SYLLABUS
PUBAFRS/7557

Strategic Management
Autumn 2021 – Online
Sec 36653

COURSE OVERVIEW

Instructor

Instructor: Sonja Simpson, MA, DBA

Email address: Simpson.780@osu.edu

Office hours: by appointment – request if desired

Course description

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

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

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

on and extend key points in the conceptual material, and clarify processes and steps described in the applied material. The discussions are designed to create microenvironments for students to engage in brainstorming, collaborative problem solving, and evaluation. Finally, the assignments are designed to give students both hands-on experience with some of the most commonly used strategy tools and hone management skills. This course integrates the knowledge students have gained from prior coursework to build analytical capacities.

This course is designed to build on this analysis by generating strategies to address problems and/or to take advantage of opportunities, and then aligning those strategies to internal operations and external performance measures.

Course learning outcomes

The course contributes to all Glenn College objectives. In particular, the course focuses on the following management objectives:

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

Upon successful completion of this course students will:
- Identify the elements of strategic management and leadership from a theoretical and practical perspective
- Demonstrate the methods of strategic management through discussion, small group analysis, and assignments
- Apply their knowledge of strategic management and leadership by utilizing strategy tools to analyze and report on organizational performance

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online and asynchronous mode. 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 **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER WEEK**
  You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*

- **Office hours and live sessions**: **OPTIONAL**
  All live, scheduled events for the course, including my office hours, are optional.

- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

- Students are expected to participate as meaningful discussion of topics hinge on both preparation and participation. Not being prepared, and not contributing to course discussion or group activities will adversely affect a student's grade.

- Active participation, based on preparation, includes providing good, solid answers to questions.

- Good answers indicate that you are actively engaging with your colleagues and providing comments relative to ongoing discussion. Relevant comments add to the group's understanding of the material, challenge and/or clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED

- Course text: Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement, 5th Edition
  - Author: John M. Bryson ISBN: 978-1-119-07160-0

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

RECOMMENDED/OPTIONAL

- Students will find readings and videos posted online to the Canvas website for this course. Students are expected to view and read all of the reading materials and associated supporting materials in order to successfully respond to assignments. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class contribution (discussion posts and group work) and document assignments. Students are welcome to draw from outside material to support course work.

- The MPAL program uses Portfolium for its e-portfolio requirements. Portfolium is a collaborative network of people showcasing their projects, skills, and experiences to employers. As an MPAL student, you will be able to leverage this platform to share your work with not only your student peers, but a worldwide professional network of individuals and companies. Core classes (6051, 6060, 6045, 6530, 6075, 6055, 7990) will have a designated assignment for Portfolium submission, which will require you to submit the assignment, a short abstract, and a one-page reflection paper. If you wish to use Portfolium to showcase other work, you are free to do so. Please view the "Info about your E-Portfolio in the MPAL Program" page in your Carmen course for more information.

Other fees or requirements

- None

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** http://ocio.osu.edu/selfservice
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) 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) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass 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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a 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.
- Download the Duo Mobile application to 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) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Discussion Board Posts (2 pts each) X 11	= 22 pts
Case Study Outline #1 (10 pts each) X 1	= 10 pts
Case Study Outline #2 (13 pts each) X 1	= 13 pts
Case Study Analysis (20 pts each) X 1	= 20 pts
Strategy Document (30 pts each) X 1	= 30 pts
Peer Review Survey (1 pts each) X 2	= 2 pts
Reflection Document (3 pts each) X 1	= 3 pts
Total	**100pts**

See course schedule below for due dates.

Primary Assignment Detail

Discussion: there will be 11 discussion challenges to which you are required to respond, both to me and to your colleagues.

Case Study Outlines: there will be two case study outlines which will entail 2-4 pages outlining aspects of a case which will be assigned. The case study outline should provide enough information for another student and/or the instructor to understand the key points of the case where management decisions will influence an outcome. They should provide enough detail to give all relevant context that would be needed for decision making.

Case Study Analysis: You will work in a group to apply the skills you learned in the outlines to another case scenario. The result will be a five-page case analysis identifying the protagonist, a critical assessment of the situation and identification of facts leading to a recommended course of action along with follow-on questions.

Strategy Document: The primary assignment for this course is to produce a strategy document for a public sector organization (or non-profit agency). As we will discuss in class, a strategy document provides managers with a comprehensive picture of organizational performance, facilitates strategy decisions, and aligns strategy with performance indicators. The strategy document will require student groups to synthesize and integrate all of the elements required of the strategy document into a 10 to 15-page document (single-spaced). In your groups, you will choose a case and produce a strategy document modeled after industry reports.

There are two Peer Review Surveys and a 1-2 page Reflection which will also be required for class.

Late assignments

Submissions later than 7 days after the due date will not be accepted unless you have contacted me and we have worked out a protocol for submission. Assignments will receive a 10% deduction each day after the due date, and a zero on the fifth day. Please refer to Carmen for due dates.

Grading scale

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

Faculty 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-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Responses on the **weekends and holidays** will be up to **48 hours**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**. Responses on the **weekends and holidays** will be up to **48 hours**.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussions, please cite your sources to back up what you state. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams**: Weekly quizzes are included as self-checks without points attached, if applicable.
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. This is also the case if you are retaking the course. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review**: The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects**: This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

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*, 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:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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.

