

Introduction to Public Administration, Leadership, and the MPAL Program PUBAFRS6051

AU 2021 Course Information

- **Course times:** Asynchronous
- **Credit hours:** 4
- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Trevor Brown (he, him, his)
- **Email:** brown.2296@osu.edu
- **Office location:** 350 Page Hall and online
- **Office hours:** Fridays from 12-1 PM and by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is **email**.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Teaching Assistant

- **Name:** Charity Scott
- **Email:** scott.2296@osu.edu

Course Prerequisites

None

Course Description

Managing and leading in the public sector takes place within a context of public policy, public law, and public administration. The public policy process establishes the goals and performance expectations public managers and leaders pursue and the resources available to carry out directives. Public law establishes what managerial actions are permissible and what steps are prohibited. Public administration determines the processes and procedures that govern the implementation of policies and laws. Taken together, public policy, public law, and public

administration are the source of a diverse set of public sector values – efficiency, effectiveness, fairness, justice, accountability, equality – that guide public management and leadership.

Within this context public managers and leaders have to act. This course prepares students for their roles as action-oriented administrators, managers and leaders within a democratic system of governance. Through class online readings, videos, and exercises students will explore the context of public sector management and leadership. Within this context, students will uncover their own professional ethics, engage in civil discourse, and prepare to manage and lead in an increasingly diverse decision making context.

As the first class in the Master of Public Administration and Leadership program, this course will also expose students to the full curriculum and provide a roadmap through the degree. Students will solidify the work-based project that will span the degree program and culminate in the final capstone course. The format for this course is online. All activities required in the course will occur through Ohio State's online learning management system, Carmen.

Learning Outcomes

Upon successful completion of the course, students should have a strong understanding of:

- The legal, policy and governance context of administration, management and leadership in the public and nonprofit sectors
- Their roles and responsibilities as administrators, managers and leaders in the public and nonprofit sectors
- The learning objectives and the curriculum of the MPAL program

Upon successful completion of the course, student should be able to:

- Identify the authorities and constraints public managers and leaders face as they implement public policies and laws
- Engage in debate about public policy and public management issues in a civil manner
- Plan their course of study through the MPAL program

Degree Learning Goals and Objectives

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an introductory level:

- Students can lead and manage in public governance.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions.
- Students can articulate and apply a public service perspective.

- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

How This Online Course Works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a four credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around four hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to around eight hours of homework (reading and assignment preparation, for example) to receive a grade of at least a B average.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- 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.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit go.osu.edu/dfresources.

Grading and Course Requirements

How Your Grade is Calculated

Assignment Category	Points
Class Contribution	10
Introduce Yourself Video	2.5
Organization Selection	2.5
Group Case Study Responses (3 * 5 points)	15
Knowledge Checks	10
Stakeholder Analysis	25
Stakeholder Presentation	5
SWOT Analysis	25
SWOT Analysis Presentation	5
TOTAL POINTS	100

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

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

Due Dates

Assignment	Due Date
Introduce Yourself Video	8/29/21
Organization Selection	9/5/21
Hurricane Katrina Practice Case	9/12/21
Group Case Study Responses (only 3 of 7 required)	
Michelle Rhee and DC Public Schools	9/19/21
Managing a Press Feeding Frenzy	9/26/21
Elaine Bryant and the Citizen Review Board	9/27/21
Cambridge Hospital	10/10/21
Camden, NJ Police Department	11/14/21
Last Flight of Space Shuttle Challenger	11/21/21
Mid-Ohio Food Bank	12/5/21
Stakeholder Analysis Presentation	10/24/21
Stakeholder Analysis	10/24/21
SWOT Analysis Presentation	12/12/21
SWOT Analysis	12/12/21

All assignments are due to Carmen by 11:59 PM on the day they are due. You are more than welcome to turn in assignments before the day that they are due. I hold virtual office hours from 12:00-1:00 PM on Fridays to answer any assignment questions. I am also more than happy to set up a different time to meet virtually with an individual or group during the week.

Assignments

Introduce Yourself Video (2.5 points)

By Monday, August 29, 2021 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 Monday, September 5, 2021 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.

