The John Glenn College of Public Affairs is proposing a new category 3a certificate in Public Management. The 13-credit-hour certificate will be 100% online.

The proposal was received by the Graduate School on 26 October 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 27 November 2018 and moved forward to the Graduate Council that same day. It was reviewed and unanimously approved by that body on 29 November 2018.
October 26, 2018

Alicia Bertone, Vice Provost for Graduate Studies and Dean
Graduate School
250 University Hall
230 North Oval Mall
Columbus, OH 43210

Dear Dr. Bertone:

Please find attached a proposal to create a new Category 3a graduate certificate in Public Management.

In the attached proposal, we describe how this online certificate will support the needs of management and leadership training in the public sector.

I would be happy to answer any questions you or Graduate Council might have regarding this proposed certificate.

Sincerely,

David Landsbergen

Graduate Studies Chair, John Glenn College of Public Affairs

Copy:  Trevor Brown, Dean, John Glenn College of Public Affairs
       Rob Greenbaum, Associate Dean for Curriculum, John Glenn College of Public Affairs
       Kate Hallihan, Assistant Dean of Students and Instruction, John Glenn College of Public Affairs
October 29th, 2018

W. Randy Smith, Vice Provost for Academic Affairs
Office of Academic Affairs
190 North Oval Mall
Columbus, OH 43210

Dear Dr. Smith:

The John Glenn College of Public affairs strongly supports the proposal to create a graduate certificate program (Category 3a) in *Public Management*.

This proposed certificate, which can be completed 100% online, will complement our new Master of Public Affairs and Leadership degree. It will service the needs of working adults in the public sector who need to enhance their public management and leadership skills and are not ready or unable to complete a full master’s degree, and it will also serve as a gateway into our master’s programs.

We look forward to answering any questions the Office of Academic Affairs may have.

Sincerely,

Robert T. Greenbaum
Associate Dean for Curriculum

Copy: Trevor Brown, Dean, John Glenn College of Public Affairs
# Memorandum of Understanding

<table>
<thead>
<tr>
<th>College:</th>
<th>John Glenn College of Public Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department:</td>
<td>John Glenn College of Public Affairs</td>
</tr>
<tr>
<td>Faculty director:</td>
<td>Trevor Brown</td>
</tr>
<tr>
<td>Primary contact, if different from faculty director:</td>
<td>Kathleen Hallihan</td>
</tr>
<tr>
<td>Fiscal officer:</td>
<td>Andrea Garringer</td>
</tr>
<tr>
<td>Marketing director:</td>
<td>TBD</td>
</tr>
<tr>
<td>Enrollment contact for state authorization compliance:</td>
<td>Rob Greenbaum</td>
</tr>
<tr>
<td>Additional colleges/contacts:</td>
<td>David Landsbergen, Brittany Hines</td>
</tr>
<tr>
<td>Name of program:</td>
<td>Graduate Certificate in Public Management</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Approval process (change in delivery or new program):</td>
<td>New Certificate</td>
</tr>
<tr>
<td>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</td>
<td>No</td>
</tr>
<tr>
<td>Total credit hours:</td>
<td>13</td>
</tr>
<tr>
<td># of courses to be created:</td>
<td>0</td>
</tr>
<tr>
<td># of courses already in an online format that need ODEE review:</td>
<td>0</td>
</tr>
<tr>
<td># of anticipated students:</td>
<td>5-10 to start, then up to 25 eventually</td>
</tr>
<tr>
<td>Marketing and Communications:</td>
<td>Marketing for an online certificate is different from marketing a traditional, OTG program. Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No</td>
</tr>
<tr>
<td>Conduct advertising specific to this online program</td>
<td>Yes</td>
</tr>
<tr>
<td>Utilize your college communications team for advertising support</td>
<td>Yes</td>
</tr>
<tr>
<td>Designate marketing responsibilities for this program in an individual's job description (i.e. program director, program coordinator, college communications coordinator, etc.)</td>
<td>Yes</td>
</tr>
<tr>
<td>Secure an annual marketing budget for online program advertising</td>
<td>Yes</td>
</tr>
<tr>
<td>Host a webpage for your online program on the college's website</td>
<td>Yes</td>
</tr>
<tr>
<td>Utilize your college's admissions/recruitment team to track and communicate with perspective distance students</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**State authorization:**

<p>| For this program, does your college plan to do any of the following outside of Ohio? Yes/No |
| Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices) | No |
| Recruit students (either occasionally or consistently) | Yes |
| Conduct soliciting, marketing or advertising | Yes |
| Employ full time and/or adjunct faculty (1099/W-2) | Yes |
| Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face) | No |
| Have contracts or agreements to provide services to students, such as proctored exams | No |
| Have partnerships with educational institutions | No |</p>
<table>
<thead>
<tr>
<th>Course Name</th>
<th>Faculty Lead</th>
<th>OAA Approved for Online Delivery</th>
<th>Developed</th>
<th>Delivered</th>
<th>5 Hour Review (semester immediately following first delivery)</th>
<th>Reviewed (every 3 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Principles of Basic Science</td>
<td>J. Smith</td>
<td>AU16</td>
<td>AU16</td>
<td>SP17</td>
<td>SU17</td>
<td>SU19</td>
</tr>
<tr>
<td>Colleges entering into this agreement will:</td>
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<tr>
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<tr>
<td>Secure approval from the following, where applicable:</td>
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<tr>
<td>• Graduate School</td>
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<td></td>
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<tr>
<td>• Council on Academic Affairs (CAA)</td>
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</tr>
<tr>
<td>Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.</td>
<td></td>
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<tr>
<td>Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models</td>
<td></td>
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<tr>
<td>Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)</td>
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<tr>
<td>Label students in Student Information System with appropriate subplan. Distance students = subplan ONL</td>
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<tr>
<td>Provide budget forecasting/market analysis using ODEE funding model (attached)</td>
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<tr>
<td>• Incur the costs for your program specific advertising</td>
<td></td>
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<tr>
<td>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</td>
<td></td>
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<tr>
<td>Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable</td>
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<tr>
<td>• Notify ODEE of states/countries where they would like to enroll students</td>
<td></td>
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<tr>
<td>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</td>
<td></td>
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<tr>
<td>Collaborate with ODEE on the technical solutions for effective course delivery:</td>
<td></td>
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<tr>
<td>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</td>
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<tr>
<td>• Ohio State identity/branding guidelines</td>
<td></td>
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<tr>
<td>• Carmen course template providing students with effective navigation and online course expectations, etc.</td>
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<tr>
<td>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</td>
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<tr>
<td>• Utilize Quality Matters principles in course design</td>
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<tr>
<td>• Focus on outcome-based learning and incorporate assessment into courses</td>
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<tr>
<td>Collaborate with ODEE Instructional Designers to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.</td>
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<tr>
<td>Work with faculty on the workload assignment</td>
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<tr>
<td>Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy</td>
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<tr>
<td>Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veteran Affairs, etc.)</td>
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<tr>
<td>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</td>
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<tr>
<td>Collaborate with ODEE to review and update courses every three years.</td>
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<tr>
<td>Provide at least one required student participation activity each week in a course</td>
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<tr>
<td>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, a artifact submission, etc.</td>
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<tr>
<td>Identify student technology support for tools only used by your program</td>
<td></td>
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<tr>
<td>Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.</td>
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</tbody>
</table>
**ODEE entering into this agreement will:**

