



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 7940

Public Management Capstone: Strategy for Public Organizations

Autumn 2018

Monday 5:45-8:30 pm

Classroom Page Hall 110B

Credit hours: 3

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Office hours: Monday 4:30 – 5:30 pm and by appointment

COURSE DESCRIPTION

The purpose of this capstone course is to provide students with an integrated strategic perspective on the management and leadership of public sector organizations. In the course, we adopt the viewpoint of an upper level manager – an individual charged with diagnosing complex situations and resolving them in ways that enhance organizational performance. We will focus on how public managers can position their organizations to achieve desired program outcomes through fundamental strategic management techniques.

We will begin the course by discussing the role of managers in setting the strategic direction of public sector organizations and assessing whether they can influence program outcomes. In other words, does management make a difference? We will then examine strategic management techniques that align strategy with organizational performance. Students will apply some of these techniques while producing a strategic planning document for a client organization.

We will explore strategic management through theory, concepts, and application. We will also utilize multiple learning methods including lectures, in-class exercises, and out-of-class assignments to provide students with a robust understanding of management strategy techniques. The readings are a combination of conceptual pieces drawn from research in strategic management and organization theory, and applied pieces on how to employ various strategic management techniques. The lectures are designed to elaborate on and extend key points in the conceptual material, and clarify processes and steps described in the applied

material. The in-class exercises are designed to create microenvironments for students to engage in brainstorming, collaborative problem solving, and evaluation. Finally, the assignments are designed to give students both hands-on experience with some of the most commonly used strategy tools and hone client management skills.

This course integrates the knowledge students have gained from prior coursework to build analytical capacities. For example, in PUBAFRS 6050, students partly dealt with diagnosing problems and opportunities facing public sector organizations. This course is designed to build on this analysis by generating strategies to address problems and/or to take advantage of opportunities, and then aligning those strategies to internal operations and external performance measures.

This is an elective capstone course for graduate students in the John Glenn College of Public Affairs. It is recommended that students have taken PUBAFRS 6050 or equivalent management course.

LEARNING OBJECTIVES

The course contributes to all Glenn College Master's Program Goals and management capstone objectives. In particular, the course focuses on the following management objectives:

- Manage and lead public organizations towards policy goals
- Understand public organizations as a unit of analysis
- Identify and manage external/ environmental challenges to organizational performance
- Identify what constitutes feasible performance outputs for public organizations
- Engage in strategic planning for public organizations
- Identify and manage internal challenges to organization performance

Upon successful completion of this course students will:

- Identify the elements of strategic management and leadership from a theoretical and practical perspective
- Demonstrate the methods of strategic management through discussion, small group analysis, and assignments
- Apply their knowledge of strategic management and leadership by utilizing strategy tools to analyze and report on organizational performance
- Develop consulting skills to manage client-facing work

CLASSROOM CONDUCT

The work in this course is commensurate with graduate-level study. Advance reading and active participation is critical to the success of this course. Further, this course will be conducted according to the professional standards of the workplace. The course will begin and

end on time. Mobile devices will be turned off and laptop computers are strongly discouraged. Students may not audio or video record in class without explicit permission by the instructor.

COURSE REQUIREMENTS

Readings

Students will find readings posted online to the Canvas website for this course. Students are expected to read all of the readings in advance of the session. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class contribution and strategy document assignment. Students are welcome to draw from outside material to support course work.

Recommended text (for students interested in additional depth on the topics presented):

Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement, 4th Edition

John M. Bryson

ISBN: 978-0-470-39251-5

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

Capstone Assessment - Strategy Document

The primary deliverable for this capstone course is the development of a strategy document to guide decision making for a client organization. There is a competitive component to this assignment as the client. Student teams will compete to produce the best strategic planning deliverables, which will be selected by the client.

Client-based Projects

As students are completing a project for an external client, students will learn consulting skills as well as strategic management competencies. As in any consulting project, student need to satisfy both the client and the instructor as they complete deliverables. This capstone course is a significant undertaking given the client-facing nature of the course. It will require a high level of commitment, professionalism, and flexibility as a number of activities required to complete the project will be outside of the class meeting period to accommodate the client and community stakeholders. The need for flexibility may also extend to in-class assignments and readings as new or different areas of focus may emerge as the project progresses.

