



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 6060 Online Sync: Managerial Leadership in Public and Nonprofit Organizations

Course Information

Spring 2021

Wednesdays

Mendenhall Lab 191

5:45 pm – 7:45 pm

Credit hours: 4

Instructor Information

Megan LePere-Schloop, PhD

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Virtual office hours:

Tuesdays and Thursdays

4:00-5:00pm

and by appointment

TA Information

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Virtual office hours:

Wednesdays 3:30-4:30 pm

COURSE DESCRIPTION

Public and nonprofit organizations are designed to solve complex problems. Those who are responsible for managing such organizations need to assemble talented and committed individuals and lead them towards achieving their organization's public service mission. Furthermore, public, and nonprofit managers often need to make things happen with limited resources, and under less-than-ideal conditions and time frames. To achieve organizational goals, managers and leaders must be able to: support people from various backgrounds, interests, and skill sets in working together and contributing towards the organization's mission; engage people both inside and outside of the organization; optimize the structure and culture of the organization even as employees/volunteers work from home or other remote locations; make effective decisions with limited information, and under uncertain conditions; and drive change for higher organizational performance. *Public Affairs 6060 is designed to expose you to, and provide you with the opportunity to apply, management practices and analytical frameworks grounded in behavioral and social science research and tested by organizational leaders.* These practices and frameworks will help you to develop as a supervisor and leader so that you can effectively manage and lead high-performing, successful public service organizations.

LEARNING OBJECTIVES

This course is designed to meet the following Glenn College curriculum learning objectives:

- Manage and lead public organizations towards policy goals
- Identify and manage internal challenges to organization performance
- Lead and motivate workers in public organizations
- Manage innovation and change

COURSE ORGANIZATION

The course has two separate but related segments. The first half of the semester (Part A) focuses on *management*; you will reflect on best practices to recruit, motivate, and retain talent in public organizations. Each week, course readings and class sessions will focus on a particular human resource management challenge, providing you with the opportunity to analyze the challenge, and identify and apply strategies for addressing it effectively. Over the course of the second half of the semester (Part B), you will learn about and apply skills and practices needed to *lead* in high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group activities, and interactive analysis of multimedia content highlighting best practices from existing organizational research.

Each module contains the following sections in Canvas. The *Start Here* section of the module provides an overview of the topic we will cover, a weekly outline of tasks, and questions to frame your learning. The *Learn* section of the module includes course materials for the week; asynchronous instructional activities and assignments due on Mondays (individual reflection paper, online group discussion, etc.); and class information including the PowerPoint, handouts, and attendance for our Wednesday class. The *Apply* section includes information on larger assignments. I will often post this information multiple weeks before the assignment is due so that we can discuss it in class, so make sure that you pay attention to the due dates in the syllabus and do not solely rely on Canvas to prompt you with information on due dates. Finally, visit the *Reflect* section to review the content covered during the module at a high level and access additional materials to extend your learning.

CLASS CONDUCT

This course focuses on management and leadership, placing a strong emphasis on active learning and socialization to professional norms. Laptop computers, tablets and other devices are 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 violence and its aftermath, and discussion of suicide. 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 and leadership challenges faced by real people and organizations. Case studies are commonly used in management and leadership courses to provide insight into real-world challenges. *Case studies may or may not clearly define a problem. Often, our case study discussions will focus on defining a central management or leadership 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, 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.

A NOTE ON THE HISTORYMAKERS ARCHIVE

This semester, we will also explore the HistoryMakers archive, the nation's largest repository of African American oral histories. The interviews in the archive present the life stories of leaders and trailblazers across a variety of fields, including the public and nonprofit sectors. Many of the interviews include experiences of racism, resistance, and resilience, which will help inform our conversations about diversity and inclusion this semester. The interviews also provide intimate insight into other topics central to this course: management practices related to employee recruitment and motivation, for example, and leadership strategies related to organizational change and decision-making in the face of uncertain conditions.

CLASS MATERIALS

There is NO comprehensive textbook for this course. I have made every effort to minimize the cost of required materials for this course. The majority of assigned videos, chapters, articles, and case studies will be posted on Canvas. The course materials that are not posted on Canvas either:

- Need to be purchased:
 - Collins, J. C., & Collins, J. (2006). *Good to great and the social sectors*. Random House. This monograph sells for approximately \$11 new on Amazon. Used copies can be purchased for much less.
 - Course pack of case studies from Harvard Business Publishing (HBP), which costs approximately \$6.87, and can be purchased using the following link: <https://hbsp.harvard.edu/import/857048>
- 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.

