



PUBAFRS 3500

Public Management

Spring 2015

Date/Time: MW 12:45pm-2:05pm

Classroom: TBD

Credit hours: 3

Prerequisites: None

COURSE DESCRIPTION

The purpose of this course is to provide public managers - and aspiring public managers - with the tools necessary to work with and within organizations. Students will be introduced to public management concepts and gain the competencies required to address the unique challenges presented in the public sector.

Students will explore big questions related to the management of public sector organizations, such as: (1) What makes an organization public? (2) How have public organizations changed over time? (3) What is the internal and external operating environment of public organizations? (4) How is the performance of public organizations measured? (5) What makes for an effective public manager? This is accomplished through exploration of theory, concepts, and application. We will utilize multiple learning methods including lectures, case studies, group exercises, and out-of-class assignments to provide students with a robust understanding of public management.

The primary focus of the course is on the structure and function of local, state, and federal agencies. Due to the increasingly complex nature of public service delivery, we will also address how the private and nonprofit sectors interact with public organizations to provide public services.

LEARNING OBJECTIVES

Upon successful completion of this course students will:

- Identify the elements of public management from a theoretical and practical perspective

- Understand what makes an effective public manager and how to apply tools and techniques presented to achieve organizational effectiveness to their work – or future work – in public service
- Demonstrate the methods of public management through discussion, case study, small group analysis, and assignments
- Apply their knowledge of public management by analyzing management dilemmas and proposing responses

TEXTBOOK

Cohen, Steven, William Eimicke, and Tanya Heikkila. 2013. *The Effective Public Manager: Achieving Success in a Changing Government*. 5th edition. Jossey-Bass: San Francisco. ISBN: 978-1-118-55593-4.

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) on line.

In addition, students will find readings online posted to the Carmen website for this course. Students are expected to read all of the readings in advance of the session. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class contribution and assignments. Students are welcome to draw from material in other classes to support course work.

GRADING AND ASSIGNMENTS

Class participation 10%
 Case study outlines 5%
 Group case study analysis and facilitation 15%
 Management issue briefs 20% (2@10%)
 Midterm examination 20%
 Final examination 20%
 Agency innovator presentation 10%

Class Participation

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

Group Case Study Analysis and Facilitation

Students may ask - what is a case study? Case studies are commonly used in management courses to provide insight into real-world challenges faced by managers in the public sector. Cases are generally written to contain background information on the organization, objective of the activity, people involved, and a series of events and administrative difficulties that confront the responsible manager. The problem may or may not be clearly defined. Frequently, a significant part of the student's analysis is to define the management problem. The purpose 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 it is not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Students will form small groups to complete the graded case study assignment. Students will be responsible for writing a five (5) page double-spaced case analysis and they will be responsible for facilitating a one-hour class discussion. The case analysis will (1) identify the primary challenge facing the case protagonist(s); (2) provide a critical assessment of the situation; (3) issue a persuasive argument supporting a recommended course of action; (4) list at least five thought-provoking questions relevant to the case that you plan to use to elicit fruitful class discussion. The case study analysis is due at 9 am on the day that you present via Carmen.

The case study analysis will be graded on the following criteria:

- Substance – demonstrate knowledge of the case and apply course concepts to the analysis
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure, citations, and “the basics” of good writing**
- Facilitation – thought-provoking questions presented; active participation of the group members to facilitate class discussion

Case Study Outlines

This does not get the rest of the class off the hook. In order for the in-class discussion to be effective, all students must carefully prepare before class and actively participate during class. The well-prepared student comes to class with a 1 to 2 page single-spaced written outline identifying the primary challenge facing the case protagonist(s), a critical assessment of the situation, and a persuasive argument supporting a recommended course of action. A persuasive argument implies having completed the appropriate analytical and qualitative analyses necessary to support a recommendation. Having a written outline is important because it forces one to draw together various aspects of the case and to synthesize a distinct position on each of the case discussion questions. Moreover, the process of writing one's response to these questions imposes a level of specificity and clarity to one's analysis that may otherwise be absent. A written outline also provides a foundation for concise, thorough, and specific comments that improve everyone's learning experience. In class, students should be

** See the University's Writing Center handouts for clarification on what constitutes good writing, found online at: <http://cstw.osu.edu/writingcenter/handouts>

ready to communicate their responses to the assigned reading or case questions and to defend their analysis against the critique of other members of the class. Outlines are due before class on the day the case is discussed. Students presenting the case do not have to complete the outline individually.

