



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 3500: Public Management

Course Information Fall 2021

Tuesdays and Thursdays
Mendenhall Lab 129
2:20 pm - 3:40 pm
Credit hours: 3
Prerequisites: None

Instructor Information

Megan LePere-Schloop, PhD
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Virtual office hours:
Tuesdays and Thursdays
4:00-5:00 pm
and by appointment

TA Information

Ken Poland
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Virtual office hours:
By appointment

COURSE DESCRIPTION

The purpose of this course is to provide you with the conceptual background and practical tools necessary to effectively work in public (government) organizations. The course will introduce public management concepts and help you gain the competencies required to address management challenges. You will explore big questions related to the management of public sector organizations, such as: (1) What makes an organization public? (2) How does the internal and external operating environment of public organizations affect management? (3) How is the performance of public organizations measured? (4) What makes for an effective public manager? This is accomplished through exploration and application of theory and concepts. We will utilize multiple learning methods including lectures, case studies, group exercises, and out-of-class assignments to provide you with a robust understanding of public management. Using a managerial lens, the course focuses on the structure and function of local, state, and federal agencies. Due to the increasingly complex nature of public service delivery, we will also address how the private and nonprofit sectors interact with public organizations to provide public services.

LEARNING OBJECTIVES

Upon successful completion of this course students will:

- Identify the elements of public management from a theoretical and practical perspective
- Understand what makes an effective public manager and how to apply tools and techniques presented to achieve organizational effectiveness to their work in public service
- Demonstrate the methods of public management through discussion, case study, small group analysis, and assignments

- Apply their knowledge of public management by analyzing management dilemmas and proposing responses

COURSE ORGANIZATION

This course has several separate but related parts. In the first part (weeks 1-2) we will think about factors that may make public organizations distinct from their private (for-profit and non-profit) counterparts. The concept of public sector distinctiveness is more than just an academic preoccupation - public organizations and managers are encouraged to model themselves after or adopt practices from for-profit firms. Public managers need to be able to effectively adapt practices from the private sector or, in some cases, justify why they may not be appropriate for their public organization. In the second part (weeks 3-7) we will focus on the human-side of management, examining pitfalls and best practices for managing individuals, teams, organizational culture, and external stakeholders. In the third and final part of this course (weeks 8-15), we will study other important public management concepts and competencies including: decision making, innovation and change, performance management, budgetary processes, contracting, and ethical management.

The modules for each week have a similar structure in Canvas. Each week begins with a *Start Here* section that provides an overview of the topic we will cover, a weekly outline of tasks, and questions to frame your learning. The *Learn* section will always include course materials (readings, videos, etc.), your weekly individual reflection assignment due on Monday before midnight, and materials covered in class including PowerPoints, handouts, and class attendance. The *Apply* section will prompt you to further engage with course content through larger projects. Each week ends with a *Reflect* section that provides a high-level review of the content covered during the week and additional materials to extend your learning.

CLASS CONDUCT

This course focuses on management, placing a strong emphasis on active learning, and socialization to norms of professional interaction. Laptop computers, tablets and other devices are therefore allowed only during specific individual and group activities. You should bring your laptop to class, but plan to take handwritten notes throughout the semester. In-person class sessions will begin on time. *Mobile devices will be turned off during these sessions.* Everyone is responsible for preparing for and participating in (by actively listening and verbally contributing) class discussions, attending class sessions, and completing assignments.

Some content of this course may involve media that may be triggering to some due to descriptions of and/or scenes depicting acts of violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

We will all be respectful of our colleagues while consuming this media and that we will create a supportive and courageous space for each other. I will ensure that our classroom is a supportive learning community that facilitates growth and open discussion. I ask that you be respectful of your colleagues, and courageous in your contributions to our learning community. We will all abide by the ground rules for class discussions co-created during the first week of class. Failure to show respect to each other may result in dismissal from the class.