<table>
<thead>
<tr>
<th>Administrator state authorization program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Necessary to ensure program meets federal student financial aid guidelines</td>
</tr>
<tr>
<td>• Communicate with the colleges the status of approved state authorizations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborate with the college on the technical solutions for effective course delivery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Online-specific syllabus requirements (CBS statement, COAM statement, etc.)</td>
</tr>
<tr>
<td>• Ohio State identity guidelines</td>
</tr>
<tr>
<td>• Course templates providing students with effective navigation and online course expectations, etc.</td>
</tr>
<tr>
<td>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</td>
</tr>
<tr>
<td>• Utilize Quality Matters principles in course design</td>
</tr>
<tr>
<td>• Focus on outcome-based learning and incorporate assessment into courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaborate with program faculty and staff to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provide instructional designer production time</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Provide distance education professional development opportunities for faculty/instructors/students through ODEE’s Distance Education Learning and Teaching Academy</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Collaborate with the college to review and update courses every three years</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Collaborate with course instructors to provide at least one required student participation activity each week in a course</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide distance education faculty and students access to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• An OCIO managed 24/7 Tier 1 help desk for ODEE/OCIO provided tools/services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct advertising and marketing for Ohio State Online, as well as provide certificate-level support that includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developing a 30 second certificate promotional video, as well as a 30 second second radio spot for use in your own certificate-level promotional efforts</td>
</tr>
<tr>
<td>• Consulting with designated marketing director on strategies for online certificate specific advertising</td>
</tr>
<tr>
<td>• Creating a certificate webpage hosted on Ohio State Online website</td>
</tr>
</tbody>
</table>

*Marketing will only be conducted in states/counts in which the certificate has been authorized*

| Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14-week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified. |

*Products and services used will be held to each service level of agreement.
<table>
<thead>
<tr>
<th>MOU created by:</th>
<th>Rob Greenbaum</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOU approved by:</td>
<td></td>
</tr>
<tr>
<td>Mike Hofherr, Vice President and Chief Information Officer:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>10/8/2018</td>
</tr>
<tr>
<td>Dean, College:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>10/05/18</td>
</tr>
<tr>
<td>Fiscal Officer, College:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>10/16/2018</td>
</tr>
</tbody>
</table>
# PROGRAM REVENUE PROJECTION

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>College Fiscal Officer: Andrea N. Gurney</th>
<th>Date:</th>
<th>10/16/2018</th>
</tr>
</thead>
</table>

---

THE OHIO STATE UNIVERSITY

Office of Distance Education and eLearning
odee.osu.edu | odee@osu.edu
### College: John Glenn College of Public Affairs

### Program Name: Certificate in Public Management

<table>
<thead>
<tr>
<th><strong>Number of Courses:</strong></th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>13</td>
</tr>
<tr>
<td><strong>Rank:</strong></td>
<td>Graduate</td>
</tr>
<tr>
<td><strong>Residency (in/Out State Split):</strong></td>
<td>50% eligible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rank</th>
<th>1st year</th>
<th>2nd year</th>
<th>3rd year</th>
<th>4th year</th>
<th>5th year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
<td>4 Course</td>
</tr>
<tr>
<td><strong># of Students:</strong></td>
<td>10 Students</td>
<td>10 Students</td>
<td>15 Students</td>
<td>20 Students</td>
<td>25 Students</td>
</tr>
<tr>
<td><strong># of Credit Hours:</strong></td>
<td>13 Cr Hours</td>
<td>13 Cr Hours</td>
<td>13 Cr Hours</td>
<td>13 Cr Hours</td>
<td>13 Cr Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Fee</th>
<th>Fees - Effective Rates</th>
<th>$1,025.55</th>
<th>$1,025.55</th>
<th>$1,025.55</th>
<th>$1,025.55</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Subsidy</td>
<td>$399.54</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected Fees</td>
<td>$66,660</td>
<td>$133,320</td>
<td>$149,990</td>
<td>$199,980</td>
<td></td>
</tr>
<tr>
<td>Projected Revenue Generated</td>
<td>$0</td>
<td>$79,650</td>
<td>$159,290</td>
<td>$179,210</td>
<td>$238,940</td>
</tr>
</tbody>
</table>

| Marginal Revenue | $0 | $79,650 | $79,640 | $19,930 | $19,730 |

<table>
<thead>
<tr>
<th>Support Units Tax rate</th>
<th>24%</th>
<th>24%</th>
<th>24%</th>
<th>24%</th>
<th>24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Units Tax</td>
<td>$0</td>
<td>$19,120</td>
<td>$19,110</td>
<td>$4,780</td>
<td>$14,340</td>
</tr>
<tr>
<td>Cumulative Support Units Tax</td>
<td>0</td>
<td>19,120</td>
<td>38,230</td>
<td>43,010</td>
<td>57,750</td>
</tr>
</tbody>
</table>

| Net Margin | $0 | $60,530 | $60,530 | $15,140 | $45,390 |

<table>
<thead>
<tr>
<th>Colleges Share %</th>
<th>70%</th>
<th>70%</th>
<th>80%</th>
<th>80%</th>
<th>80%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges Share - Annual PBA</td>
<td>$0</td>
<td>$42,370</td>
<td>$48,420</td>
<td>$12,110</td>
<td>$36,310</td>
</tr>
<tr>
<td>Colleges Share (Cumulative Cash Generated)</td>
<td>$0</td>
<td>$42,370</td>
<td>$90,790</td>
<td>$102,900</td>
<td>$139,210</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ODEE Share %</th>
<th>30%</th>
<th>30%</th>
<th>20%</th>
<th>20%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ODEE Share Annual PBA</td>
<td>$0</td>
<td>$18,150</td>
<td>$25,250</td>
<td>$33,270</td>
<td>$42,340</td>
</tr>
<tr>
<td>ODEE Share (Cumulative Cash Generated)</td>
<td>$0</td>
<td>$18,150</td>
<td>$43,400</td>
<td>$53,670</td>
<td>$95,990</td>
</tr>
</tbody>
</table>

### Current Budget Model:

| SISA 1 - Student Service Assessment 1 - UG - $118.12 | $0 | $0 | $0 | $0 |
| SISA 2 - Student Service Assessment 2 - Grad - $492.26 | $32,000 | $63,990 | $71,990 | $95,990 |
| SISA 3 - Student Service Assessment 3 - $4.36 | $280 | $570 | $640 | $850 |

| Total Current Assessments | $0 | $32,280 | $64,560 | $72,630 | $96,840 |

### Assumptions:

- No other Student Services Assessments would apply to Colleges under this model.
- The Distance Education assessment applies to marginal revenues.
- The Distance Education assessment only apply to students who are 100% distance Ed.
- No inflationary adjustment is taken for instructional fees.
- The projected numbers in this model are best estimates and the actual allocations might be slightly different.