The case study outline is graded pass/fail; a pass grade means that the student:

- Turned the outline in on time
- Identified the problem(s), provided an assessment of the situation(s), proposed course of action(s) in a 1-2 page outline

Management Issue Briefs

Students will write two (2) issue briefs based on the topical questions/scenario posed by the instructor. The purpose of this assignment is to produce a response organized as a formal memorandum to agency stakeholders. Responses should include references to the reading material and additional, original research (to include at least 3 external references, not including the textbook). Issue briefs should be no more than three (3) pages of single-spaced text (not including references). The brief should be carefully proofread, ready for distribution to senior decisionmakers. Issue briefs are due before class on the day the topic is discussed.

Issue briefs will be graded on the following criteria:

- Substance – demonstrate in-depth knowledge of topic and comprehensive analysis of the questions/scenario
- Argument – ability to communicate clearly and persuasively and incorporate appropriate research
- Style – grammar, spelling, structure, citations, and “the basics” of good writing

Agency Innovator Presentation

Students will research a public agency of their choosing and provide a 7-minute presentation to the class during the second half of the semester. The purpose of this exercise is to expose the class to public agencies that are innovative leaders in a particular management competency. The assignment is also designed to hone students’ individual research skills and provide oral presentation experience. Students should consider choosing an agency that they may be interested in interning or working for as this provides an opportunity to learn more about the capacity of the organization. Presentations should include the following: (1) introduction to the mission/purpose of the agency (2) what characterizes the agency an innovator (3) an assessment of whether their innovative approach is replicable in other agencies/how might it be replicated. Students should utilize course concepts to discuss these organizational attributes. An agency innovator may only be presented once.

Powerpoint, Keynote, Prezi or other presentation tool will be used to present the findings. Requests for use of other multimedia need to be discussed with the instructor 24 hours before class in order to make technology accommodations.

The presentation will be graded on the following criteria:

- Substance – appropriate treatment of key management concepts
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure of slides
- Timing – demonstrate capacity to manage time appropriately

Examinations

Students will take a midterm and final examination in this course. The midterm exam will cover all assigned material from weeks 1-7. The final exam will cover all assigned material from weeks 8-14.

Grading scale

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 79	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

COURSE POLICIES

Academic Integrity:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

COURSE OUTLINE

Date	Topics, Readings & Activities
Week 1	M: Course introduction, review of the syllabus W: Introduction to public management

	Read: CEH chapters 1-2
Week 2	M: Understanding organizations: Bureaucracy, changing nature of public organizations Read: TBD W: Understanding organizations: Bureaucracy, changing nature of public organizations, cont. Read: TBD
Week 3	M: Organization structure: Systems, objectives, project management Read: CEH chapter 5 W: Case study #1
Week 4	M: Innovation in the public sector: Innovation tools, techniques Read: CEH chapter 6 W: Case study #2
Week 5	M: Effective contracting: Contract design and management Read: CEH chapter 7 W: Guest speaker
Week 6	M: People in public agencies: Staffing, personnel policies, incentives Read: CEH chapter 3 W: People in public agencies: Staffing, personnel policies, incentives, cont. Due: Issue brief #1
Week 7	M: Developing effective working relationships: Communication Read: CEH chapter 4 W: Guest speaker
Week 8	M: Midterm exam W: Guest speaker
Week 9	M: Agency innovator presentations W: Agency innovator presentations
Week 10	M: Information: Gathering, organizing and using information Read: CEH chapter 8 W: Case study #3
Week 11	M: Budgetary process: Resource allocation, budget requests, financial controls Read: CEH chapter 9 W: Case study #4

Week 12	M: Strategy: Organizational goals, strategies, stakeholder analysis Read: CEH chapter 10 W: Agency innovator presentations Due: Issue brief #2
Week 13	M: Communication with external stakeholders: Effective strategies for communication planning and delivery – focus on media, public Read: CEH chapter 11 W: Case study #5
Week 14	M: Performance: Measuring and communicating public sector performance Read: CEH chapter 12, TBD W: Agency innovator presentations
Week 15	Final examination