Finally, be good hosts to any guest speakers who generously share their time and talents with the class. Do this by preparing for their visit, engaging in discussion, and giving them your full, respectful attention.

A NOTE ON CASE STUDIES

This course relies heavily on case studies, which describe management challenges faced by real people and organizations. Case studies are commonly used in management courses to provide insight into real-world management challenges. Case materials may be comprised of multiple original sources, or a single document containing detailed background information. *Case materials may or may not clearly define a management problem. Often, our case study discussions will focus on defining a central management challenge from the case and identifying the pros and cons of various prospective (future) or retrospective (past) options to address this problem.* The case materials present the facts that are/were known or available to parties in the situation and that informed their decisions and actions. A decision is sometimes described in the case materials, and other times it is not. If a decision is indicated in the case, analysis often focuses upon an evaluation of the decision in comparison to alternative courses of action, the ramifications of the decision, and recommendations for future action. If the decision is not described, then analysis often focuses on identifying alternative courses of action, their likely ramifications, and specific recommendations for future action.

This semester, we will be drawing on two types of case materials: cases written and published specifically for the management classroom and a collection of sources that are relevant to the topic of policing reform. Published case studies have been selected to provide insight into some of the real-world challenges associated with one or more course modules (e.g. budgeting, innovation and risk, etc.) and will be used for both individual reflection papers and the group facilitation project assignments. The collection of sources, including interview segments from the HistoryMakers archive, provide perspective on our over-arching case study for the semester: policing reform. The collection of sources on policing reform will form the basis for three case analysis deliverables but can also be referred to in individual reflection papers.

COURSE MATERIALS

There is NO textbook for this course. Instead, each week you will be watching relevant videos, and reading a book chapter and/or a few short articles published in practitioner-oriented management journals such as the Harvard Business Review, Sloan Management Review, California Management Review, and Government Executive. Most of the videos, chapters, articles, and certain case study materials will be posted on Canvas.

The case materials that are not posted on Canvas need to be:

- Accessed through the OSU Library. Instructions for how to do so will be posted on Canvas. This website works best through Chrome. If you experience any technical issues accessing the HistoryMakers archive through the OSU Library, please contact Kapil Vasudev (vasudev.6@osu.edu), the history subject librarian.

You are expected to read/watch all assigned materials in advance of class. You are welcome to draw from material covered in other classes to support course work.

GRADING AND ASSIGNMENTS

Assignment	Percent of Total Grade
Beginning of Semester Tasks	5%
Class Participation	10% - 2 dropped
Individual Reflection Papers	10% - 2 dropped
Case Study Facilitation	15%
Case Analysis Deliverables	45% (3@15%)
360 Evaluations	5%
Final Reflection Paper	10%

Grading scale

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

Note on Flexibility During the Pandemic

This course is being taught in a period of high uncertainty due to the COVID-19 pandemic, which means that a certain level of flexibility is essential. You will notice that I am automatically dropping your two lowest *Class Participation* and *Individual Reflection Paper* grades. This means that if you become ill and cannot participate for a week of the course, your absence should not have a negative effect on your overall grade. That said, you are still responsible for getting yourself up to speed by reading/watching course materials for the week(s) you missed and checking in with the instructor and/or one of your peers regarding announcements, etc. If you become ill and wish to attend class virtually for a week or two, you will need to work through Student Life Disability Services to formally request accommodation. I will do my best to accommodate students who SLDA deems are *eligible for temporary academic accommodations for medical reasons* by allowing them to zoom into class, however, I will not be recording our class sessions. I am willing to be flexible on due dates for larger assignments but will ask you to provide some sort of documentation justifying the need for due date adjustment. I also expect you to be respectful of me and my time by proactively communicating with me and respecting our agreements and my time . If I become ill during the semester and am unable to teach, I

have a backup plan for instruction in place so that the course should be able to continue uninterrupted.

Beginning of Semester Tasks: Intro and Beginning of Semester Survey (5% of final grade)

During the first week of class, everyone will create a Google slide to introduce themselves and complete a brief survey in Qualtrics. Further instructions will be discussed in class and posted on the class website.