### Revenue and Assessments Calculation is based on the following current FY19 rates:

<table>
<thead>
<tr>
<th>Fees</th>
<th>Subsidy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$390.84</td>
</tr>
<tr>
<td>Graduate</td>
<td>$1,025.55</td>
</tr>
</tbody>
</table>
“Graduate Certificate in Public Management”

Proposal for a New Graduate Certificate:

Table of Contents

1. Rationale for Program, Description of Disciplinary Purpose and Significance
2. Description of the Proposed Curriculum
3. Admission, Performance, and Exit Standards
4. Administrative Arrangements for the Proposed Program
5. Evidence of Need for the Certificate (Including Opportunities for Employment of Graduates and State/Regional Duplication Statement)
6. Prospective Enrollment
7. Special Efforts to Enroll and Retain Underrepresented Groups
8. Appendices
“Graduate Certificate in Public Management”

A Proposal for a New Category 3a Graduate Certificate

1. Rationale for Program, Description of Disciplinary Purpose and Significance

   The goals of the proposed graduate certificate are to offer working professionals a certificate that 1) meets the needs of public sector mid-career professionals by providing accessible (online) public management and leadership training for a population that may not be ready, willing, or able to pursue a full master’s degree program; 2) realizes the Glenn College vision to “become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels”; and 3) increases enrollments. Our target timeframe for implementation of this program, if approved, is autumn 2019.

   Higher education has a responsibility to increase the accessibility of education to working professionals. As stated in our mission, the college is committed to

   “Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, the nation, and the international community.”

   The certificate complements the Glenn College’s existing pre-professional MPA program, in-career MA program, proposed online MPAL master’s degree and Certificate in Public & Nonprofit Leadership. The MA and MPAL degrees are restricted to applicants who have a minimum of three years of post-baccalaureate significant managerial or analytic experience. This certificate does not have that requirement, and it is anticipated that many of the students in the certificate program will either transfer into one of the graduate degree programs in the Glenn College or elsewhere at Ohio State, where they can transfer up to 50% of the credits into a degree program subsequent to completing the certificate. Successful completion of the certificate will satisfy the experience requirement of the MA and MPAL programs. This is consistent with our current policy of treating other graduate degrees as qualification for those programs.

   This certificate also provides a lengthier alternative online academic program built on existing courses for students compared to the public and nonprofit leadership training currently offered in the Glenn College’s existing Type 4, four-course, six-credit Certificate in Public & Nonprofit Leadership. While the existing cohort-based certificate is accessible to working professionals with an undergraduate degree and is delivered in-person at Ohio State every-other-week in 14 in-class sessions (and soon in a hybrid format with fewer meeting times), this new graduate certificate will be available to professionals more broadly both
inside and outside central Ohio because of its availability completely online. This curriculum will be comprised of existing or already-approved graduate classes that will also be populated by students in graduate programs at Ohio State. Both certificates will appeal to a similar population, and it is anticipated that some of the students who complete the Certificate in Public & Nonprofit Leadership may continue on to the graduate certificate (and be able to use that coursework to fulfill their PUBAFRS 6060 Managerial Leadership requirement in the Public Management Certificate).

2. Description of the Proposed Curriculum

Overview

The proposed graduate certificate provides academic instruction and professional development for those who are familiar with working in the public sector and now need additional skills and knowledge to advance in their workplace or career. The certificate will also attract professionals who are contemplating a career change to a new field and need the skills and knowledge to make a successful transition. The intended audience is working professionals.

Courses

The curriculum will consist of 10 credit hours of required coursework plus three credit hours of electives for a minimum of 13 credit hours of coursework.

Students are required to take PUBAFRS 6050 Managing Public Organizations, PUBAFRS 6060 Managerial Leadership in Public and Nonprofit Organizations, PUBAFRS 6045 Fundamentals of Budgeting & Financial Administration, plus at least three credit hours of approved management electives.

The program of study includes the following courses. These classes will all be offered 100% online (DL), but, in some cases, they may also be taken in-person (P) or hybrid (HY) if a student prefers:

Required (10 credit hours)

PUBAFRS 6050 – Managing Public Sector Organizations (4)

Learn to manage public sector organizations with a focus on the external environment: context of public sector organizations, their structure, how they operate; managing organizational performance, innovation, and change.

PUBAFRS 6060 - Managerial Leadership in Public and Nonprofit Organizations (4)
Management of public sector organizations with focus on internal operations, processes, and resources; human resource management, information technology; other aspects of internal capacity.

**PUBAFRS 6045 – Fundamentals of Budgeting & Financial Administration (2)**

Provides a high-level understanding of government and nonprofit budgeting processes by focusing on planning and financial decision-making in public and nonprofit organizations. Students will be able to understand, communicate, and participate in the budgetary process.

**Choose at least three credit hours of electives**

**PUBAFRS 6055 – Judgment in Managerial Decision-Making (2)**

Provides opportunities for managers to improve their decision making by identifying common biases and logical fallacies and then using skills and techniques to compensate for them.

**PUBAFRS 6530 – Negotiation Skills (1)**

Explores the major concepts and theories of the psychology of bargaining and negotiation. Students improve their negotiation skills, understand their negotiation style, core strategic negotiation approaches, and multiple-party negotiation.

**PUBAFRS 7550 – Contract Management (3)**

This course provides students with a perspective on the issues and practices that are employed to contract for services provided by and for the public sector, and the importance of successfully managing those relationships.

**PUBAFRS 7554 – Performance Management (3)**

Provides students with an understanding of performance measurement and management principles to create useful performance information, to use data to manage operations, to develop more effective employees and to make financial decisions.

**PUBAFRS 7555 – Project Management (3)**

Introduction to international standards and methods for project management (PM); the application of tools, the basic, ancillary, and "soft" skills for successful PM; public sector challenges; and strengths/limitations in a complex organic environment.

**PUBAFRS 7557 - Strategic Management (3)**

Provides students with a strategic perspective on the management and leadership of public sector organizations. Adopting the viewpoint of an upper level manager, we focus on how
public managers can position their organizations to achieve desired program outcomes through fundamental strategic management techniques.

Students may also substitute other courses as approved by their advisor.

