

Class Contribution (10 points)

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

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. For each class session, there will be a list of questions that help to identify the issues underlying the assigned readings. You and your colleagues may be called upon to answer these questions. After each class, I will take notes on students' contributions to the class session. **If for some reason 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.

The class contribution grade consists of two components: (1) an overall evaluation by me, the instructor and (2) a peer evaluation. I will use the following criteria to judge in-class performance. 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. Contribution represents 10% of your final grade.

Overall Peer Evaluation

Attached to this syllabus is a Peer Contribution Evaluation Form. You will be asked to list up to four people in the class who, in your opinion, demonstrated excellent class contribution throughout the quarter. You may not list yourself on this form. Although student evaluations will be kept confidential, for accounting purposes, you will need to sign your Peer Contribution Evaluation Form. **The form must be returned no later than Thursday, December 1.** If you fail to turn this form in on time, I will reduce your class contribution grade by a letter-grade (A- changes to B-).

Introduce Yourself Video

By Wednesday, August 31, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

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

- Your name, professional and educational background
- Your 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

You will post the video to a Canvas Dropbox.

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

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

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

Each case study response should include the following elements:

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

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

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

There are eight cases scheduled for weeks 3, 4, 5, 6, 7, 12, 13, and 15, respectively. The first case –

Hurricane Katrina on week 3 – is required for every group. This is a practice case; use it as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining six cases.

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

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

Your responses will be evaluated based on the following criteria:

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

Each group member will receive the same grade for the assignment.

Each case response is due at 11:59 PM on the Friday of the week the case is assigned. This is one day after we meet in class to discuss the case. The expectation is that you will come prepared to class with your case responses, but that you may opt to edit your responses in light of class discussion on the case.

Case Study Facilitation (10 points)

While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion for the six middle cases (cases 2-7); I will lead discussion of the first and last case. Specifically, your group will be assigned to one case at the beginning of the semester that you will serve as the facilitator for case discussion. You will receive a group grade for your facilitation of class discussion.

To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

- (1) Clear synopsis of a management challenge evident in the case, as it relates to the course materials for the week;
- (2) Application of concepts, tools or insights from course materials to the identified management challenge in the case;
- (3) Discussion of different alternatives available to the decision-maker(s) faced with the challenge;

- (4) Assessment of the lessons learned from the case as they relate to the course materials for the week; and
- (5) Effectiveness of the presentation style. A power point summary of the case, with your assessment outlined, is NOT acceptable to facilitate class discussion.

Introduce Yourself Video (5 points)

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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

You will post the video to a Canvas Dropbox.

Organization Selection Post (5 points)

By Wednesday, August 31, 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. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Canvas site in the designated Dropbox.

Stakeholder Analysis (25 points)

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

Second, you will **identify and categorize organizational stakeholders** for the organization or

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

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

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

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

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

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The assignment is due by 11:59 PM on Thursday, October 20 in the assignment Dropbox on Canvas.

Stakeholder Analysis Presentation (5 Points)

On the week before the Stakeholder Analysis assignment is due, you will post a 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.

The assignment is due by 11:59 PM on Thursday, October 20 in the assignment Dropbox on Canvas.

SWOT Analysis (25 points)

The second major assignment tied to your organization or unit/department is to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). A SWOT analysis consists of an environmental scan and internal assessment to identify opportunities and threats, and organizational strengths and weaknesses. This tool is designed to assist managers in making decisions about how to position their organization to meet the demands of targeted stakeholders, capitalize on external conditions, and harness organizational capabilities.

SWOT is a generic framework with few protocols. As such there is no standard form for presentation. While you want to be comprehensive in the analysis you conduct, you also want to be succinct in the material that you present. In a management context, concise documents are far more likely to get consumed than extensive ones. However you decide to present the results of your analysis, your SWOT assignment should include the following elements.

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

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

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;

- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

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.

The assignment is due by 11:59 PM on Thursday, December 8 in the assignment Dropbox on Canvas.

SWOT Analysis Presentation (5 points)

On the weekend before the SWOT analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

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

The assignment is due by 11:59 PM on Thursday, December 8 in the assignment Dropbox on Canvas.

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 Canvas, as a Word or PDF document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Canvas, 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://odee.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://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite-students>

“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/>.”

Social Support Services

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

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

- The Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu 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

COURSE CALENDAR

This calendar provides the dates for the beginning of each week of the course. The calendar also provides the **required** dates for when assignments are due.