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.

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 (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 (equity.osu.edu) or email equity@osu.edu.

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. 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 (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

OSU Land Grant Acknowledgement

The office of Diversity and Inclusion, American Indian Studies undergraduate minor program, and the Student Life Multicultural Center acknowledges central Ohio as the traditional homeland of the Shawnee Nation, Miami, Wyandotte and other Indigenous nations who have strong ties to these lands. Today, individuals from a broad range of Indigenous backgrounds call Columbus and central Ohio home.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting Accommodations

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	AUG 24-29	**What is Strategic Planning and Strategic Management?** Course introduction/Course overview and syllabus review. • Textbook: chapter 1 • Stone, M. M. (2010) • Bryson, J. (2010) • Discussion Board Post • Role Play #1
2	AUG 30-SEP 5	**The Cycle of Strategic Planning and Organizational Change.** Week 2 Readings and Activities: • Textbook: chapter 2 • Sitkin, S. B., Miller, C. C., & See, K. E. (2017) • Begin Case Study Outline #1 • Discussion Board Post
3	SEP 6-12	**Initiating a Strategic Management Planning Process.** Week 3 Readings and Activities: • Textbook: chapter 3 • Mark McNeilly. (2002) • TEDTalk: Julia Galef • Case Study Outline #1 DUE on SEPTEMBER 12th • Discussion Board Post
4	SEP 13-19	**Clarification on Organizational Mission.** Week 4 Readings and Activities: • Textbook: chapter 4 • David Collis. (2013). • TEDTalk: John Doerr • Discussion Board Post • Groups select organization for Strategy Document

Week	Dates	Topics, Readings, Assignments, Deadlines
5	SEP 20-26	**Organizational SWOT Analysis**. Week 5 Readings and Activities: • Textbook: chapter 5 • Porter, M.E. (2008). • Begin Case Study Outline #2 • Discussion Board Post
6	SEP 27-OCT 3	**Identification of Strategic Issues in the Organization.** Week 6 Readings and Activities: • Textbook: chapter 6 • Nutt, Paul & Backoff. (1995). • Brown, Trevor. 2010. • Case Study Outline #2 DUE: OCTOBER 3rd • Peer Assessment: Peer Review Survey
7	OCT 4-10	**Strategies to Manage Organizational Issues.** Week 7 Readings and Activities: • Textbook: chapter 7 • Hamel, G. & Prahalad, C.K. (2005). • Boyne & Walker. (2004). • Discussion Board Post
8	OCT 11-17	**Establishing an Organizational Vision.** Week 8 Readings and Activities: • Textbook: chapter 8 • Christensen. (2006). • O'Lear, R., Choi, Y., & Gerard, C. (2012). • Discussion Board Post • Begin Case Study Analysis - no deliverable for this assignment this week, it is due next week.
9	OCT 18-24	**Successful Strategic Plan Implementation.** Week 9 Readings and Activities: • Textbook: chapter 9 • Pitt, Martyn, & Koufopoulos. (2012). • Jones, L. R. (2006). • TEDTalk: Amy Edmonson • Case Study Analysis DUE: OCTOBER 24th
10	OCT 25-31	**Strategic Plan Reassessment and Revision.** Week 10 Readings and Activities: • Textbook: chapter 10

Week	Dates	Topics, Readings, Assignments, Deadlines
		• Kaplan, Robert S., &Norton, David P. (1996). • Koch, J. (2007). • Radnor and Walley (2008). • Discussion Board Post
11	NOV 1-7	**The Roles of Leadership in Strategic Planning.** Week 11 Readings and Activities: • Textbook: chapter 11 • Kim, S. (2002). • Poister, T. H.(2010). • Behn, Robert D. (2003) • Mulgan, Geoff. (2010). • Discussion Board Post • Begin Strategy Document - no deliverable for this assignment this week, it is due next week.
12	NOV 8-14	**Hands on Strategic Planning.** Week 12 Readings and Activities: • Textbook: chapter 12 • Meyfroodt, K, Desmidt, S., & Goeminne, S. (2019). • TEDTalk: Tony Salvador • Continue working on Strategy Document DUE: November 28th • Peer Assessment: Peer Review Survey
13	NOV 15-21	**Course Wrap up and Assessment Preparation.** Week 13 Readings and Activities: • Desouza, K. C., & Bhagwatwar, A. (2012). • Boyne, G. A., & Walker, R.M. (2010). • Continue working on Strategy Document DUE: November 28th • Discussion Board Post • Role Play #2 DUE: November 21st
14	NOV 22-28	**Thanksgiving Break: 11/24-11/26/21** • Strategy Document DUE: November 28th
15	NOV 29-DEC5	**Final Assessments.** Week 15 Readings and Activities: • Textbook: chapter 13 • TEDTalk: Richard St.John • TEDTalk: Jim Hemerling • Discussion Board Post • Reflection on Role Play #2 DUE: December 5th
	DEC 6-12	*There is no final exam for this course.*