 9, 2015 [In-Person]

Readings

- Brown, Trevor, Matt Potoski and David Van Slyke. 2013. “Chapter 3: The Coast Guard’s Deepwater Program” in *Complex Contracting: Government Purchasing in the Wake of the US Coast Guard’s Deepwater Program* (Cambridge: Cambridge University Press), pp. 57-106.

Videos

- US Coast Guard – History and Mission
- US Coast Guard Sinks Japanese Ghost Ship – With Cannon Fire
- Breaking Ice on the Hudson River
- Coast Guard Video: Best Dam Rescue...

Activities

- Analysis of the U.S. Coast Guard Deepwater Case [Questions on Carmen site]

Week 4 – Public vs. Nonprofit vs. Private Organizations

Monday, September 14, 2015 [On-Line]

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.

Videos

- Overview – Week 4
- Public vs. Nonprofit vs. Private Organizations

Wednesday, September 16, 2015 [In-Person]

Readings

- Hurricane Katrina case material

Videos

- Hurricane Katrina Aftermath: In the Shadow

Activities

- Analysis of Hurricane Katrina case [Questions on Carmen site]

Week 5 – Stakeholder Identification, Prioritization, and Engagement

Monday, September 21, 2015 [On-Line]

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.
- Nambisan, Satish and Priya Nambisan. 2013. *Engaging Citizens in Co-Creation in Public Services: Lessons Learned and Best Practices* (Washington DC: IBM Center for the Business of Government).

Videos

- Overview – Week 5
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment

Wednesday, September 23, 2015 [In-Person]

Readings

- Michelle Rhee and DC Public Schools

Video

- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

Activities

- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen site]

Week 6 – Organizational Environment: Political

Monday, September 28, 2015 [On-Line]

Readings

- The U.S. Constitution and Amendments
- Romzek, Barbara. 1996. "Enhancing Accountability," in James L. Perry (ed.), *Handbook of Public Administration, 2nd Edition* (San Francisco, Jossey Bass): 97-114.
- Meier, Kenneth. 2000. "Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions", in *Politics in the Bureaucracy*. 4th Edition.

Videos

- Overview – Week 6
- Organizational Environment: Political

Wednesday, September 30, 2015 [In-Person]

Readings

- Managing a Press 'Feeding Frenzy' case material

Activities

- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen site]

Week 7 – Organizational Environment: Legal

Monday, October 5, 2015 [On-Line]

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.
- Yackee, Susan Webb. 2006. "Sweet-talking the fourth branch: The influence of interest group comments on federal agency rulemaking." *Journal of Public Administration Research and Theory* 16: 1 (103-124)

Videos

- Overview – Week 7
- Organizational Environment: Legal

Wednesday, October 7, 2015 [In-Person]

Readings

- O’Leary, Rosemary and Charles Wise. 1991. “Public Managers, Judges and Legislators: Redefining the ‘New Partnership’,” *Public Administration Review* 51 (4): 316-327.
- Wise, Charles and Rosemary O’Leary. 2003. “Breaking Up Is Hard To Do: The Dissolution of Judicial Supervision of Public Services,” *Public Administration Review* 63 (2): 177-191.

Activities

- Analysis of Missouri v. Jenkins case [Questions on Carmen site]

Week 8 – Organizational Environment: Market

Monday, October 12, 2015 [On-Line]

Readings

- Milward, Brinton and Keith Provan. 2000. “Governing the Hollow State,” *Journal of Public Administration Research and Theory* 10(2): 359-379.
- Johansen, Morgen and Ling Zhu. 2014. “Market Competition, Political Constraint, and Managerial Practice in Public, Nonprofit, and Private American Hospitals,” *Journal of Public Administration Research and Theory* 24(1): 159-184.