GRADING AND ASSIGNMENT DETAIL

Participation & Engagement: 15%

Strategy Document:

Preliminary Analysis: 10%

Draft Strategy Document: 30% (satisfies capstone requirement)

Final Strategy Document: 35%

Presentation: 10%

Participation & Engagement

In class: Students are expected to attend and participate in class as meaningful discussion of topics hinge on both preparation and participation. Missing class, not being prepared, and not contributing to course discussion or group activities will adversely affect a student's participation grade. ** Participation also includes careful listening and respect for others in the classroom.

Active participation, based on preparation, includes providing good, solid answers to questions. Good answers indicate that you are actively listening to your colleagues and providing comments relative to ongoing discussion. Relevant comments add to the group's understanding of the material, challenge and/or clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion.

Students will be iteratively assigned readings during the semester and will be responsible for leading class discussion on the assigned material. Students will not summarize the reading, but rather present one or two thought-provoking questions to spur discussion.

Client engagement and focus groups: The instructor is the primary interface between students and the client, however students are expected to be professional and engaged when meeting with clients or other stakeholders. Dress is business or business casual for meetings with clients or stakeholders.

Focus groups will be conducted as part of the project. Students will be expected to participate in at least one focus group.

Teams: An integral component of this course is working with teams. The instructor may add a peer-review assessment up to 5% of the participation grade.

Preliminary Analysis

In order to understand the client organization, students will perform a preliminary analysis of the organizational structure, assess the issue at hand, and present research on the best

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

practices of similar organizations. This is a team assignment. The analysis should be 10-12 pages of double-spaced text.

Strategy Document

The primary assignment for this course is to produce a strategy document for a public-sector client. As we will discuss in class, a strategy document provides managers with a comprehensive picture of organizational performance, facilitates strategy decisions, and aligns strategy with performance indicators.

The final strategy document should be no more than 12 pages of single-spaced text. The document should be modeled after industry reports (e.g., GAO, CBO, CRS - examples will be provided to students) with visual, graphical display of information (tables, charts, etc.). The document must include the following components within the page limit:

- Background (includes organizational overview, current mission and goals, issue/purpose statement)
- SWOT analysis
- Stakeholder analysis
- Strategic goals
- Organizational strategy (tactics to achieve goals and rationale)
- Strategy map linked to performance measures

The following items are required but do not count toward the page limit:

- Title page
- Executive summary (one page)
- Table of contents
- List of figures and tables
- References

There are individual and group dimensions to this project:

- Individual assignment – Draft Strategy Document: Students will turn in a first draft of the assignment that includes organizational background, issue/purpose statement, SWOT analysis, stakeholder analysis, strategic goals and organizational strategy. The preliminary assignment has a seven-page limit (single-spaced). This fulfills students' individual capstone requirement (for eligible students) and midterm assessment. Students may collaboratively gather information and inputs to the document, but they must independently complete the written assignment.
- Group assignment – Final strategy document: The final strategy document will require student groups to synthesize and integrate all of the elements required of the final strategy document into a 12-page document (single-spaced).

Detailed grading rubrics will be posted to Canvas.

Presentation

Students will present a 15-minute pitch to the client, which highlights key findings from their strategy document. Powerpoint, Prezi or other presentation tool will be used to present the findings. All group members will participate in oral delivery. Students will also develop a one-page visual aid to supplement their presentation.

Grading scale and rubrics

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

Detailed grading rubrics will be posted to Canvas and for all assignments related to the strategy document.

COURSE POLICIES

Assignment Submission:

Assignments should have one-inch margins and typed in 11 or 12-point professional font. Spacing is specified per assignment. Assignments will be submitted via Canvas.

Late Assignment Policy:

Assignments are due at the beginning of class. Students who fail to turn an assignment at the start of class will incur a 5% penalty, and for each day thereafter that it is late (e.g. 94% to 89% to 84%, etc.).

College Requirements and the Capstone Assessment:

Students are required to earn a grade of “B” or better to successfully fulfill the capstone requirement, which is necessary to graduate from both the MA and MPA programs. Students with a grade lower than B or an incomplete will be required to take a second capstone course. A student has only two chances to achieve a grade of “B” or better in the capstone course. Regardless of grade, students who take an Incomplete in the course are considered not to have successfully fulfilled the capstone requirement and will be required to take a second capstone class.

