



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **Managing Public Organizations: Environment, Structure and Design**

PUBAFRS 6050

COURSE SYLLABUS

Autumn 2018

Blended Delivery via Carmen

In-Class Sessions: Tuesdays 6-8 PM

Mendenhall Lab 131

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**Professor:** Amy Taylor

**E-mail:** taylor.2657@osu.edu

**Office Hours:** After class at Mendenhall Lab 131 and by appointment Cell Phone: 614-483-6703

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### **COURSE DESCRIPTION**

This course provides an introduction to public management, with a focus on the environment, structure and design of the organizations that public managers run. 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 public **organizations** and ways to evaluate and understand the management challenges of operating public 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 public 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 examine **the structure and design of public organizations**. Taken together, our examination of the environment and structure of public organizations will help you diagnose the management challenges and opportunities in managing a public sector organization.

This course involves a mix of readings, case analyses, online lectures, in-class discussions, and out-of-class assignments. Assigned readings will be supplemented with 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 SWOT analysis).

The format for this course is blended – the course will involve a mix of online and in-person activities. The course calendar indicates whether an activity will occur in-class or online.

## **COURSE OBJECTIVES**

This course is a core course in the Glenn College's graduate professional master's degree programs. The course's objectives align with the College's graduate professional master's degree assessment plan goals for the management stream as noted below.

1. Explain the purpose of public sector organizations (MGT #2 & #4).
  - 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 (MGT #3 & #6).
  - a. Identify the different environments in which organizations exist.
  - b. Explain how an organization's environment influences the organization's structure.
  - c. Identify internal challenges to organization performance
3. Prioritize the external stakeholders of public sector organizations (MGT #3).
  - a. Identify the external stakeholders of public sector organizations.
  - b. Analyze the differences between external stakeholders for public, nonprofit and private organizations.
4. Identify and manage external and environmental challenges to organizational performance (MGT #1 & #3).
  - 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.

## **COURSE MATERIAL**

There is no required textbook 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
Class Contribution	10
Introduce Yourself Video	2.5
Organization Selection	2.5
Knowledge Checks	10
Group Case Study Responses (3 * 5 points)	15
Group Case Study Facilitation	5
Stakeholder Analysis	20
Stakeholder Analysis Presentation	5
SWOT Analysis	25
SWOT Analysis Presentation	5
<b>TOTAL POINTS</b>	<b>100</b>

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	8/26/18
Organization Selection	9/3/18
Hurricane Katrina Practice Case	9/3/18
Group Case Study Responses (only 3 of 6 required)	
Michelle Rhee and DC Public Schools	9/10/18
Managing a Press Feeding Frenzy	9/24/18
Cambridge Hospital	10/1/18
Last Flight of Space Shuttle Challenger	10/29/18
Deepwater	11/5/18
Mid-Ohio Foodbank	11/12/18
Stakeholder Analysis Presentation	10/9/18
Stakeholder Analysis	10/9/18
SWOT Analysis Presentation	12/4/18
SWOT Analysis	12/4/18

**All assignments are due to Carmen by 11:59 PM on the day they are due.**

## **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.

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.

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.

### *Group Peer Evaluation*

Attached to this syllabus is a Group Peer Contribution Evaluation Form. Since 20% of your grade comes from your group collaborative assignments, I want you to provide feedback on your group experience. This information will be used in conjunction with my evaluation of your class contributions in determining your class contribution grade.

Although student evaluations will be kept confidential, for accounting purposes, you will need to sign your Group Peer Contribution Evaluation Form. **The form must be returned no later than Tuesday, November 27.** 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 (2.5 points)**

By August 26, 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.

To receive full credit, your video must include:

- 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 Carmen.

### **Organization Selection Post (2.5 points)**

By September 3, 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. Also include a minimum of three sources for how you plan to research this organization. This can include Web sites, financial forms (eg 990s), media research, annual reports, etc. 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 to Carmen.

Please put time and careful thought into your selection of an organization. Once approved by instructor, you will need the instructor's permission to change your organization and if permission is granted, this change may be reflected in the credit given for this assignment.