Class Participation (10% of final grade)

This course is heavily based on class discussion, so it is important that everyone attends class sessions, listens attentively, and contributes their ideas and questions. The quality of your comments and contributions to class discussions will impact the success of our class and the quality of yours and your colleagues' learning. Your comments should add a new perspective, pose a question that extends or adds new dimension, respectfully challenge a colleague's position, or lend substantive additional depth. At the end of the semester, you will evaluate your participation as part of your final reflection paper. I will use this self-evaluation along with my own evaluations and record of your attendance to assign your participation grade.

Individual Reflection Papers (10% of final grade)

Each week, you will submit via Canvas a substantial document of at least a half of a page (single-spaced, 1-inch margin, 12- point Times New Roman font) that addresses 2-3 of the reflection questions for the week posted to Canvas. You do not need to formally cite the course materials for the week but please make it clear to the reader which course materials you are discussing by referring to them by their title or the name of the author.

Reflection papers are due on Mondays at midnight so that the I have time to consider incorporating the questions an ideas you raise into lesson plans. Papers are graded on a ten-point scale based on the extent to which they address the required content.

- Full Credit – Thorough discussion of 2-3 reflection questions with clear references to assigned course materials. (10 points)
- Partial Credit - Thorough discussion of 1 reflection question with clear references to assigned course materials OR discussion of 2-3 reflection questions without clear references to assigned course materials. (5 points)
- No Credit – Missing discussion of reflection questions. (2 points)

Group Facilitation (15% of final grade)

Throughout the semester, small groups of you will facilitate discussions/activities based on that week's management case study to: 1) develop the planning and facilitation skills critical to their future success as public managers, and 2) reinforce course content by applying it to a specific management situation. Outside of the classroom, the facilitation skills you will practice as part of this assignment are relevant to strategic planning processes, collaborative initiatives, stakeholder engagement efforts, etc. You will work in small groups of 5-7 people formed with support from the instructor. Each group will be responsible for giving a *5-minute* presentation summarizing important background information from the case and facilitating a *35-minute class*

discussion/activity based on the case and an analytical or conceptual framework from one assigned reading/video from the module.

To prepare for the facilitation, you will meet ahead of time with your team. Each team is also required to meet with the instructor to review their presentation visuals and facilitation agenda at least one week prior to the date they are scheduled to facilitate. These meetings will typically take place in the last 15 minutes of class on the week before a group is scheduled to facilitate. Each team will submit the final version of their facilitation materials through Canvas on the day they facilitate. Immediately after their team facilitates, they will debrief with the entire class and meet briefly with the professor to identify lessons learned from their preparation process and facilitation experience. We will all prepare for and participate in the case discussions designed by our colleagues.

You will receive a group grade for your presentation and facilitation based on the following criteria:

- Preparation - thoughtful and timely group planning including (30 points):
 - Ontime submission of group norms and roles.
 - Group meeting prior to check-in with instructor to collectively discuss:
 - Key themes in the case study.
 - Connections to concepts and tools from relevant course materials; selection of focal analytical or conceptual framework from one assigned reading/video from the module.
 - Ideas for activities and discussion questions.
 - Meeting with instructor at least one week prior to facilitation date.
 - Submission of draft presentation visuals and facilitation agenda to instructor three days prior to scheduled facilitation date.
- Presentation Skills – present clear 5-minute overview of case study materials (10 points)
- Facilitation Skills – facilitate 35-minute discussion that (50 points):
 - Incorporates feedback from professor.
 - Involves all group members.
 - Engages classmates in critical analysis of case study based on focal framework.
- Critical Reflection – reflect on assignment and assess skill development (10 points):
 - Identify lessons learned through discussion with instructor.