- **MA Students:** The Capstone Assessment will also constitute the University’s required master’s examination for the Master of Arts degree. The Capstone Assessment Committee is approved by the Dean and includes at least one core faculty member plus the instructor of the class, provided that the instructor is a member of the Graduate Faculty of M level or higher. In the event that the instructor is not a graduate faculty member of M level or higher, the instructor may be added to the committee by approval of the graduate studies committee and petition to the Graduate School. While

the instructor assigns the grade for the assignment as part of the grade for the course, the Capstone Assessment Committee evaluates separately whether the student achieves a successful pass (“Pass” or “Marginal Pass”). Students who fail will be required to stand for an oral examination with the assessment committee, during which they will have the opportunity to expand further on their answers to the written assessment. This should take place immediately (i.e. a day or two) after the committee has determined that the written assessment is insufficient. At the oral examination, the advisor serves as the chair and all members of the assessment committee must be present. MA students failing the oral examination will be required to take a second capstone class in a future semester and also successfully pass the Capstone Assessment. An MA student has only two chances to pass the Capstone Assessment. Students passing the assessment but failing to achieve a “B” or higher in the course will be required to take another capstone class. Both criteria (“B” in the course and passing the assessment) are required to graduate.

- **MPA Students:** For MPA students, the completion of a capstone class with a grade of “B” or higher satisfies the College’s capstone exit requirement for the Master of Public Administration degree. All other degree requirements must also be successfully met in order to graduate (See Master’s Handbook for full requirements.)

Academic Integrity

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University’s Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If students have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor. Other sources of information on academic misconduct (integrity) include

The Committee on Academic Misconduct: <http://oaa.osu.edu/coam.html>

Ten Suggestions for Preserving Academic Integrity:

<http://oaa.osu.edu/coamtensuggestions.html>

Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.”

Mental Health Statement

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 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.

Glenn College Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

ASSIGNMENT CALENDAR

Due Date	Assignment
September 26 th	Preliminary Analysis
October 29 th	Draft strategy document
TBD (December 3 rd or later)	Presentation and Final strategy document

COURSE OUTLINE

August 27th

Course introduction: Course overview and syllabus review; discuss preliminary analysis assignment

September 3rd

No class – Labor Day

September 10th

*5-6pm Client kickoff meeting

Strategy: Begin to answer the question “Whether and how managers can impact organizational performance?”

Readings

- Kearns, Kevin P. 2000. “Embracing New Challenges and Opportunities: Strategic Management in Government and Nonprofit Organizations.” In *Private Sector Strategies for Social Sector Success: The Guide to Strategy and Planning for Public and Nonprofit Organizations*. San Francisco: Jossey-Bass.
- Rosenzweig P. 2013. “What Makes Strategic Decisions Different.” *Harvard Business Review*
- Mark McNeilly. 2002. “Gathering information for strategic decisions, routinely,” *Strategy & Leadership*, Vol. 30 Iss: 5 pp. 29 – 34.

September 17th

Strategy and strategic planning: Overview of strategic management and the planning process; discuss strategy document assignment; discuss developing consulting skills

Readings

- Porter, M. 1996. What is Strategy? *Harvard Business Review*
- Mittenenthal, Richard. 2002. *Ten Keys to Successful Strategic Planning for Nonprofit and Foundation Leaders* (New York, NY: TCC Group).
- Mintzberg, H. 1994. “The Fall and Rise of Strategic Planning.” *Harvard Business Review*, January/February: 107-114.
- Martin. 2014. “The Big Lie of Strategic Planning”. *Harvard Business Review*

- *For more information:* Bryson chapters 2-3
- TBD – reading on consulting

September 24th

Goals and objectives: Mission versus function; crafting goals and objectives for strategic planning; primary data collection

Readings

- Moore, Mark. 1995. “Defining Public Value” in *Creating Public Value: Strategic Management in Government* (Cambridge, MA: Harvard University Press): 27-57.
- Coyne, et al. 2007. “Breakthrough Thinking from Inside the Box.” *Harvard Business Review*
- Sitkin, S. B., Miller, C. C., & See, K. E. 2017. “The Stretch Goal Paradox.” *Harvard Business Review*,
- Peruse goals: www.performance.gov
- *For more information:* Bryson chapters 4
- TBD - reading on primary data collection and focus groups

***September 26th**

Due

- Preliminary Analysis

October 1st

Environmental and stakeholder analysis: SWOT analysis; understanding organizational fit and misfit; competitive advantage; managing disruptions in external forces; responding to changing environment; develop focus group protocols

Readings

- Electronic Hallway. “A Note on Mapping: Understanding Who Can Influence Your Success.”
- Porter, M.E. 2008. “The Five Competitive Forces That Shape Strategy.” *Harvard Business Review*, January 78-93.
- Kearns, Kevin P. 2000. “Using Environmental Scanning to Track Trends and Prospects.” In *Private Sector Strategies for Social Sector Success: The Guide to Strategy and Planning for Public and Nonprofit Organizations*. San Francisco: Jossey-Bass.
- Bryson - Resource A
- *For more information:* Bryson chapter 5