### Offering Patterns

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBAFRS 6050 (HY) annually</td>
<td>PUBAFRS 6530 (DL) annually</td>
<td>PUBAFRS 6050 (DL) annually</td>
</tr>
<tr>
<td>PUBAFRS 7550 (DL) odd years</td>
<td>PUBAFRS 6060 (DL) annually</td>
<td>PUBAFRS 6045 (DL) annually</td>
</tr>
<tr>
<td>PUBAFRS 7554 (DL) even years</td>
<td>PUBAFRS 7555 (P) annually</td>
<td>PUBAFRS 6055 (DL) annually</td>
</tr>
<tr>
<td>PUBAFRS 6060 (HY) annually</td>
<td>PUBAFRS 7557 (DL) annually</td>
<td>PUBAFRS 7554 (P) annually</td>
</tr>
</tbody>
</table>

### 3. Admission, Performance, and Exit Standards

Admission to, performance in, and exit standards for the certificate are consistent with the Graduate School’s standards for admission and progression. Admission requirements include a baccalaureate degree from an accredited institution with a minimum cumulative undergraduate GPA of 3.0. Personal statements require articulation of how the certificate is consistent with the applicant’s professional and career goals. Students from international undergraduate institutions are recommended to score at least a 100 in the TOEFL iBT. Resumes and transcripts are required from all applicants. All applications are reviewed by faculty members on the Graduate Studies Curriculum Committee. A minimum cumulative GPA of 3.0 is required to receive a certificate, and only grades of A through C- may be counted toward the completion of the certificate program.

### 4. Administrative Arrangements for the Proposed Program

Like with our graduate degree programs (PhD, MA, MPA, and MPAL [pending]), the program will be administratively housed within the college as opposed to within a separate department. The college’s standing Graduate Studies and Curriculum Committee will be responsible for the administration of this new certificate program, including admissions. Student services staff members will be responsible for recruitment and student support services such as advising and career services. The Glenn College IT department will be responsible for the technological needs of maintaining the program.

Students will need to have access to a computer with specifications that allow them to participate in the online certificate program. Any students taking residential classes within
the certificate will have access to our computer lab in Page Hall Room 030 and to classroom computers in Page Hall Room 040. Students will also have access to the Ohio State Library System.

5. Evidence of Need for the Certificate

The college’s Graduate Studies Committee reviewed several data sources to determine whether there is a need for this training. The Graduate Studies Committee worked with the Office of Distance Education and eLearning (ODEE) to procure Eduventures market snapshot research and labor market demand research, conducted its own environmental scan of programs that are competing within central Ohio, and conducted its own survey and focus group sessions of our alumni.

The labor demand research revealed that positive growth is forecasted in leadership and management positions both nationally and within central Ohio. Median hourly wages for managers in Columbus are expected to be paying $44/hr. as compared to $21/hr. for all occupations.

The survey and focus group revealed that many of the alumni saw online and hybrid courses as a growing reality for working professionals within their organizations. Many of them had taken online courses themselves after graduating from Ohio State. Based on their own experiences and the experiences of their colleagues, they generally concluded that the growth in online education was a reality, that it is more convenient than returning to a classroom, and that they have experienced both very good and bad online courses. The Eduventures research confirmed that many of the top providers in this management and leadership space “are offering their programs online, suggesting that prospective students are attracted to the flexibility and convenience of the online format.” Regionally, the top providers of organizational leadership programs are Central Michigan University (26% market share), Siena Heights University (8% share), and Geneva College (8% share).

Further, the April 2017 Eduventures analysis indicated that while overall public affairs education is becoming a mature market, there is room for growth in management and leadership education:

“General and operations managers are expected to grow by 11% through 2025 in Ohio and surrounding states and by 15% within the Columbus metro area, while administrative service managers are projected to grow by 10% in Ohio and surrounding states and by 13% in the greater Columbus area.”

In terms of employment, most students in the new certificate program will be currently employed but likely seeking a promotion or a career change. Our career advisor currently serves our residential In-Career MA population in this capacity. Last year, this population had a 96% rate of employment (one person dropped out of the workforce to stay home), and
we are confident that we will be able assist our new certificate graduates in a similar fashion. Within the next 10 years, over 40% of the state government workforce in Ohio will be of retirement age.\footnote{http://ohiolmi.com/research/publications/2016Graying.pdf} The federal government workforce will face a similar turnover challenge, as over 25% of the federal government workforce nationally is beyond 55 years old, and only 17% are younger than 35 (compared to approximately 40% in the private sector).\footnote{https://www.politico.com/agenda/story/2017/09/27/aging-government-workforce-analysis-000525}

It is imperative that the up and coming workforce be trained to take the places of these retirees. This will open up a great deal of opportunity for our graduates to succeed in future careers.

6. Prospective Enrollment

Given that Ohio State is located in the state capital, the proposed certificate will appeal to many state and local public officials who need to enhance their public management and leadership skills. Because the certificate will be available 100% online, it will be flexible enough to meet the needs of working professionals, and it will also be accessible to those working in the federal government. For some students, a certificate will be sufficient for their career needs. For others, the certificate will be appealing to professionals who are not yet ready to complete a full master’s degree, who may be unable to or uninterested in completing the quantitative analytic coursework in our degree programs, or who already hold a master’s degree. Our MPA and MA degrees are more analytically challenging than many other public administration programs, and this certificate will be an attractive option for students who need management training but are less interested in building their quantitative skills.

Prospective students not initially ready to commit to a full master’s degree program or not sure about their ability to perform well in graduate school, can utilize the certificate as a gateway into our master’s programs. The course options in this certificate align with the public management core and specialization coursework in the Glenn College’s online MPAL [pending] degree and can subsequently be used towards that degree. Per Graduate School rules, half of the credit hours in the certificate can be applied to an Ohio State graduate degree. Students who successfully complete the certificate will be considered to have satisfied the managerial or analytic work experience required for application to the MA or MPAL program.

It is anticipated that approximately 10 students will enroll in the certificate the first year, growing over time to approximately 25 students per year. Students will enroll in existing classes, so no additional resources will have been deployed if enrollments do not meet our expectations.
7. Special Efforts to Enroll and Retain Underrepresented Groups

As with all our programs, we make concerted efforts to attract and retain underrepresented groups. For recruitment purposes, we plan to market the new certificate through associations such as the National Forum for Black Public Administrators, with whom we have alumni contacts in the central Ohio. Another example is a group located within one of our disciplinary associations, the American Society for Public Administration’s Conference of Minority Public Administrators (COMPA). Through targeted marketing to these and other associations and groups, we look forward to reaching prospective students from various underrepresented backgrounds, broadly defined. The more flexible nature of an online program will also allow us to reach a population that we cannot currently service.

Our retention efforts will continue to be characterized by professional competence with a personal touch. Our advisors regularly reach out to underrepresented students (a typically “at risk” group for attrition) to check in and make sure their needs are being met. We also have a standing College Diversity Committee and a student organization that serves those interested in multicultural affairs (the Public Affairs Multicultural Student Organization – PAMSO). Through these institutional supports, we look forward to developing programming accessible to our on-line populations so that they can participate and be supported. In addition, all students will have access to our career services office, which conducts resume reviews and other services on-line and already provides specialized services such as Skype appointments and mock-interviews.