Case Analysis Deliverables (3@15% = 45% of final grade)

You will work individually to complete three case analysis deliverables based on our overarching case study for the semester: policing reform. More detailed guidelines and grading rubrics for each of the deliverables will be posted to Canvas and discussed in class several weeks before the deliverable is due. The following provides an overview of each deliverable:

- The first deliverable is a two-page paper in which you will respond to 2-3 prompts provided by the instructor. The prompts are designed to help you make specific connections between the assigned segments of the HistoryMakers interviews and other course content to identify some of the challenges associated with policing reform and

their relationship to day-to-day management practice (hiring, feedback, teams) and organizational structure and culture.

- The second deliverable, addressed to City of Columbus Mayor Andrew Ginther, will describe the process and results of a stakeholder analysis, and conclude with recommendations for prioritizing engagement with stakeholder groups and existing organizations for a policing reform planning process. The deliverable will include as an attachment :1) an annotated list of stakeholder groups and existing organizations affected by policing reform in Columbus, and 2) a map of these stakeholder groups and existing organizations on a power versus interest grid.
- The final deliverable, addressed to City of Columbus Mayor Andrew Ginther, will present the results of a SWOT analysis of the Columbus Police Department's (CPD) capacity to engage in reform and make an overall recommendation for how Mayor Ginther should approach CPD's role in policing reform moving forward. The final three-page deliverable will briefly describe background information on the issue, the process and results of their stakeholder analysis, the process and results of their SWOT analysis, and the pros and cons of at least two options for moving forward before presenting the recommendation for moving forward. Memo attachments will include: 1) an annotated bibliography on policing reform based on the your research, 2) the annotated list of stakeholder groups and existing organizations affected by policing reform in Columbus, 3) the map of stakeholder groups and existing organizations on a power versus interest grid, and 4) the SWOT analysis.

360 Evaluations (4% of final grade)

Over the course of the semester, you will complete a 360 evaluation for several of your colleagues. The 360 evaluations will be administered through Qualtrics. Further instructions will be discussed in class and posted on the class website.

Final Reflection Paper (15% of final grade)

At the end of the semester, you will write a final reflection paper in which you reflect on their growth during the course. To complete this assignment, I will provide you with an individualized report containing relevant responses from the beginning of the semester survey and feedback from the 360-evaluation process. You will submit a final reflection paper in which you address the following questions:

- How has your understanding of public management and/or public values in management evolved over the course of the semester? Include a discussion of your pre-semester survey results.
- How has your understanding of facilitation and reflection as management skills changed over the course of the semester? You may want to focus on your experience with the group facilitation and individual reflection paper assignments, but I encourage you to think about how your management practice has changed outside of the course as well.
- What are your strengths and weaknesses as a manager and leader? Include some discussion of your experiences submitting evaluations for your colleagues and

reviewing the results of your 360 evaluations, etc. Also include a reflexive evaluation of your participation in the course in this section.

- What was the most impactful things that you learned in this course this semester? How will it shape the way that you think about and practice management moving forward?

You will submit a paper of approximately 1500 words (double-spaced, 1-inch margin, 12- point Times New Roman font) via Canvas by midnight on the day they are due. Final Reflection Papers will be graded on the following criteria:

- Executive Summary - *succinctly* (i.e. in one paragraph) relates the most important information contained in the paper including the purpose/goal of the paper, important take-aways or insights, and an overview of the structure of the paper (10 points).
- Content – sections addressing each of the four sets of questions outlined above (40 points)
- Substance – depth of critical reflection and analysis demonstrated in reflection (35 points).
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; meets word count (10 points).
- Above and Beyond – thoughtful and/or critical reflection on personal growth and development, clear technical writing, etc. that exceeds the minimum requirements for the assignment (5 points).

COURSE POLICIES

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 (<https://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf>) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

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

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Assignment descriptions in this syllabus and on Canvas provide clear guidelines as to which assignments are collaborative and which should reflect individual

work. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>
- *Eight Cardinal Rules of Academic Integrity*: www.northwestern.edu/uacc/8cards.html

Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. For more information and instructions for Turnitin, see:

https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio

OriginalityCheck is a service that compares your text to a library of texts (including past submissions for this class) to determine how much of your paper matches previous work.