### **Knowledge Checks (10 points)**

For ten of the weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material. Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.

### **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 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 Carmen 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. **Please use weekly course readings to reinforce your 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 six case studies you will do and how you will apportion the work required to complete the case. 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 to help ensure successful collaboration.

There are seven cases scheduled throughout the semest. 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 submit three of the remaining 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, which do not count toward the page limit.

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 Monday of the week the case is assigned. This is two days prior to when we meet in class to discuss the case. The expectation is that you will come prepared to class with your case responses.

### **Group Case Study Facilitation (5 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 an activity for one of the middle cases (Michelle Rhee case through the Deepwater case); I will lead discussion for the case at the beginning of the class and the group will have 15-30 minutes to facilitate an activity that demonstrates key points of the case and the readings. Your group will be assigned to one case at the beginning of the semester and you will receive a group grade for your facilitation of class discussion.

**To prepare for your case facilitation, you should meet with me (in person or via phone) at least one week prior to class to discuss an activity and get the activity approved.** Be prepared to meet ahead of time (outside of class) with your team.

### **Stakeholder Analysis (20 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, budget, 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 be 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. **Your paper should include a brief, two to three sentence introduction that explains to the reader the purpose of the assignment and provides a roadmap through the document.** Headings and subheadings are also recommended to help guide the reader along.

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 Tuesday, October 9, 2018 in the assignment Dropbox on Carmen.

### **Stakeholder Analysis Video Presentation (5 Points)**

On the day your Stakeholder Analysis assignment is due, you will post a video of you presenting the highlights of your assignment. Your presentation should be five minutes or less. 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
- Visuals should be used to illustrate your points.

If necessary, I will offer a workshop for students who are unfamiliar with filming a video, adding visual slides and uploading it to Carmen. The assignment is due by 11:59 PM on Tuesday, October 9, 2018 in the assignment Dropbox on Carmen.

## 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 six-page limit for this assignment. You are welcome and encouraged to include tables or

figures. **Your paper should include a brief, two to three sentence introduction that explains to the reader the purpose of the assignment and provides a roadmap through the document.** Headings and subheadings are also recommended to help guide the reader along.

The assignment is due by 11:59 PM on Tuesday, December 4, 2018 in the assignment Dropbox on Carmen.

### **SWOT Analysis Presentation (5 points)**

On the day your SWOT analysis assignment is due, you will post a video of you presenting the highlights of your assignment. Your presentation should be five minutes or less. 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
- Visuals should be used to illustrate your points

The assignment is due by 11:59 PM on Tuesday, December 4, 2018 in the assignment Dropbox on Carmen

### **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](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 [taylor.2567@osu.edu](mailto:taylor.2567@osu.edu) or a dropbox link for video) 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>

### 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098

Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### 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](https://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](https://suicidepreventionlifeline.org)

#### Glenn College Diversity 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.*

## 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 21, 2018) – Introduction and Course Overview, and Understanding Organizations**

#### *Readings*

- Course Syllabus
- 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, 10<sup>th</sup> Edition* (New York: Pearson)

#### *Videos*

- Overview – Week 1
- Organizations

#### *Activities*

- In-class discussion of course syllabus and assignments

### **Week 2 (August 28, 2018) – 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.

#### *Videos*

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

#### *Activities*

- Knowledge Check Questions #1
- Post “Introduce Yourself” video to Carmen Dropbox (due Sunday, August 26, 2018)
- In-class discussion of case assignment details and address problems with video uploads
- Group meetings to prepare for Hurricane Katrina case assignment

### **Week 3 (September 4, 2018) – 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*

- Knowledge Check Questions #2
- In-class discussion of Hurricane Katrina case – activity led by instructor
- Required written group case analysis of Hurricane Katrina case [Questions on Carmen] (due September 3, 2018)
- Post Organization Selection to Carmen Dropbox (due September 3, 2018)

### **Week 4 (September 11, 2018) – 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.
- 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*