Videos

- Overview – Week 8
- Organizational Environment: Market

Wednesday, October 14, 2015 [In-Person]

Readings

- A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital

Activities

- Analysis of Cambridge Hospital case [Questions on Carmen site]

Week 9 – Stakeholder Assignment

Monday, October 19, 2015 [On-Line]

Activities

- Online session on CarmenConnect (carmenconnect.osu.edu/pa6050) to answer any questions about stakeholder assignment

Wednesday, October 21, 2015 [In-Person]

Activities

- Post stakeholder assignment to assignment dropbox on Carmen
- In-class presentations

Week 10 – Mission, Goals, and Objectives Revisited: Measuring Performance

Monday, October 26, 2015 [On-Line]

Readings

- Poister, Ted. 2003. Chapters 1-3, *Measuring Performance in Public and Nonprofit Organizations* (San Francisco: John Wiley and Sons, Inc.): 3-57.
- Metzenbaum, Shelly. *Performance Accountability: The Five Building Blocks and Six Essential Practices* (Washington, DC: IBM Center for the Business of Government)

Videos

- Overview – Week 10
- Measuring Performance
- Performance Measurement Plan Assignment

Wednesday, October 28, 2015 [In-Person]

Readings

- SomerStat: Implementing a Performance Management System

Videos

- Somerville Board of Aldermen – SomerStat: June 15, 2010
- Can your city make you happy?

Activities

- Analysis of SomerStat case [Questions on Carmen site]

Week 11 – Organizational Design

Monday, November 2, 2015 [On-Line]

Readings

- Rainey, Hal. 2010. “Chapter 8: Organizational Structure, Design, and Technology” in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 201-232.
- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. (Washington, DC: IBM Center for the Business of Government). **READ pp. 1-17, SKIM remainder.**

- Kellogg Foundation. (2004). Logic Model Development Guide. **SKIM**

Videos

- Overview – Week 11
- Organizational Design
- Developing a logic model

Wednesday, November 4, 2015 [In-Person]

Videos

- Brief Introduction to Program Logic Models (outcomes models)
- Burn Your Org Chart

Activities

- Construct a logic model for your selected organization [see Carmen site for details]
- Construct an organizational chart for your selected organization [see Carmen site for details]

Week 12 – Organizational Design: Hierarchy

Monday, November 9, 2015 [On-Line]

Readings

- Galbraith, Jay R. 1969. “Organization Design: An Information Processing View”, *Sloan School of Management Work Paper* No. 425-69.
- Svava, James H. 1989. “The Politics-Administration Dichotomy Model as Aberration”, *Public Administration Review* 58(1): 51-58.

Videos

- Overview – Week 12
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy

Wednesday, November 4, 2015

NO CLASS – VETERANS DAY

Week 13 – Organizational Design: Contracts

Monday, November 16, 2015 [On-Line]

Readings

- Brown, Trevor and Matt Potoski. 2005. “Transaction Costs and Contracting:

The Practitioner Perspective,” *Public Performance Management Review* 28(3): 326-251.

- 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.
- VanSlyke, David. (2006). Agents or Stewards: Using Theory to Understand the Government Nonprofit Social Service Contracting Relationship. *JPART*.

Videos

- Overview – Week 13
- Organizational Design: Contracts

Wednesday, November 18, 2015 [In-Person]

Readings

- Last Flight of the Space Shuttle Challenger case

Videos

- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

Activities

- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen site]

Week 14 – Organizational Design: Networks and Partnerships

Monday, November 23, 2015 [On-Line]

Readings

- H. Brinton Milward and Keith Provan. 2006. A Manager’s Guide to Choosing and Using Collaborative Networks (Washington, DC: IBM Business of Government)
- Provan, Keith and Patrick Kenis. 2007. Modes of Network Governance: Structure, Management and Effectiveness. *Journal of Public Administration Research and Theory*.

Videos

- Overview – Week 14
- Organizational Design: Networks and Partnerships

Wednesday, November 25, 2015

NO CLASS – THANKSGIVING

Week 15 – Organizational Alignment and Strategy

Monday, November 30, 2015 [On-Line]

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 15
- Organizational Alignment and Strategy

Wednesday, December 2, 2015 [In-Person]

Readings

- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

Videos

- The Troubled Waters of “Deepwater”

Activities

- Analysis of Deepwater case [Questions on Carmen site]

Week 16 – Performance Measurement Plan Assignment

Monday, December 7, 2015 [On-Line]

Activities

- Online session on CarmenConnect (carmenconnect.osu.edu/pa6050) to answer any questions about performance measurement plan assignment

Wednesday, December 9, 2015 [In-Person]

Activities

- Post performance measurement plan assignment to assignment dropbox on Carmen
- In-class assignment presentations