Glenn College Diversity Values Statement

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

Accommodation Policy

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

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential

mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766; in addition, 24 hour emergency help is available through the 24/7 National Suicide Prevention Hotline at 1-800--273-TALK or at suicidepreventionlifeline.org. Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU –visit <http://advocacy.osu.edu/>

Safe and Healthy Campus Statement

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Covid Process SLDS Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through Student Life Disability Services. 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.

FERPA and Privacy in CarmenZoom Statement

The [Family Educational Rights and Privacy Act](#) (FERPA) protects all meetings held in CarmenZoom that include course content or student information. Please see this CarmenZoom [privacy link](#) to learn more.

Video and audio recordings of class lectures and discussions conducted via CarmenZoom will NOT typically be part of our classroom activities.

Contact/Office Hours

As previously noted in this syllabus, I will hold virtual office hours on the days and times listed at the top of the syllabus and by appointment. I will also be available for a few minutes prior to each in-person class to address any questions or concerns you may have. If you need to contact me outside of these times the best way to reach me is by e-mail. I normally check e-mail between the hours of 8:00 am and 8:00 pm Monday through Friday. I do my best to respond to e-mails promptly (usually within 24-48 hours). That said, if you write to me after 8:00 pm on a weekday, or on the weekend, you may not get a response until the next business day.

What is Workload/Course Expectations

For each credit hour, students should expect about an hour of in-person/ synchronous online instruction and 2 hours out of class work on a weekly basis. This is a three-credit class, meaning that on a weekly basis you can expect that you will spend about three hours engaging with the instructor in class and about twice that outside of class preparing and doing homework and assignments. Please feel let you know if this gets out of proportion on a regular basis.

Grade Appeals

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

Late Assignments and Incompletes

Grades on late assignments will be reduced 10% and assignments more than two weeks late may not be accepted without documentation of a valid excuse and prior communication about the assignment with the instructor.

I will only consider granting an incomplete if your coursework completed during the semester is of passing quality and a true hardship prevents the student from completing the rest of the work on time. I interpret hardship to mean some serious illness or family emergency, and not just class overload at the end of the semester. You will be required to provide me with documentation of your hardship. If it becomes absolutely necessary for you to receive an incomplete in this class, then we will work together to develop a contract for completing the course in a timely manner. In the case of personal or family hardship that will significantly affect your performance in the class, please come speak to me immediately. The longer you wait to talk to me, the less help I will be able to give you.

Helpful Resources

APA Writing Style Guide

It is your responsibility to familiarize yourself with, and to use APA style guides for all class assignments. The Online Writing Lab provided by Purdue University is an invaluable resource for understanding and using APA style and citation guidelines (<https://owl.english.purdue.edu/owl/resource/560/01/>).

English as a Second Language (ESL)

The Ohio State University English as a Second Language Programs provide non-native speakers of English opportunities to improve fluency. The core of ESL support is through the Composition Program that is comprised of EDUTL 1901 and 1902 (Undergraduate) and 5901 and 5902 (Graduate). These courses ensure that non-native English speakers are able to write effectively

for their courses at Ohio State. EDUTL 1901 is available in an online format. Beyond the Composition Program, ESL also maintains a YouTube channel with weekly content on successful academic writing. For more information, please visit the ESL website (<http://esl.ehe.osu.edu/>).

Tutoring from Office of Diversity and Inclusion (ODI)

ODI offers tutoring and study skills services to all Ohio State students in one on one or small group settings. Students are eligible for academic goal planning sessions by appointment in addition to printed material resources from ODI. For more information, please visit the ODI website (<https://odi.osu.edu/for-students/undergraduate/tutoring-and-study-skills-program/>).