Aside from these items, PDF's or links to all other course materials will be posted on Canvas. Each week you will be reading a few short articles published in practitioner-oriented management journals such as the Harvard Business Review, Public Administration Review, Nonprofit Quarterly and Government Executive. In addition, most weeks you will be watching 1-2 short videos.

ASSIGNMENTS AND GRADING

| Assignment | Percent of Total Grade |
|--|------------------------|
| Beginning of Semester Tasks | 5% |
| Asynchronous Learning Activities (Group Discussions, Individual Reflection Papers, etc.) | 10% - 2 dropped |
| Class Participation | 10% - 2 dropped |
| Group Facilitation | 20% |
| Research Paper/ Case Analysis Memo | 20% |
| Public/Nonprofit Leader Interview Paper | 20% |
| 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 grades for *Class Participation* and *Asynchronous Learning Activities*. This means that if you become ill and cannot participate for two weeks 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. I am also 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. 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 (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.

Asynchronous Learning Activities (10% of final grade)

Two hours each week of instruction time (as distinct from time spent reading/watching course materials or working on larger assignment) will be asynchronous. Most weeks, the asynchronous portion of the class will consist of a group discussion or an individual reflection paper. Other weeks, you will participate in different kinds of learning activity, which will often include a reflection component. At the end of the semester, the points you have earned across all asynchronous class activities will be totaled and divided by the total possible points to calculate this portion of your grade.

Group Discussions: On weeks when we are having an online group discussion, please complete your original discussion post by Monday (worth 0-4 points depending on the length and quality of the post). I am asking everyone to make their original post by Monday so that your colleagues have ample opportunity to respond. Before Friday, please respond to two of your colleagues (each response post is worth 0-3 points each depending on the length and quality of the post).

Individual Reflection Papers: On weeks when we are not having an online group discussion, you will often be asked to submit an individual reflection paper via Canvas. Each reflection paper should be a substantial one-page document (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 I have time to consider incorporating the ideas and questions that 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)

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 notes evaluations and your attendance to assign your participation grade.

Group Facilitation (20% 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 your future success as managers and leaders, and 2) reinforce course content by applying it to a specific challenging 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 my support. 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 me 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 15 minutes after 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 their 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):
 - Incorporate feedback from professor.
 - Involve all group members.
 - Engage 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.

Research Paper/ Case Analysis Memo (20% of final grade)

The purpose of this assignment is to provide you the opportunity to delve more deeply into a management or leadership topic/challenge of interest and to practice your research, analysis and writing skills. You have two options for completing this assignment.

Option 1: Research Paper – If you choose this option, you will identify a question related to the practice of management and leadership that interests you. For example, you might ask: Does gender shape management practice and in what ways? How have employee recruitment and hiring practices changed over time? Do employee motivation strategies differ in public and nonprofit organizations and how? Are the challenges and practices of leadership in the healthcare (or performing arts, or federal government) sector distinct and in what ways?

Using your question of interest as a guide, you will identify 8-10 relevant academic or practitioner-oriented sources that are *not* course materials. You are, however, welcome to draw upon and cite course materials in your paper *in addition to* the credible sources they identify in your research. Your paper will synthesize main findings and practical resources from your research and identify their implications for management and leadership practice.

The paper should be approximately 2000 words (single-spaced, 1-inch margin, 12- point Times New Roman font). Papers should be carefully proofread and posted to Canvas on the day they are due.

Papers will be graded based on the following criteria:

- Executive Summary - *succinctly* (i.e. in one paragraph) relates the most important information contained in the paper (10 points).
- Synthesis – presents a clear and thoughtful synthesis of the sources cited in the paper. A synthesis goes beyond merely summarizing the key findings of each source to thoughtfully identify points of connection and divergence and/or to highlight important themes and raise novel questions (30 points).

- Contextualization of Sources – provides the reader with sufficient information about each source so that reader can independently assess its credibility and relevance (20 points).
- Practical Implications – identifies and clearly articulates important implications for management and leadership practice based on synthesis of sources (20 points).
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count (10 points)
- Sources- properly cites all sources in APA format (4 points).
- Above and Beyond – thorough research, rigorous analysis, clear technical writing, etc. that exceeds the minimum requirements for the assignment (6 points).