For information on current college and university enrollment, and degree recipients, from underrepresented groups please see Appendix 3.
List of Appendices

1. Advising Sheet
2. Assessment Plan
3. Underrepresented Groups Enrollment Profiles
4. Courses and Syllabi
5. Program Standards for Distance Learning Programs (ODHE statement)
### Appendix 1: Advising Sheet

**THE OHIO STATE UNIVERSITY**

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Term/Year taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Foundation Courses (10 credit hours)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PUBAFRS 6050</td>
<td>Managing Public Sector Organizations</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6045</td>
<td>Fundamentals of Budgeting &amp; Financial Administration</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6060</td>
<td>Managerial Leadership in Public and Nonprofit Organizations</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electives (minimum 3 credit hours)</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6055</td>
<td>Judgment in Managerial Decision-Making</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 6530</td>
<td>Negotiation</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 7550</td>
<td>Contract Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 7554</td>
<td>Performance Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 7555</td>
<td>Project Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS 7557</td>
<td>Strategic Management</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other approved elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: Assessment Plan

The certificate will conform to a subset of the student learning goals (i.e. “Standards”) given to us by our accreditation agency (National Association of Schools of Public Affairs and Administration – NASPAA).

Upon completion of the academic certificate in Public Management, learners will be better prepared to

- Lead and manage in public governance
- Participate in and contribute to the policy process
- Analyze, synthesize, think critically, solve problems and make decisions

Curricular Map (Core Classes)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to lead and manage in public governance [Standard 5.1.1.]</td>
<td>F</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>The ability to participate in and contribute to the policy process [Standard 5.1.2.]</td>
<td>F</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]</td>
<td>F</td>
<td>I</td>
<td>A</td>
</tr>
</tbody>
</table>

F = Meets goals at a foundational level  I = meets goals at an intermediate level  A = meets goals at an advanced level

As a graduation requirement, students will assemble a portfolio of their work in the program. This will include accumulated work done over their certificate work in core and elective classes, and a short reflection paper on what they have learned and what their next learning goals are. Students will be strongly encouraged to assemble this portfolio as they move through the program. The students’ learning technology fee will help the college cover the cost of the portfolio software.

The portfolio is not only designed to help students capture what they have learned, but it is a useful device to make sure that beginning students are looking forward across all of the courses that they will be taking and making sure that they are making sufficient progress toward their goals. This portfolio will also be used for student learning outcomes assessment as well. Student portfolios will be examined upon completion of the program to determine, via a rubric, whether students are meeting the goals of the program. This practice reflects a growing trend in Public Administration and Management education.3

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Appendix 3: Underrepresented Groups Enrollment Profiles

Autumn 2017 Enrolled In-Career MA students

This chart represents the self-reported ethnic/racial makeup of our current In-Career Masters enrolled student body as of autumn 2017. Because it is anticipated that the certificate audience will be similar to the In-Career MA audience, this chart represents the potential diversity of these students. It is our hope that the students in the certificate will reflect university, state, and national population percentages.
Autumn 2017 University Graduate and Graduate Professional Population

As a comparison to the preceding chart, this is the university’s demographic breakdown for all students in Graduate and Graduate Professional programs as of autumn 2017. Compared to the university, our programs tend to have a higher percentage of domestic students, which is understandable given the domestic focus of our programs.
The above chart shows that women currently make up the majority of the In-Career MA degree program. Women are traditionally underrepresented in the field of public service and as such, represent a minority group at many institutions. We hope that the certificate will offer women pathways to upper level positions within public service.
The university gender breakdown also favors women, although this is less informative than looking discipline by discipline to determine unique gender equity situations. While public affairs would like to increase the number of women in the field, in nursing, for example, the focus is on increasing the male population.
# Appendix 4: Courses and Syllabi

Listing of all courses in certificate, current status, and proposed action:

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>Title</th>
<th>Current Status</th>
<th>Proposed Action to provide online</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUBAFRS</td>
<td>6050</td>
<td>Managing Public Sector Organizations</td>
<td>Existing DL, HY, P</td>
<td>Refreshing AU 18</td>
</tr>
<tr>
<td>PUBAFRS</td>
<td>6045</td>
<td>Fundamentals of Budgeting and Financial Administration</td>
<td>New</td>
<td>Developing as part of MPAL</td>
</tr>
<tr>
<td>PUBAFRS</td>
<td>6060</td>
<td>Managing Human Resources in Public Organizations</td>
<td>Existing P, HY</td>
<td>Converting as part of MPAL</td>
</tr>
</tbody>
</table>

| **Elective Courses** | | | | |
| PUBAFRS    | 6055          | Judgment in Managerial Decision-Making          | New            | Developing as part of MPAL        |
| PUBAFRS    | 6530          | Negotiation                                     | Existing P     | Converting as part of MPAL        |
| PUBAFRS    | 7550          | Contract Management                             | Existing P     | Converting as part of MPAL        |
| PUBAFRS    | 7554          | Performance Management                          | Existing P     | Converting as part of MPAL        |
| PUBAFRS    | 7555          | Project Management                              | Existing P     | Converting as part of MPAL        |
| PUBAFRS    | 7557          | Strategic Management                            | Existing P     | Converting as part of MPAL        |

DL = 100% online; P = in-person (P); HY = hybrid (HY)
COURSE DESCRIPTION

This course provides an introduction to public management, with a focus on the environment, structure and design of the organizations that public managers run. We will build from a foundation in organizational theory, and consider management challenges facing organizations that carry out public purposes. We will focus on traditional public sector organizations, government funded bureaus and agencies that deliver public services directly to citizens, but will also consider other organizations that operate in the public sector (e.g. nonprofits, private firms under contract).

We will begin the course by examining public organizations and ways to evaluate and understand the management challenges of operating public organizations. We will pull from organizational theory and practice to distill the core similarities and differences between public, nonprofit and private organizations. We will then evaluate the environment of public organizations in depth, paying careful attention to identify how different environmental factors constrain and enhance the ability of managers to achieve their organization’s mission. All organizations operate in complex environments, but public sector organizations are perhaps unique in the complexity of their environmental circumstances. After examining the external environment of public sector organizations, we will then examine the structure and design of public organizations. Taken together, our examination of the environment and structure of public organizations will help you diagnose the management challenges and opportunities in managing a public sector organization.

This course involves a mix of readings, videos, case analyses and responses, online lectures, and out-of-class assignments. Assigned readings will be supplemented with articles, videos, and weekly case studies to bring theory into practice. The lectures and discussions are designed to elaborate on and clarify key concepts. The assignments are designed to provide you with an opportunity to think critically about managing organizations in a public context, and to give you experience with basic management tools (i.e. stakeholder identification and SWOT analysis).

Live class meetings will be held on Tuesdays from 11:05a-12:55p in Page Hall (John Glenn College) Room 040. During these live class sessions we will: 1) discuss class readings and videos, and/or 2) form into our student groups to discuss and work collaboratively on the weekly case study
assignments. The responsibilities for leading the student group discussions will be shared amongst the students.

The PA6050 assignments, videos, and discussions will occur through Ohio State’s online learning management system, Carmen Canvas.

**COURSE OBJECTIVES**

This course is a core course in the Glenn College’s graduate professional master’s degree programs. The course’s objectives align with the College’s graduate professional master’s degree assessment plan goals for the management stream as noted below.