Writing Consulting

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

Library Assistance

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

The Dennis Learning Center

The Dennis Learning Center provides opportunities for all Ohio State students to develop effective time management and study tools. Skills can be learned and attained through for-credit course offerings, personal one-on-one coaching (by appointment), and on-demand content. To learn more about the Dennis Learning Center, please visit their website (<http://dennislearningcenter.osu.edu/>) or contact them at 614-688-4011 or dlc@osu.edu.

Buckeye Food Alliance

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. There are two locations:

West Campus: Lincoln Tower. Doors are locked - call 614-688-2508 upon arrival.

North Campus: St. Stephens. Look for the Buckeye Food Alliance (BFA) sign on the southwest corner of the building.

To learn more, visit <https://www.buckeyefoodalliance.org/>

ASSIGNMENT CALENDAR

Due Date	Assignment
Tu, Aug 24	Slide introduction
F, Aug 27	Syllabus quiz Beginning of semester survey
Tu, Aug 31	Week 2 individual reflection paper
Th, Sept 2	Group facilitation - Module selection
Tu, Sept 7	Week 3 individual reflection paper
Sun, Sept 12	Group facilitation – Group communication and norms
Tu, Sept 14	Week 4 individual reflection paper
Th, Sept 16	Group facilitation #1 (Week 4 Management Case Study)
Tu, Sept 21	Week 5 individual reflection paper
Th, Sept 23	Group facilitation #2 (Week 5 Management Case Study)
Th, Sept 28	Case analysis deliverable #1
Tu, Oct 5	Week 7 individual reflection paper
Th, Oct 7	Group facilitation #3 (Week 7 Management Case Study)
Tu, Oct 12	Extra Credit: Mid-semester Feedback Survey
Th, Oct 14	No Class: OSU Break
Tu, Oct 19	Case analysis deliverable #2
Thurs Oct 21	Group facilitation #4 (Week 10 Management Case Study)
Tu, Oct 26	Week 10 individual reflection paper
Th, Oct 28	Group facilitation #5 (Week 10 Management Case Study)
Tu, Nov 2	Week 11 individual reflection paper
Th, Nov 4	Group facilitation #6 (Week 11 Management Case Study)
Tu, Nov 9	Week 12 individual reflection paper
Th, Nov 11	No Class: Veterans' Day
Tu, Nov 16	Group facilitation #7 (Week 15 Management Case Study)
Th, Nov 18	No Class Case analysis deliverable #3
Tu, Nov 23	360 Evaluations Week 14 individual reflection paper Sync Online Class
Th, Nov 25	No Class: OSU Break
Tu, Nov 30	Week 15 individual reflection paper
Th, Dec 7	Class celebration
Th, Dec 14	Final Reflection Paper

COURSE OUTLINE

Date	Topics, Course Materials & Activities
Week 1: Course Introduction - What is Public Management?	
Materials	Read: What Government Does – and How It Does It (Kettl, 2012) Read: From Safe Spaces to Brave Spaces (Arao & Clemens, 2013)
Tu, Aug 24	DUE: Slide introduction In-person Class: Review syllabus
Th, Aug 26	In-person Class: Discussion and lecture based on module materials; Create guidelines for class discussions
F, Aug 27	DUE: Syllabus quiz DUE: Beginning of semester survey
Week 2: Public Values and Public Organizations	
Materials	Read: On Creating Public Value, pages 5 -15 (Moore & Khagram, 2004) Read: Introduction to the Role of Facilitator (Kaner, 2014) Read: Facilitative Listening Skills (Kaner, 2014) Skim: Facilitation Tools for Meetings and Workshops Skim: Essential Facilitation Tools Take: Adobe Creative Type Test (https://mycreativetype.com) Policing Reform Case Study - Listen: Khalil Gibran Muhammad on “American Police” (Canvas)
Tu, Aug 31	DUE: Week 2 individual reflection paper In-person Class: Discussion and lecture based on module materials
Th, Sept 2	DUE: Group facilitation - Module selection In-person Class: Discussion based on case study materials; Discussion of group facilitation assignment
Week 3: Hiring and Motivating People in Public Organizations	
Materials	Watch: Granovetter on “Social Networks and Getting a Job” (https://www.youtube.com/watch?v=g3bBajcR5fE) Watch: Moore on “Traditional Interviews Don’t Work” (https://www.youtube.com/watch?v=ax1S2ZdEyaA&feature=youtu.be) Watch: Ariely on “What Makes us Feel Good about our Work?” (https://www.ted.com/) Read: In Praise of Better Praise (Konnikova, 2014) Policing Reform Case Study - Listen: HistoryMakers Playlist
Tu, Sept 7	DUE: Week 3 individual reflection paper In-person Class: Discussion and lecture based on module materials
Th, Sept 9	In-person Class: Discussion based on module materials; Discuss case analysis deliverable #1
Sun, Sept 12	DUE: Group facilitation – Group communication and norms