Option 2: Case Analysis Memo - If you choose this option, you will select one of the case studies assigned for the course, diagnose a central problem in the case, conduct research that supports the identification of possible solutions, and make a recommendation to a key decision-maker from the case.

Using the problem that you diagnose from the case as a guide, you will identify 8-10 relevant academic or practitioner-oriented sources that are *not* course materials. These sources may provide additional background on the case and/or insight into the problem and possible solutions. You are, however, welcome to draw upon and cite course materials in your paper *in addition to* the credible sources you identify in their research. Your case analysis memo will synthesize your research, identify 2-3 options for addressing the problem moving forward and assess their viability, and make a recommendation to a key decision-maker from the case.

The memo should be approximately 2000 words (single-spaced, 1-inch margin, 12- point Times New Roman font). Each memo should be carefully proofread and ready for distribution to a *specific senior decision maker(s) identified in the case study- NOT the instructor*. Memos must be posted to Canvas before class on the day they are due.

Memos will be graded based on the following criteria:

- Executive Summary - *succinctly* (i.e. in one paragraph) relates the most important information contained in the *memo* including: limited background information, the key challenge addressed by the memo, the structure of the memo, and the recommended course of action (10 points).
- Problem Diagnosis – clearly identifies the overarching management challenge of the case, while specifying and taking into consideration the perspective of the decision-maker to whom the memo is addressed, and the moment in time at which the challenge is being analyzed (10 points).
- Application of Research - describes insights and/or tools from research that support problem diagnose and/or highlight potential solutions (30 points).
- Contextualization of Sources – provides the reader with sufficient information about each source so that reader can independently assess its credibility and relevance (15 points).
- Viable Courses of Action - suggests multiple specific and viable courses of action to address the challenge, and makes a strong case for a favored course (15 points)

- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count; incorporates feedback from instructor (10 points).
- Sources- properly cites all sources in APA format (4 points).
- Above and Beyond – thorough research, rigorous analysis, clear technical writing, etc. that exceeds the minimum requirements for the assignment (6 points).

Public/Nonprofit Leader Interview Paper (20% of final grade)

The purpose of this assignment is to provide you with the opportunity to gain additional insight into public/nonprofit leadership. To complete the assignment, you will conduct an in-depth interview with a public/nonprofit leader (e.g., city manager, a county administrator, director of a nonprofit organization, community organizer) who is/has played a leadership role in their organization and/or the community more broadly. In addition, you will identify a public or nonprofit leader from the HistoryMakers archive and listen to their full recorded interview. In your paper, you will discuss the ways that each interviewee's background shaped both their approach to leadership and their career path; compare and contrast the leadership approach of the two interviewees; and highlight additional insights from the interviews on topics relevant to the course.

Early in the semester, you will submit the names, titles, and organizations of two *public or nonprofit sector* leaders who you could *potentially* interview for the assignment and two HistoryMakers whose interviews they could use for the assignment via Canvas. You will ultimately interview only one leader and listen to only one full HistoryMakers interview for the assignment. At this stage, I simply want to ensure that you are thinking about and planning for the assignment and that, if more than one student wishes to interview the same leader, I can work with you to find a solution.

Around the middle of the term, you will submit via Canvas: 1) documentation from the interviewee confirming the date and time of the scheduled interview, and 2) a list of interview questions.

You will write your paper by drawing on your interviews, additional internet research into the leaders and their organizations, and relevant course materials. Your paper should make connections between the interviews and course materials from 2-3 of the modules covered during the semester. The paper is due via Canvas towards the end of the semester. Each paper should be approximately 2000 words (single-spaced, 1-inch margin, 12- point Times New Roman font). Papers should be carefully proofread and posted to Canvas on the day they are due.

Interview papers will be graded on the following criteria:

- Planning - names of two leaders, interview confirmation, HistoryMaker name and questions submitted by specified due dates (10 points).
- Leader Backgrounds –names and descriptions of each interviewee's background and career path (20 points).

- Analysis – thoughtful analysis of the leadership approaches of the two interviewees and how they were shaped their background; and connections between the interviews and course materials from 2-3 of the modules covered during the semester (40 points).
- Practical Implications – identifies and clearly articulates important implications for management and leadership practice based on analysis (10 points).
- Written Communication Style - uses effective organization strategies, proper spelling, grammar, and formal tone; avoids informal language; meets word count (10 points)
- Sources- properly cites all sources in APA format (4 points).
- Above and Beyond – thorough research, rigorous analysis, clear technical writing, etc. that exceeds the minimum requirements for the assignment (6 points).