1. **Explain the purpose of public sector organizations (MGT #2 & #4).**
   a. Summarize the purpose of public sector organizations.
   b. Identify the mission, goals and objectives of a specific public sector organization.
   c. Differentiate the functions of public, nonprofit and private sector organizations.

2. **Describe how public sector organizations are structured to operate (MGT #3 & #6).**
   a. Identify the different environments in which organizations exist.
   b. Explain how an organization’s environment influences the organization’s structure.
   c. Identify internal challenges to organization performance.

3. **Prioritize the external stakeholders of public sector organizations (MGT #3).**
   a. Identify the external stakeholders of public sector organizations.
   b. Analyze the differences between external stakeholders for public, nonprofit and private organizations.

4. **Identify and manage external and environmental challenges to organizational performance (MGT #1 & #3).**
   a. State the challenges public organizations face in achieving success.
   b. Describe the challenges public organizations face, accounting for the unique environments in which they operate.

**COURSE MATERIAL**

*There is no required textbook for the course.* There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Canvas.
GRADING AND COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tr>
<td>Introduce Yourself Video</td>
<td>2.5</td>
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<tr>
<td>Organization Selection</td>
<td>2.5</td>
</tr>
<tr>
<td>Group Case Study Responses (4 * 5 points)</td>
<td>20</td>
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<tr>
<td>Class Contribution</td>
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<tr>
<td>Knowledge Checks</td>
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<td>Stakeholder Analysis</td>
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<tr>
<td>Stakeholder Analysis Presentation</td>
<td>5</td>
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<tr>
<td>SWOT Analysis</td>
<td>22.5</td>
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<tr>
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<td>TOTAL POINTS</td>
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Transformation of numerical grade to a letter grade will be according to the schedule below:

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>D</td>
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<td>B-</td>
<td>80-82.9</td>
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<td>C-</td>
<td>70-72.9</td>
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<tr>
<td>E</td>
<td>&lt; 60</td>
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Due Dates

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</tr>
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<tbody>
<tr>
<td>Introduce Yourself Video</td>
<td>8/26/18</td>
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<tr>
<td>Organization Selection</td>
<td>9/02/18</td>
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<tr>
<td>Hurricane Katrina Practice Case</td>
<td>9/09/18</td>
</tr>
<tr>
<td>Group Case Study Responses</td>
<td></td>
</tr>
<tr>
<td>Michelle Rhee and DC Public Schools</td>
<td>9/16/18</td>
</tr>
<tr>
<td>Managing a Press Feeding Frenzy</td>
<td>9/23/18</td>
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<tr>
<td>Cambridge Hospital</td>
<td>10/7/18</td>
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<tr>
<td>Last Flight of Space Shuttle Challenger</td>
<td>11/04/18</td>
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<td>Deepwater</td>
<td>11/11/18</td>
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<td>Mid-Ohio Foodbank</td>
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</tbody>
</table>

All assignments are due to Canvas by 11:59 PM on the day they are due. Aside from the final assignment, all due dates are on a Sunday at midnight. You are more than welcome to turn in assignments before the day that they are due. I hold virtual/in-person office hours from 2:30p-3:30p on Tuesdays to answer any assignment questions. I am also more than happy to set up a different time to meet virtually with an individual or group during the week.

Email: A standard response time from the instructor is 24 to 48 hours or 1-2 business days.
Introduce Yourself Video (2.5 points)

By Sunday, 26 Aug, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

Here’s what I’d like you to include in the video:

- Your name, professional and educational background
- Your prior management experience, if any – whether you currently work in the field or you’re new to it
- Your goals for what you currently plan to do when you complete whatever degree program you are in

You will post the video to a Canvas Dropbox.

Organization Selection Post (2.5 points)

By Sunday, 02 Sep, identify a “public” organization that is of interest to you. It does not have to be a traditional public agency or organization. It could be a nonprofit organization or a private sector organization that is involved in “public” work. In identifying your organization, explain why and what you are specifically interested to learn about how it operates. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Canvas site in the designated Dropbox.

Stakeholder Analysis Presentation (5 Points)

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

- Brief description of the organization
- Brief identification of the criteria used to sort stakeholders (e.g. power and interest)
- Categorization of stakeholders
- Identification of the preferences key stakeholders
Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on Sunday, 21 Oct in the assignment Dropbox on Canvas.

Stakeholder Analysis (22.5 points)

In the stakeholder analysis assignment, you will first describe the context of the selected organization or unit/department, including brief background about your organization (incorporating statutes or authority, public purpose, and key activities), and a brief description. You will also make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. This section should about one page (single spaced, 12 point font).

Second, you will identify and categorize organizational stakeholders for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Identification of the stakeholders will likely be relatively straightforward – stakeholders are any organization, individual, or group either impacted by or who impact the organization. The more challenging activity will be to categorize stakeholders based on the degree to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Your task will be to sort through the list of stakeholders you have identified and determine which are more important than the others (and provide explanations as to why). In class, we will examine a particular framework for categorizing stakeholders in order to assist you in this process.

In addition to identifying and categorizing stakeholders, you must identify the preferences or expectations that key stakeholders have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization’s performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures.

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government
Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);

- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The assignment is due by 11:59 PM on Sunday, 28 Oct in the assignment Dropbox on Canvas.

**SWOT Analysis Presentation (5 points)**

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

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

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

The assignment is due by 11:59 PM on Sunday, 02 Dec in the assignment Dropbox on Canvas.

**SWOT Analysis (22.5 points)**

The second major assignment tied to your organization or unit/department is to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). A SWOT analyses consists of an environmental scan and internal assessment to identify opportunities and threats, and organizational strengths and weaknesses. This tool is designed to assist managers in making decisions about how to position their organization to meet the demands of targeted stakeholders, capitalize on external conditions, and harness organizational capabilities.

SWOT is a generic framework with few protocols. As such there is no standard form for presentation. While you want to be comprehensive in the analysis you conduct, you also want to be succinct in the material that you present. In a management context, concise documents are far more likely to get consumed than extensive ones. However you decide to present the results of your analysis, your SWOT assignment should include the following elements.

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues
In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The total length of your stakeholder analysis assignment should be no more than 6 pages, single-spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures.

The assignment is due by 11:59 PM on Wednesday, 04 Dec in the assignment Dropbox on Canvas.

**Group Case Study Responses (5 points * 4 cases = 20 points)**

The class relies heavily on cases to provide insight into real-world challenges faced by managers in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

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

Each case study response should include the following elements:

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

For the weeks in which a case study is assigned, a set of case study response questions is posted on Canvas to guide your reading. The questions are designed to reinforce key concepts from the reading materials and videos, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking. There is no one right answer, but there are insufficient and incorrect responses.

Early in the semester you will be assigned to a group consisting of four to six students. You will do the group case studies together. That means you will need to collectively agree on which four of the six case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due.

Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are seven cases scheduled for the course. The first case – Hurricane Katrina on Week 4 – is required for every group. This is a practice case; use it as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform four of the remaining six cases.