Date	Topics, Course Materials & Activities
Week 4: Managing Diverse Teams and Groups	
Materials	Read: Making Differences Matter (Thomas & Ely, 1996) Read: The Secrets of Great Teamwork (Hass & Mortensen, 2016) Watch: Lorenzo on “How diversity makes teams more innovative” (https://www.ted.com/) Policing Reform Case Study - Listen: HistoryMakers Playlist Management Case Study - Read: King County Library (Canvas)
Tu, Sept 14	DUE: Week 4 individual reflection paper In-person Class: Discussion and lecture based on module materials
Th, Sept 16	DUE: Group facilitation #1 (Week 4 Management Case Study) In-person Class: Group facilitation based on Week 4 Management Case Study
Week 5: Organizational Structure and Culture	
Materials	Read: Structuring Systems Tasks and Responsibilities (Cohen et al, 2013) Read: The Competing Values Framework (Cameron & Quinn, 2011) Policing Reform Case Study - Listen: HistoryMakers Playlists Management Case Study - Read: King County Library (Canvas)
Tu, Sept 21	DUE: Week 5 individual reflection paper In-person Class: Discussion and lecture based on module materials
Th, Sept 23	DUE: Group facilitation #2 (Week 5 Management Case Study) In-person Class: Group facilitation based on Week 5 Management Case Study
Week 6: Strategic Planning and Goal Setting	
Materials	Read: The Strategy Change Cycle – <i>Strategic Planning for Public and Nonprofit Organizations</i> Ch. 2 (Bryson, 2017) Read: Designing public participation (Clark, 2018) Review: On Creating Public Value, pages 5 -15 (Moore & Khagram, 2004)
Tu, Sept 28	DUE: Case analysis deliverable #1 In-person Class: Discussion and lecture based on module materials
Th, Sept 30	In-person Class: Guest speaker

Date	Topics, Course Materials & Activities
Week 7: Analyzing Stakeholders and the Operating Environment	
Materials	Read: Identifying the Actors in Community Politics – <i>The Effective Local Government Manager</i> Ch. 2 pt. 3 (Cayer et al, 2014) Read: Stakeholder Analyses; Power Versus Interest Grids – <i>Strategic Planning for Public and Nonprofit Organizations</i> Ch. 4 (Bryson, 2017) Management Case Study - Read: Defining Equity (Canvas)
Tu, Oct 5	DUE: Week 7 individual reflection paper In-person Class: Discussion and lecture based on module materials; Discuss case analysis deliverable #2
Th, Oct 7	DUE: Group facilitation #3 (Week 7 Management Case Study) In-person Class: Group facilitation based on Week 7 Management Case Study
Week 8: Integrating What We've Learned So Far	
Materials	Policing Reform Case Study - Watch: Policing the Police Frontline Documentary
Tu, Oct 12	Extra Credit: Mid-semester feedback survey In-person Class: Discussion and lecture based on module materials and mid-semester feedback survey
Th, Oct 14	No Class: OSU Break
Week 9: Change, Innovation and Risk	
Materials	Motivating Creativity at Work (Grant, 2011) Managing Successful Organizational Change in the Public Sector (Fernandez and Rainey, 2006) Video: Sivers on "How to Start a Movement" Management Case Study - Read: U.S. Fish & Wildlife Service (Canvas)
Tu, Oct 19	DUE: Case analysis deliverable #2 In-person Class: Discussion and lecture based on module materials
Th, Oct 21	DUE: Group facilitation #4 (Week 9 Management Case Study) In-person Class: Group facilitation based on Week 9 Management Case Study