360 Evaluations (5% 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 (10% 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 management, leadership and/or public values 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 and maintaining a safe physical distance 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.

Workload/Course Expectations

For each credit hour, students should expect about an hour of in-class meeting time, and 2 hours out of class work on a weekly basis. This is a four-credit class, meaning that on a weekly basis you can expect that you will spend about four hours participating in class and asynchronous learning activities and about twice that outside of class preparing by reading, watching videos and doing larger 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 student 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. The student requesting an incomplete will be required to provide me with documentation of their 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/>).

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.

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>)

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/>

IMPORTANT DATES CALENDAR

| Date | Description |
|----------------------------|---|
| W, Aug 25 | Slide Introduction |
| F, Aug 27 | Syllabus Quiz Beginning of semester survey |
| M, Aug 30 | Original post to group discussion |
| F, Sept 3 | Respond to posts of two peers Group facilitation – Module selection |
| M, Sept 6 | No Class: Labor Day |
| W, Sept 8 | Individual reflection paper |
| F, Sept 10 | Group facilitation – Meet with facilitation group |
| M, Sept 13 | Group facilitation – Group communication and norms Original post to group discussion |
| W, Sept 15 | Public/nonprofit leader interview – Potential interviewee names Respond to posts of two peers |
| F, Sept 17 | Async Activity: Respond to posts of two peers Application: Public/nonprofit leader interview – Potential interviewee names |
| M, Sept 20 | Individual reflection paper |
| W, Sept 22 | Group 1 facilitation: King County Library |
| M, Sept 27 | Emotional Intelligence Test and reflection |
| W, Sept 29 | Group 2 facilitation: Layoff in the Public Sector |
| M, Oct 4 | Individual reflection paper |
| M, Oct 11 | Mid-semester feedback survey |
| Th-F, Oct 14-15 | No Class: OSU Break |
| M, Oct 18 | Research Paper/ Case Analysis Memo |
| W, Oct 20 | Group 3 facilitation: Greenhill Community Center |
| M, Oct 25 | Individual reflection paper |
| W, Oct 27 | Group 4 facilitation: Walter Reed National Military Medical Center (HBSP) |
| F, Oct 29 | Public/nonprofit leader interview – Confirmation and questions |
| M, Nov 1 | Original post to group discussion |
| W, Nov 3 | Group 5 facilitation: Undoing Institutional Racism |
| F, Nov 5 | Async Activity: Respond to posts of two peers |
| M, Nov 8 | Individual reflection paper |
| M, Nov 11 | Veterans' Day |
| M, Nov 15 | 360 Evaluations |
| W, Nov 17 | No Class: Work on Public/nonprofit leader interview – Paper |
| M, Nov 22 | Public/nonprofit leader interview – Paper |
| W, Nov 24 | No Class: OSU Break |
| M, Nov 29 | Original post to group discussion |
| F, Dec 3 | Async Activity: Respond to posts of two peers |
| M, Dec 6 | Individual reflection paper |
| W, Dec 15 | Final Reflection Paper |

COURSE OUTLINE

Due Dates Topics, Readings & Activities**PART A: Effective Managerial Practices in Public Organizations*****Week 1: Course Introduction***

| | |
|-----------|--|
| Materials | Syllabus From Safe Spaces to Brave Spaces (Arao & Clemens, 2013) |
| W, Aug 25 | Async Activity: Slide Introductions Class: Review syllabus |
| F, Aug 27 | Async Activity: Syllabus Quiz Application: Beginning of semester survey |

Week 2: Designing High-performing Teams

| | |
|-----------|---|
| Materials | Speeding up Team Learning (Edmondson et al., 1995) The Secrets of Great Teamwork (Hass & Mortensen, 2016) Introduction to the Role of Facilitator (Kaner, 2014) Facilitative Listening Skills (Kaner, 2014) Skim: Facilitation Tools for Meetings and Workshops Skim: Essential Facilitation Tools Take: Adobe Creative Type Test (https://mycreativetype.com) |
| M, Aug 30 | Async Activity: Original post to group discussion |
| W, Sept 1 | Class: Discussion and lecture based on module materials; Q&A on group facilitation assignment |
| F, Sept 3 | Async Activity: Respond to posts of two peers Application: Group facilitation – Module selection |