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

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

Your responses will be evaluated based on the following criteria:

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

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

ALL groups must read ALL case studies in order to be prepared to be an informed audience for the other groups and to earn class participation points. The ungraded Hurricane Katrina case study will be a joint discussion by all of our class. Each group will submit case study response questions for FOUR cases no later than 11:59 PM on the Sunday of the week the case is assigned. Each group will present ONE case and lead the class discussion on the Tuesday after the case responses are turned in. On several dates indicated in the Course Calendar, the cases will be led by the Instructor via an ONLINE discussion forum; there will NOT be live class sessions on those specific dates.

Each case response is due at 11:59 PM on the Sunday of the week the case is assigned
Class Contribution (10 points)

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public sector situations. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling”. Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Providing citations to class readings and outside research is a very effective means to show your depth of analysis and consequently earn higher class participation grades. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

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

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

Class participation will also be accessed through the weekly live class sessions. A total of five class participation points will be awarded based on your performance in your groups’ case presentation AND a total of five class participation points will be awarded based on your performance as an engaged audience member when the other student groups are presenting their cases. Therefore, attendance at all live class sessions is imperative.

Class contribution represents 10% of your final grade.

Knowledge Checks (1 point each; total of 10 points)

For ten of the sixteen weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material.

Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.
Writing Guidance

Effective and efficient writing is paramount in public organizations and management. Here are a few keys to writing for this class:

- Write in active, not passive, voice;
- Do not include personal opinions (“I believe”, “They should”, etc.) into your writing or do any editorializing. Instead, provide objective analysis that includes citations to credible references. Support your strong, conclusive points with in-paragraph citations to class content and credible outside references;
- Include class content into every writing assignment. However, do not simply regurgitate what is in class videos and readings. Instead, synthesize class content and frame your analysis around supportable points;
- Strictly adhere to APA formatting guidelines. The grades for your written submissions are significantly reduced if APA formatting is not used.

COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Your work should be original. Quotation and paraphrasing of other’s work without citation will not be accepted. If you have any questions about the policy or what constitutes academic misconduct in this course, please contact me.

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. 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.

All work is to be submitted through Canvas, as a Word document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (email a Microsoft Word attachment to hightower.23@osu.edu.) Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).

Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your
performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

**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](https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Feedback_Studio).

OriginalityCheck is a service provided that scans your entire submission and then compares your text to other works (including your own) to determine how much of your paper matches.

**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:**

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and 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/](http://www.ods.ohio-state.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. 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 the 10th Floor of Lincoln Tower Building. Twenty-four (24hr) hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidetventionlifeline.org.
Workload/Course Expectations

For each credit, there should be about an hour of in class meeting time, and 2 hours out of class work. So for a three-credit class, you should expect 42 hours (i.e., 14 hours per credit) of in-class instruction and about twice that outside of class preparing and doing homework and assignments. Let the instructor know if this gets out of proportion.

Helpful Resources

Writing Consulting: Students wishing to have additional help with the writing of their papers can meet with a consultant at the Writing Center (https://cstw.osu.edu/writing-center). Library Assistance: The Glenn College has a dedicated librarian at OSU Libraries, David Lincove (lincove.1@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

COURSE CALENDAR

This calendar provides the dates for the beginning of each week of the course. The calendar also provides the required dates for when assignments are due.

Week 1 (21 Aug 2018) – Introduction, Course Overview, and Understanding Organizations

Readings


Videos

- Overview – Week 1
- Organizations

Activities

- Post “Introduce Yourself” video to Canvas Dropbox (due 26 Aug 2018)

Week 2 (28 Aug 2018) – Mission, Goals and Objectives

Readings


Videos
• Overview – Week 2
• Learning by the Case Method
• Mission, Goals and Objectives
• Measuring Performance

Activities
• Post Organization Selection to assignment Dropbox on Canvas (due 02 Sep 2018)

Week 3 (04 Sep 2018) – Online Discussion Forum – Effective and Efficient Public Organizations

Readings
• TBD

Activities
• Online Discussion Forum postings and responses via Canvas

Week 4 (11 Sep 2018) – Public vs. Nonprofit vs. Private Organizations

Readings
• Hurricane Katrina case material

Videos
• Overview – Week 4
• Public vs. Nonprofit vs. Private Organizations
• Hurricane Katrina Aftermath: In the Shadow

Activities
• Required group case analysis of Hurricane Katrina case [Questions on Canvas]
Week 5 (18 Sep 2018) – Stakeholder Identification, Prioritization, and Engagement

Readings

- Michelle Rhee and DC Public Schools

Videos

- Overview – Week 5
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment
- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

Activities

- Analysis of Michelle Rhee and DC Public Schools case [Questions on Canvas] (due on 16 Sep 2018)
Week 6 (25 Sep 2018) – Organizational Environment: Political and Legal

Readings

• The U.S. Constitution and Amendments
• Managing a Press ‘Feeding Frenzy’ case material

Videos

• Overview – Week 6
• Organizational Environment: Political
• Organizational Environment: Legal

Activities

• Analysis of Managing a Press Feeding Frenzy case [Questions on Canvas] (due on 23 Sep 2018)

Week 7 (02 Oct 2018) – Online Discussion Forum – Ineffective and Inefficient Public Organizations

Readings

• TBD

Activities

• Online Discussion Forum postings and responses via Canvas

Week 8 (09 Oct 2018) – Organizational Environment: Market

Readings

• A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital case material
Videos

- Overview – Week 8
- Organizational Environment: Market

Activities

- Analysis of Cambridge Hospital case [Questions on Canvas] (due on 07 Oct 2018)

Week 9 (16 Oct 2018) – Online Discussion Forum – Managing People in Public Organizations

Readings

- TBD

Activities

- Online Discussion Forum postings and responses via Canvas

Week 10 (23 Oct 2018) – Organizational Alignment and Strategy

Readings


Videos

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

Activities

- Post stakeholder presentation video to Canvas (due on 21 Oct 2018)

Week 11 (30 Oct 2018) – Organizational Design

Readings

IBM Center for the Business of Government). **READ pp. 1-17, SKIM remainder.**

**Videos**

- Overview – Week 11
- Organizational Design

**Activities**

- Post stakeholder assignment to Canvas (due on 28 Oct 2018)

**Week 12 (06 Nov 2018) – Organizational Design: Hierarchy**

**Readings**

- Last Flight of the Space Shuttle Challenger case material

**Videos**

- Overview – Week 12
- Bureaucracy Basics: Crash Course Government and Politics#15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

**Activities**

- Analysis of Last Flight of the Space Shuttle Challenger case
  [Questions on Canvas] (due on 04 Nov 2018)

**Week 13 (13 Nov 2018) – Organizational Design: Contracts**

**Readings**

- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard
Videos

- Overview – Week 13
- Organizational Design: Contracts
- The Troubled Waters of “Deepwater”

Activities

- Analysis of Deepwater case [Questions on Canvas] (due on 11Nov2018)