October 8th

Strategy, part 1: Defining strategy

Readings

- Nutt, Paul and Robert Backoff. 1995. "Strategy for Public and Third-Sector Organizations." *Journal of Public Administration Research & Theory*, 5(2): 189-201.
- Brown, Trevor. 2010. "The evolution of public sector strategy." *Journal of Public Administration Research and Theory* 70(s1): s212-s214.
- Gladwell, Malcolm. February 13, 2006. "Million-Dollar Murray: Why Problems Like Homelessness May Be Easier to Solve Than to Manage," *The New Yorker*.
- *For more information:* Bryson chapter 6

October 15th

Strategy, part 2: Crafting strategy; strategic intent and content

Readings

- Hamel, G. and Prahalad, C.K. 2005. "Strategic Intent." *Harvard Business Review*, July/August: 148-161.
- Boyne, George A. and Richard M. Walker. 2004. "Strategy Content and Public Service Organizations." *Journal of Public Administration Research and Theory*, 14(2): 231-252
- *For more information:* Bryson chapter 7

October 22nd

Implementation: Implementing strategies – connecting inputs, activities, outputs, and outcomes; logic models; strategy maps

Readings

- Bryson - Resource D
- W.K. Kellogg Foundation. 2004. *Logic Model Development Guide* (skim)
- Knowlton, Lisa Wyatt and Cynthia C. Phillips. 2013. "Display and Meaning" *The Logic Model Guidebook*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Pitt, Martyn and Dimitrios Koufopoulos. 2012. "Strategy Implementation and Change Management," in *Essentials of Strategic Management*. London: Sage Publications.
- Callahan, et al. 2012. *Key actions that contribute to successful program implementation*. (Washington DC: IBM Center for the Business of Government).
- *For more information:* Bryson chapter 9

October 29th

Performance management: Performance measurement for strategic plans; financial resources and strategic planning

Readings

- Ferlie and Ongaro. *Strategy and Performance*. Chapter 7
- Behn, Robert D. 2003. "Why Measure Performance: Different Purposes Require Different Measures." *Public Administration Review*, 63(5): 586-606

- Mulgan, Geoff. 2010. "Measuring Social Value." *Stanford Social Innovation Review*, Summer, 38-43.
- Kettl, D. F. 2016. *Managing Risk, Improving Results: Lessons for Improving Government Management from GAO's High-Risk List*. (Washington DC: IBM Center for the Business of Government).
- Radin, B. 2006. *Challenging the performance movement*. Chapters 2-3

Due

- Draft Strategy Document

November 5th

Performance and effectiveness: Linking goals, strategy, resources and performance measures; performance measurement systems, management information systems

Readings

- Kaplan, Robert S. and Norton, David P. 1996. "Using the Balanced Scorecard as a Strategic Management System." *Harvard Business Review*, 74(1): 75-85.
- Kaplan, Robert S. and Norton, David P. 1996. "Linking the Balanced Scorecard to Strategy." *California Management Review*, 39(1): 53-79.
- Koch, J. 2007. The Challenges of Target Setting. *Harvard Business Review*
- Radnor and Walley. 2008. Learning to Walk Before We Try to Run: Adapting Lean for the Public Sector
- *For more information: Bryson chapter 10*

November 12th

No class - Veterans Day

November 19th

Innovation and technology: Connecting innovation and strategy; developing innovative organizations; current trends

Readings

- McDonough et al, 2008. "Integrating innovation style and knowledge into strategy" MIT Sloan Management Review.
- Greenberg, S. 2015. Using Innovation and Technology to Improve City Services. IBM Center for the Business of Government
- <https://challenge.gov>
- Desouza, K. C., & Bhagwatwar, A. (2012). Leveraging technologies in public agencies: The case of the US Census Bureau and the 2010 Census. *Public Administration Review*, 72(4), 605-614.
- Stockton, N. 2015. "NASA's social media strategy is genius – and kinda maddening." WIRED.

- Partnership for Public Service, Innovation, 2014

November 26th

Summation: Overview of course objectives; future of strategic management in public and nonprofit organizations; final project preparation

Readings

- Poister, Theodore H. 2010. "The Future of Strategic Planning in the Public Sector: Linking Strategic Management and Performance." *Public Administration Review*, 70(s1): s246-254.

December 3rd / TBD

Presentation: Each group hosts a 15-minute presentation on their strategy document followed by question period

Due

- Presentation
- Final Strategy Document