Week 3: Recruitment and Retention

| | |
|------------|---|
| Materials | How to Avoid Hiring a Toxic Employee (Porath, 2016) Why Putting On Blinders Can Help Us See More Clearly (Faith et al, 2020) Mission Attachment and Retention in Nonprofits (Kim & Lee, 2007) Video: Moore on "Traditional Interviews Don't Work" Video: Granovetter on "Social Networks and Getting a Job" |
| M, Sept 6 | Labor Day |
| W, Sept 8 | Async Activity: Individual reflection paper Class: Discussion and lecture based on module materials; Q&A on Public/nonprofit leader interview paper and HistoryMakers archive |
| F, Sept 10 | Application: Group facilitation – Meet with facilitation group |

Due Dates Topics, Readings & Activities
PART A: Effective Managerial Practices in Public Organizations

Weeks 4: Negotiation and Conflict Resolution

| | |
|------------|--|
| Materials | Are You Giving Away the Store? (Neale, 2004) How to Make the Other Side Play Fair (Bazerman & Kahenaman, 2016) How to Manage Conflict in Virtual Teams (Ferrazzi, 2012) Video: Christian on “Finding Confidence in Conflict” (https://www.youtube.com/watch?v=F6Zg65eK9XU) Case Study: Santa Clara Pueblo (HBP) |
| M, Sept 13 | Application: Group facilitation – Group communication and norms Async Activity: Original post to group discussion |
| W, Sept 15 | Class: Discussion and lecture based on module materials; Q&A on Research paper |
| F, Sept 17 | Async Activity: Respond to posts of two peers Application: Public/nonprofit leader interview – Potential interviewee names |

Week 5: Rewards and Motivation/ Work Design and Engagement

| | |
|------------|---|
| Materials | On the Folly of Rewarding A while Hoping for B (Kerr, 1995) What Makes Work Meaningful and Meaningless (Bailey & Madden, 2016) Motivating Creativity at Work (Grant, 2011) Video: Ariely on “What Makes us Feel Good about our Work?” (https://www.ted.com/) Case Study: King County Library (Canvas) |
| M, Sept 20 | Async Activity: Individual reflection paper |
| W, Sept 22 | Class: Discussion and lecture based on module materials; Group 1 facilitation |

Week 6: Performance Appraisal and Feedback

| | |
|------------|--|
| Materials | The Performance Management Revolution (Cappeili & Davis, 2016) Giving and Receiving Feedback (Jug et al, 2018) “Resonant Leadership” and “The Neuroanatomy of Leadership” from Primal Leadership (Goleman, 2013) Case Study: Layoff in the Public Sector (Canvas) |
| M, Sept 27 | Async Activity: Emotional Intelligence test and reflection |
| W, Sept 29 | Class: Discussion and lecture based on module materials; Group 2 facilitation |

Due Dates Topics, Readings & Activities
PART B: Effective Leadership Practices in Public Organizations

Week 7: Diversity and Inclusion in the Workplace

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|-----------|---|
| Materials | Making Differences Matter (Thomas & Ely, 1996) Cultural Competence Starts at the Front Desk (Bronheim, 2016) Intersectionality Toolkit (IGLYO, 2014) Fighting Backlash to Racial Equity Efforts (Chow et al, 2020) Video: Lorenzo on “How diversity makes teams more innovative” (https://www.ted.com/) Video: Smooth on “How I Learned to Stop Worrying and Love Discussing Race” (https://youtu.be/MbdxeFcQtaU) |
| M, Oct 4 | Async Activity: Individual reflection paper |
| W, Oct 6 | Class: Discussion and lecture based on module materials |

Week 7: Stress and Work Life Balance

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|-----------|---|
| Materials | Extreme Jobs (Hewlett & Luce, 2006) Managing the High Intensity Workplace (Reid & Ramarajan, 2016) Nonprofit Leadership and Work-Life Balance (Mont, 2017) Balanced Workplace Flexibility (Kossek, Thompson, & Lautsch, 2015) What You’re Getting Wrong About Burnout (Fosslein, 2020) Video: Marsh on “Work-Life Balance” (https://www.ted.com/) |
| M, Oct 11 | Async Activity: Mid-semester feedback survey |
| W, Oct 13 | Class: Discussion and lecture based on module materials |
| Oct 14-15 | OSU Fall Break |