- Knowledge Check Questions #3
- In-class discussion of Michelle Rhee case (Group #1)
- Written analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due on September 10, 2018)

## **Week 5 (September 18, 2018) – Organizational Environment: Practical**

*Guest Speaker – Kris Long, Deputy County Administrator, Franklin County*

## **Week 6 (September 25, 2018) – Organizational Environment: Political**

### *Readings*

- The U.S. Constitution and Amendments
- Meier, Kenneth. 2000. “Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions”, in *Politics in the Bureaucracy*. 4th Edition.
- 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.
- Managing a Press ‘Feeding Frenzy’ case material

### *Videos*

- Overview – Week 6
- Organizational Environment: Political and Legal

### *Activities*

- Knowledge Check Questions #4
- In-class discussion of Feeding Frenzy case (Group #2)
- Written analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due on September 24, 2018)

## **Week 7 (October 2, 2018) – 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.
- Michael E. Porter. 2008. “The Five Competitive Forces That Shape Strategy”, *Harvard Business Review* 86(1): 78-93.
- A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital case material

### *Videos*

- Overview – Week 7
- Organizational Environment: Market

### *Activities*

- Knowledge Check Questions #5
- In-class discussion of Cambridge Hospital case (Group #3)
- Written analysis of Cambridge Hospital case [Questions on Carmen] (due on

October 1, 2018)

## **Week 8 (October 9, 2018) – 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 8
- Organizational Alignment and Strategy
- SWOT Analysis

### *Activities*

- Post stakeholder presentation to Carmen (due on October 9 2018)
- Post stakeholder assignment to Carmen (due on October 9,2018)
- In-class discussion of SWOT assignment requirements
- Knowledge Check Questions #6

## **Week 9 (October 16, 2018) – Organizational Design**

### *Readings*

- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. (Washington, DC: IBM Center for the Business of Government).

### *Videos*

- Overview – Week 9
- Organizational Design

### *Activities*

- Knowledge Check Questions #7
- In-class discussion of organizational charts

## **Week 10 (October 23, 2018)**

NO CLASS MEETING

## **Week 11 (October 30, 2018) – Organizational Design: Hierarchy**

### *Readings*

- Charles Goodsell. 2004. “Chapter 1: Bureaucracy Despised, Disparaged, and Defended” and “Chapter 3: More Bureaucracy Myths to Delete” in *The Case for Bureaucracy* (Washington DC: CQ Press): 1-23 and 42-58.
- Last Flight of the Space Shuttle Challenger case material

#### *Videos*

- Overview – Week 11
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

#### *Activities*

- Knowledge Check Questions #8
- In-class discussion of Challenger case (Group #4)
- Written analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due on October 29, 2018)

### **Week 12 (November 6, 2018) – 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.
- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

#### *Videos*

- Overview – Week 12
- Organizational Design: Contracts

#### *Activities*

- Knowledge Check Questions #9
- In-class discussion of Deepwater case (Group #5)
- Analysis of Deepwater case [Questions on Carmen] (due on November 5, 2018)

### **Week 13 (November 13, 2018) – 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)
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

#### *Videos*

- Overview – Week 13
- Organizational Design: Networks and Partnerships

*Activities*

- Knowledge Check Questions #10
- In-class discussion of Mid-Ohio Foodbank case (instructor)
- Written analysis of Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case [Questions on Carmen] (due on November 12, 2018)
- Course and Peer Evaluations

**Week 14 (November 20, 2018)**

NO CLASS MEETING

**Week 15 (November 27, 2018) – Overview/SWOT Assignment Questions**

**Week 16 (December 4, 2018) – SWOT Assignments Due**

NO CLASS MEETING

*Activities*

- Post SWOT presentation to Carmen (due on December 4, 2018)
- Post SWOT assignment to Carmen (due on December 4, 2018)

## Group Peer Contribution Evaluation Form

This form is due on Tuesday, November 27

Your Name: \_\_\_\_\_

Please list the members of your group:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Please describe your overall experience with your group:

Please share your perspective of whether your group members equally contributed to assignment requirements.