Week 1 (August 25, 2016) – Introduction and Course Overview, and Understanding Organizations

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)
- Course Syllabus

Videos

- Overview – Week 1
- Organizations

Activities

- In-class discussion of course syllabus and assignments

Week 2 (September 1, 2016) – Mission, Goals and Objectives

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.
- Metzenbaum, Shelly. *Performance Accountability: The Five Building Blocks and Six Essential Practices* (Washington, DC: IBM Center for the Business of Government)

Videos

- Overview – Week 2
- Learning by the Case Method
- Mission, Goals and Objectives

Activities

- In-class discussion of case assignment details and address problems with video uploads
- Group meetings to prepare for Hurricane Katrina case assignment
- Post Organization Selection to Canvas Dropbox (due August 31, 2016)
- Post “Introduce Yourself” video to Canvas Dropbox (due August 31, 2016)

Week 3 (September 8, 2016) – Public vs. Nonprofit vs. Private Organizations

Readings

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

Videos

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

Activities

- In-class discussion of Hurricane Katrina case
- Required written group case analysis of Hurricane Katrina case [Questions on Canvas] (due September 9, 2016)

Week 4 (September 15, 2016) – Stakeholder Identification, Prioritization, and Engagement

Readings

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

Videos

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

Activities

- In-class discussion of Michelle Rhee case (Group #1)
- Written analysis of Michelle Rhee and DC Public Schools case [Questions on Canvas] (due on September 16, 2016)

Week 5 (September 22, 2016) – Organizational Environment: Political

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.
- Managing a Press ‘Feeding Frenzy’ case material

Videos

- Overview – Week 5
- Organizational Environment: Political

Activities

- In-class discussion of Feeding Frenzy case (Group #2)
- Written analysis of Managing a Press Feeding Frenzy case [Questions on Canvas] (due on September 23, 2016)

Week 6 (September 29, 2016) – Organizational Environment: Legal

Readings

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

Videos

- Overview – Week 6
- Organizational Environment: Legal

Activities

- In-class discussion of Missouri v. Jenkins case (Group #3)
- Written analysis of Missouri v. Jenkins case [Questions on Canvas] (due on September 30, 2016)

Week 7 (October 6, 2016) – Organizational Environment: Market

Readings

- Milward, Brinton and Keith Provan. 2000. “Governing the Hollow State,” *Journal of Public Administration Research and Theory* 10(2): 359-379.
- 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.

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

Videos

- Overview – Week 7
- Organizational Environment: Market

Activities

- In-class discussion of Cambridge Hospital case (Group #4)
- Written analysis of Cambridge Hospital case [Questions on Canvas] (due on October 7, 2016)

Week 8 (October 13, 2016) – FALL BREAK

NO CLASS MEETING

Week 9 (October 20, 2016) – Stakeholder Analysis Assignment Due

NO CLASS MEETING

Activities

- Post stakeholder presentation to Canvas (due on October 20, 2016)
- Post stakeholder assignment to Canvas (due on October 20, 2016)

Week 10 (October 27, 2016) – Organizational Alignment and Strategy

Readings

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

Videos

- Overview – Week 10
- Organizational Alignment and Strategy
- SWOT Analysis

Activities

- In-class discussion of SWOT assignment requirements

Week 11 (November 3, 2016) – Organizational Design

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.**

Videos

- Overview – Week 11
- Organizational Design

Activities

- In-class discussion of organizational charts

Week 12 (November 10, 2016) – Organizational Design: Hierarchy

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.
- Last Flight of the Space Shuttle Challenger case material

Videos

- Overview – Week 12
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

Activities

- In-class discussion of Challenger case (Group #5)
- Written analysis of Last Flight of the Space Shuttle Challenger case [Questions on Canvas] (due on November 11, 2016)

Week 13 (November 17, 2016) – Organizational Design: Contracts

Readings

- Brown, Trevor, Matt Potoski, and David Van Slyke. 2006. “Managing Public Service Contracts: Aligning Values, Institutions, and Markets.” *Public Administration Review* 66 (3): 323-331.
- VanSlyke, David. (2006). Agents or Stewards: Using Theory to Understand the Government Nonprofit Social Service Contracting Relationship. *JPART*.

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

Videos

- Overview – Week 13
- Organizational Design: Contracts
- The Troubled Waters of “Deepwater”

Activities

- In-class discussion of Deepwater case (Group #6)
- Analysis of Deepwater case [Questions on Canvas] (due on November 18, 2016)

Week 14 (November 24, 2016) – Thanksgiving

NO CLASS MEETING

Week 15 (December 1, 2016) – Organizational Design: Networks and Partnerships

Readings

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

Videos

- Overview – Week 15
- Organizational Design: Networks and Partnerships

Activities

- In-class discussion of Mid-Ohio Foodbank case (instructor)
- Written analysis of Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case [Questions on Canvas] (due on December 2, 2016)
- Course and Peer Evaluations

Week 16 (December 8, 2016) – SWOT Assignment Due

NO CLASS MEETING

Activities

- Post SWOT presentation to Canvas (due on December 8, 2016)
- Post SWOT assignment to Canvas (due on December 8, 2016)

Peer Contribution Evaluation Form

This form is due on Thursday, December 1

Your Name: _____

In my evaluation, the following four individuals have most significantly contributed to our class discussion.

1. _____

2. _____

3. _____

4. _____

SAMPLE