Week 9: Leadership Styles and High-Quality Relationships

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|-----------|---|
| Materials | The Mindset of a Leader (Maidique & Hiller, 2018) The Power of High-quality Connections at Work (Dutton & Heaphy, 2003) Connect, then Lead (Cuddy et al., 2013) Cultivating an Inclusive Culture Through Personal Networks (Cross et al, 2020) Video: Brown on “The Power of Vulnerability” (https://www.ted.com/) Case Study 3: Greenhill Community Center |
| M, Oct 18 | Application: Research Paper/ Case Analysis Memo |
| W, Oct 20 | Class: Discussion and lecture based on module materials; Group 3 facilitation |

| Due Dates | Topics, Readings & Activities |
|---|---|
| PART B: Effective Leadership Practices in Public Organizations | |
| <i>Week 10: Exercising Power and Authority</i> | |
| Materials | Understanding Power in Organizations (Pfeffer, 1992) Adaptive Work (Heifetz, 2003) “Thinking Old Power, Thinking New Power” from New Power (Heimans & Timms, 2018) Video: Brig. Gen. Bernard Banks on “Leading With Influence The 6 Power Bases” (https://www.youtube.com/watch?v=A3sTrfvMdo4) Video: Cain on “The Power of Introverts” (https://www.ted.com/) Case Study 4: Walter Reed National Military Medical Center (HBP) |
| M, Oct 25 | Async Activity: Individual reflection paper |
| W, Oct 27 | Class: Discussion and lecture based on module materials; Group 4 facilitation |
| F, Oct 29 | Application: Public/nonprofit leader interview – Confirmation and questions |
| <i>Week 11: Unlocking Forces of Change</i> | |
| Materials | Good to Great and the Social Sectors (Collins, 2006) Tempered Radicals (Meyerson, 2004) Managing Successful Org Change in the Public Sector (Fernandez and Rainey, 2006) Challenge of Organizational Learning (Milway & Saxton, 2011) Video: Siverson on “How to Start a Movement” (https://www.ted.com/) Case Study 5: Undoing Institutional Racism (Canvas) |
| M, Nov 1 | Async Activity: Original post to group discussion |
| W, Nov 3 | Class: Discussion and lecture based on module materials; Group 5 facilitation |
| F, Nov 5 | Async Activity: Respond to posts of two peers |
| <i>Week 12: Ethics and Public Values</i> | |
| Materials | Ethical Breakdowns (Bazerman & Tenbrunsel, 2011) What Determines Ethical Behavior in Public Organizations (Downe et al, 2016) Moral Manager and Moral Person (Trevino et al., 2000) Ethics and Nonprofits (Rhode & Packel, 2009) Case Study: Ethics mini-case (Canvas) |
| M, Nov 8 | Async Activity: Individual reflection paper |
| W, Nov 10 | Class: Discussion and lecture based on module materials; Q&A on 360 evaluation |
| Th, Nov 11 | Veterans’ Day |

Due Dates Topics, Readings & Activities**PART B: Effective Leadership Practices in Public Organizations*****Workday and Break***

| | |
|-----------|---|
| M, Nov 15 | Application: 360 Evaluations |
| W, Nov 17 | No Class: Work on Public/nonprofit leader interview – Paper |
| M, Nov 22 | Application: Public/nonprofit leader interview – Paper |
| W, Nov 24 | OSU Break |

Week 13: Making Decisions under Uncertainty

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|-----------|--|
| Materials | Synthesis of Research on Bounded Rationality Cognitive Biases and Nudging in Public Organizations (Battaglio, 2018) Informed Decisions Toolbox (Rundall et al., 2007) “Introduction” and “Bomb Parts” from Weapons of Math Destruction (O’Neil, 2016) Can an Algorithm Tell When Kids Are in Danger (Hurley, 2018) Video: Ariely on “Are we in control of our own decisions?” (https://www.ted.com/) |
| M, Nov 29 | Async Activity: Original post to group discussion |
| W, Dec 1 | Class: Discussion and lecture based on module materials |
| F, Dec 3 | Async Activity: Respond to posts of two peers |

Week 14: Trauma, Loss and Resilience

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|-----------|---|
| Materials | Loss, Trauma and Human Resilience (Bonanno, 2004) How Resilience Works (Coutu, 2002) Leading in Times of Trauma (Dutton et al., 2002) Beyond Cognition: Affective Leadership in Public Administration (Newman et al, 2008) Expert Interview: Trauma, Loss, and Mental Health in the Workplace |
| M, Dec 6 | Async Activity: Individual reflection paper |
| W, Dec 8 | Class: Discussion and lecture based on module materials |
| W, Dec 15 | Application: Final reflection paper |