Knowledge Checks (10 points)

For eleven 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. You have 11 opportunities to secure 10 total points.

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

The class relies heavily on cases to provide insight into real-world challenges faced by managers in the public sector. The cases presented generally contain background information

on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

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

Each case study response should include the following elements:

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

For the weeks in which a case study is assigned, a set of case study response questions is posted on 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 seven case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due. Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are eight cases scheduled for weeks 3, 4, 5, 6, 7, 12, 13 and 15, respectively. The first case – Hurricane Katrina on week 3 – is required for every group. This is a practice case; use it as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining cases.

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

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

Your responses will be evaluated based on the following criteria:

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

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

Each case response is due at 11:59 PM on the Sunday of the week the case is assigned.

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.

Your opportunity to contribute to class will be through weekly online discussions with other classmates. In those weeks in which you elect not to complete a written case assignment, you are still expected to discuss the case with your classmates. There will be a discussion board for each case with the required case questions. Each group will be expected to discuss the case questions through online written responses (and potentially additional questions that group members pose to each other to continue and deepen the discussion).

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the 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. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Discussion boards for each week will be open all week long. You do not have to conduct your discussion synchronously with all group members at one time (although it is not a bad strategy to schedule a time each week when each group member can be present to engage in discussion online). The online format provides flexibility to participate at different times during the week. However, if you wait until the end of the week (e.g. Saturday night), the likelihood that you will be able to actively participate in the discussion is low.

The expectation is that you will engage in online discussion with your groupmates each week – the weeks in which your group elects to turn in a formal written case assignment and the other weeks.

Contribution represents 10% of your final grade.

Stakeholder Analysis (25 points)

In the stakeholder analysis assignment, you will first describe the **context of the selected organization or unit/department**, including brief background about your organization (incorporating statutes or authority, 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 Sunday, October 24, 2021 on Carmen.

Stakeholder Analysis Presentation (2.5 Points)

On the day your Stakeholder Analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

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

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

The assignment is due by 11:59 PM on Sunday, October 24, 2021 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 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.

The assignment is due by 11:59 PM on Sunday, December 12, 2021 on Carmen.

SWOT Analysis Presentation (2.5 points)

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

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

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

The assignment is due by 11:59 PM on Sunday, December 12, 2021 on Carmen.

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.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For written assignments, you can generally expect feedback within **ten days**.

Attendance Policy

As an asynchronous class there is no formal attendance policy. The class contribution section of the course requirements details expectations about engagement with the course material and other class members.

Late Assignments

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

Other Course Policies

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, 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](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Glenn College Diversity Values

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.

Disability Services Statement

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.

Course Schedule

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 23, 2021) – MPAL and Course Overview, and Introduction to Managing and Leading in Public Organizations

Readings

- Course Syllabus
- Cabral, Sandro, Joseph T. Mahoney, Anita McGahan, Matthew Potoski. 2019. "Value Creation and Value Appropriation in Public and Nonprofit Organizations," *Strategic Management Journal* 40(4): 465-475.
- Kernaghan, Kenneth, Brian Marson, and Sandford Borins. 2005. "Chapter 1: Towards the New Public Organization" in *The New Public Organization* (Ontario, Canada: Public Par): 1-14.

Videos

- Overview – Week 1
- MPAL and Course Overview
- Management and Organizations

Activities

- Post "Introduce Yourself" video to Carmen (due August 29, 2021)

Week 2 (August 30, 2021) – 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 Organization Selection to Carmen (due September 5, 2021)

Week 3 (September 6, 2021) – 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
- Required group case analysis of Hurricane Katrina case [Questions on Carmen] (due September 12, 2021)

Week 4 (September 13, 2021) – Stakeholder Identification, Prioritization, and Engagement

Readings

- Bryson, John. 2011. “Stakeholder Analyses” Chapter 4 pgs 132-137 & “Resource A,” pages 405-427, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Nambisan, Satish & Nambisan, Priya. (2013). *Engaging Citizens in Co-Creation in Public Services: Lessons Learned and Best Practices*. IBM Center for the Business of Government - Collaboration Across Boundaries Series.
- 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
- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due on September 19, 2021)