Date	Topics, Course Materials & Activities
Week 10: Budgetary Process and Politics	
Materials	The Politics of Public Budgets – <i>The Politics of Public Budgeting</i> Ch. 1 (Rubin, 2009)
	Management Case Study - Review: Defining Equity (Canvas)
Tu, Oct 26	DUE: Week 10 individual reflection paper In-person Class: Discussion of module materials and case analysis deliverable #3
Th, Oct 28	DUE: Group facilitation #5 (Week 10 Management Case Study) In-person Class: Group facilitation based on Week 10 Management Case Study
Week 11: Contracting	
Materials	Managing public service contracts (Brown et al, 2006) Management Case Study - Read: Contracting for Housing and Community Development (Canvas)
Tu, Nov 2	DUE: Week 11 individual reflection paper In-person Class: Discussion and lecture based on module materials
Th, Nov 4	DUE: Group facilitation #6 (Week 11 Management Case Study) In-person Class: Group facilitation based on Week 11 Management Case Study
Week 12: Performance Management and Metrics	
Materials	Evaluation – <i>The Effective Local Government Manager</i> Ch. 2 pt. 4 (Cayer et al, 2014) Accountability - <i>Public management</i> (Lynn and Hill, 2008) Review: Giving and Receiving Feedback (Jug, 2018) Management Case Study - Review: Contracting for Housing and Community Development (Canvas)
Tu, Nov 9	DUE: Week 12 individual reflection paper In-person Class: Discussion based on module materials; Discuss 360 evals
Th, Nov 11	No Class: Veterans' Day

Date	Topics, Course Materials & Activities
Week 13: Performance Management and Metrics	
Materials	Evaluation – <i>The Effective Local Government Manager</i> Ch. 2 pt. 4 (Cayer et al, 2014) Accountability - <i>Public management</i> (Lynn and Hill, 2008) Review: Giving and Receiving Feedback (Jug, 2018) Management Case Study - Review: Contracting for Housing and Community Development (Canvas)
Tu, Nov 16	Group facilitation #7 (Week 13 Management Case Study) In-person Class: Group facilitation based on Week 13 Management Case Study
Th, Nov 18	DUE: Case analysis deliverable #3
Week 14: Ethical Leadership in the Public Sector	
Materials	Ethical Breakdowns (Bazerman & Tenbrunsel, 2011) Moral Manager and Moral Person (Trevino et al., 2000) Case Study Materials: Ethics Mini cases (Canvas)
Tu, Nov 23	DUE: 360 evals DUE: Week 14 individual reflection paper Sync Online Class: Discussion and lecture based on module materials Discuss final reflection paper
Th, Nov 25	No Class: OSU Break
Week 15: Decision-making, Bias, and Uncertain Conditions	
Materials	Decisions without Blinders (Bazerman, 2006) Video: Ariely on “Are we in control of own decisions?” (https://www.ted.com/) “Introduction” and “Bomb Parts” from Weapons of Math Destruction (O’Neil, 2016) Can an Algorithm Tell When Kids Are in Danger (Canvas)
Tu, Nov 30	DUE: Week 15 individual reflection paper In-person Class: Discussion based on module materials; Discuss final reflection paper
Th, Dec 2	In-person Class: Discussion based on module materials; Discuss final reflection paper
Week 16: Wrap-up	
Th, Dec 7	In-person Class: Class celebration
Th, Dec 14	DUE: Final Reflection Paper