Week 5 (September 20, 2021) – Organizational Environment: Political

Readings

- Meier, Kenneth. 2000. “Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions”, in *Politics in the Bureaucracy*. 4th Edition.
- Ali, S. B. (2020). Does Political Turbulence Encourage Fight or Flight for Federal Employees? Examining Political Environments and Turnover Intent. *Public Personnel Management* 49(2): 262–289.
- Managing a Press ‘Feeding Frenzy’ case material

Videos

- Overview – Week 5
- Organizational Environment: Political

Activities

- Knowledge Check Questions #4
- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due on September 26, 2021)

Week 6 (September 26, 2021) – Organizational Environment: Legal

Readings

- Wilson, James Q. 1989. “Courts” and “Rules” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books): 277-294 & 333-345.
- American Bar Association (2018) “A Desperation of Powers.” https://www.americanbar.org/groups/public_education/publications/insights-on-law-and-society/volume-18/insights-issue-1-vol-1/a-deseparation-of-powers-/
- Elaine Bryant and the Columbus Police Department case material

Videos

- Overview – Week 6
- Organizational Environment: Legal

Activities

- Knowledge Check Questions #5
- Written analysis of Columbus Police Department case [Questions on Carmen] (due on October 3, 2021)

Week 7 (October 4, 2021) – Organizational Environment: Market

Readings

- Michael E. Porter. 2008. “The Five Competitive Forces That Shape Strategy”, Harvard Business Review 86(1): 78-93.
- Deloitte Center for Governmental Insights. “Government Trends 2021: Global Transformative Trends in the Public Sector.” https://www2.deloitte.com/content/dam/insights/articles/7070_Government-trends-

[2021/DI_Government-trends-2021.pdf](#)

- 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 #6
- Written analysis of Cambridge Hospital case [Questions on Carmen] (due on October 10, 2021)

Week 8 (October 11, 2021) – FALL BREAK

Week 9 (October 18, 2021) – Stakeholder Analysis Assignment Due

- Post stakeholder presentation to Carmen (due on October 24, 2021)
- Post stakeholder assignment to Carmen (due on October 24, 2021)

Week 10 (October 25, 2021) – 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.
- Forsey, Caroline. How to Do a SWOT Analysis. Hubspot
<https://blog.hubspot.com/marketing/swot-analysis>

Videos

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

Activities

- Knowledge Check Questions #7

Week 11 (November 1, 2021) – 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).
- Rainey, Hal. (2010). "Chapter 8 - Organizational Structure, Design, Technology and Information Technology" in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 201-240.

Videos

- Overview – Week 11
- Organizational Design

Activities

- Knowledge Check Questions #8

Week 12 (November 8, 2021) – 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.
- Capelle, R. G. 2017. Improving Organization Performance by Optimizing Organization Design. *People & Strategy*, 40(2), 26–31.
- Camden NJ Police Department case

Videos

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

Activities

- Knowledge Check Questions #9
- Written analysis of Camden NJ Police Department case [Questions on Carmen] (due on November 14, 2021)

Week 13 (November 15, 2021) – 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.
- Never, B., & de Leon, E. (2014). The Effect of Government Contracting on Nonprofit Human Service Organizations: Impacts of an Evolving Relationship. *Human Service Organizations: Management, Leadership & Governance*, 38(3), 258–270. <https://doi-org.proxy.lib.ohio-state.edu/10.1080/23303131.2014.896300>

Videos

- Overview – Week 13
- Organizational Design: Contracts
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

Activities

- Knowledge Check Questions #10
- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due on November 21, 2021)

Week 14 (November 22, 2021) – THANKSGIVING BREAK

Week 15 (November 29, 2021) – 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)
- Kamensky, John. (2020) "The Evolution of Collaborative Networks in Government" IBM Center for Business of Government.
<https://www.businessofgovernment.org/blog/evolution-use-collaborative-networks-government>
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

Videos

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

Activities

- Knowledge Check Questions #11
- Written analysis of Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case [Questions on Carmen] (due on December 5, 2021)

Week 16 (December 12, 2021) – SWOT Assignment Due

Activities

- Post SWOT presentation to Carmen (due on December 12, 2021)
- Post SWOT assignment to Carmen (due on December 12, 2021)