Week 14 (20 Nov 2018) – Online Discussion Forum – Managing Information in Public Organizations

Readings

- TBD

Activities

- Online Discussion Forum postings and responses via Canvas

Week 15 (27 Nov 2018) – Organizational Design: Networks and Partnerships; SEIs

Readings

- Mid-Ohio Foodbank case material

Videos

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

Activities

- Analysis of Mid-Ohio Foodbank case [Questions on Canvas] (due on 25 Nov 2018)

Week 16 (04 Dec 2018) – SWOT Assignment Due

Activities

- Post SWOT presentation to Canvas (due on 02 Dec 2018)
• Post SWOT analysis to Canvas (due nlt 11:59p on 04 Dec 2018)
PUBAFRS 6060:
Managerial Leadership in Public and Nonprofit Organizations
Semester 20XX Syllabus
Mendenhall Lab 0191
Wednesday 5:45-8:15pm
Credit hours: 3

Professor: Russell S. Hassan, PhD
Contact: 614-292-7423, hassan.125@osu.edu
Office hours: 310A Page Hall, W 4:00-5:30pm/or by appointment

COURSE OVERVIEW

Public 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 the organization’s public service mission. Furthermore, public managers often need to make things happen with limited resources and not under ideal conditions or time frames. The attainment of the organization’s goals requires a manager to be able to understand how people from various backgrounds, interests, and skill sets can work together and contribute towards the organization’s mission, influence people both inside and outside of the organization, optimize the structure and culture of their organization, make effective decisions, resolve conflicts, and drive change for higher organizational performance. PUBAFRS 6060 will help you to achieve these objectives by providing you with the analytical tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors. The goal of this course is to help you to develop and enhance your supervisory and leadership skills so that you can manage and lead a high-performing, successful public organization.

The course has two separate but related segments. In the first part of the course (weeks 1-8), you will learn how to recruit, motivate, and retain talents in public organizations. The main purpose of these sessions is to help you to learn about the best practices for supervising and managing people in organizations. Each week, we will focus on a particular human resource management challenge and learn how to address it effectively. In the second part of the course (Weeks 8-15), you will learn about the leadership skills and practices needed to lead high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group exercises and film/video analysis in addition to reading about the best practices from the existing organizational research.
COURSE LEARNING GOALS

Upon successful completion of the course, students should be able to:
- 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.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to Glenn College learning goals and objectives related to foundational knowledge in public affairs; and intermediate competencies in management, leadership, and policy analysis; In particular, the course focuses on the following objectives at a foundational or intermediate level:

- Students can lead and manage in public governance. (intermediate)
- Students can participate in and contribute to the policy process. (intermediate)
- Students can analyze, synthesize, think critically, solve problems and make decisions. (intermediate)
- Students can articulate and apply a public service perspective. (foundational)
- Students can communicate and interact productively with a diverse and changing workforce and citizenry. (intermediate)
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (intermediate)

Grading

Group case analysis and presentation (10 percent)
Throughout the semester, case studies will be presented in class by students to help reinforce the course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion on any given week. I will assign you to a group at the beginning of the semester that you will serve as the facilitator for a case with 3-4 other classmates. You will receive a group grade for your analyses and facilitation of class discussion. To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week (20 points);
- Application of concepts, tools or insights from course materials/readings to the identified management challenge in the case (20 points);
- Discussion of different solutions available to the decision-maker(s) (20 points);
- Assessment of the lessons learned from the case as they relate to the course materials for the week (20 points); and
- Effectiveness of the presentation style (20 points).

**Case Analysis Memos (4 x15 = 60 percent)**

You will write a total of four case analysis memos (two memos for each part of the course). The memos are designed to assess your ability:
- to diagnose key management problems/challenges evident in the case (30 points),
- apply the course readings and discussions to solve the management challenges/problems in the case (30 points),
- suggest of specific and viable course of actions to address the challenges (30 points), and
- communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing) (10 points).

For these assignments, you can choose any 2 of the four cases assigned in each part of course (there are a total of 8 cases). However, you CANNOT choose the case for which your group is the designated facilitator. The length of each memo should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Memos substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit the memos electronically using Canvas by the end of the week (Friday midnight) in which the case will discussed in the class.

**Weekly Film/Video Analysis and Class Participation (14 + 6 = 20 percent)**

Each week, starting from week 2, you will watch a video or a film relevant to that week’s class topic and discussion. You will need to prepare a short summary (no more than 300 words, double-spaced, 1-inch margin, 12-point Times New Roman font) of the key issues and ideas presented in the video/film. In your summary, you also need to discuss what you have learned after watching the video/film and ideas/thoughts that you found intriguing. The analysis should synthesize or be informed by the week's readings. Some of these videos are available in local public libraries. The videos that are NOT publicly available, you will need to rent them using Netflix, Amazon, Hulu, etc. The usual cost for renting a movie is 0-3 dollars. The summaries need to be posted by Sunday Midnight. In addition to preparing the summaries, you are expected to attend all class sessions and participate in discussions.

**Public Sector Manager Interview Paper (10 percent)**

The purpose of this assignment is for you to explore a public sector organization’s human resource management system. All senior public managers need to deal with strategic human resource management issues in a variety of ways. Your goal for this paper will be to acquire as much knowledge as possible about how the organization (formal and informal practices) recruits, develops and retains its human resources. Develop a paper articulating the results of an in-depth
interview with a public sector manager (e.g., city manager, a county administrator, HR director of state agency, or director of a nonprofit organization who is/has been involved in the organization’s human resources planning, recruitment, and development along with a thorough review of publicly available documents that describe the organization's HRM system.

At a minimum, include the following information in your paper:
1. Name and location of the organization you select, brief history of the organization and basic overview of their mission, and name, title, and role of the individual interviewed.
2. Priorities related to their current human resources strategies.
3. Alignment of the organization’s operations to recruitment, selection, training, and development concepts discussed in class through weeks 1 to 7.
4. Plans about new and innovative talent acquisition and management strategies.

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. Please submit a business card or a copy of your email exchange to set up a time to meet with the human resource officer when you turn in your paper. The length of the paper should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Papers substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit this paper in hard copy. The paper will be due on March 8, 2017.

COURSE MATERIALS

There is NO textbook for this course. Instead, each week you will be reading few short articles published in practitioner-oriented management journals such as the Harvard Business Review/Sloan Management Review/California Management Review. All of the articles and some of the case studies will be posted on Canvas. The cases that are not posted on Canvas need to be purchased directly from the Harvard Business Review's site designed for the course. Click on the following link to purchase the HBR case studies: http://cb.hbsp.harvard.edu/cbmp/access/58296746.

Grading scale
Your final grade will be comprised of your scores on the group project, case analysis memos, weekly summaries, HR paper, and your class participation. I will use the following 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, <60%= E.

Academic Misconduct

Misconduct
Academic and personal misconduct will be dealt with according to the procedures in the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).
Late assignments

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (e.g., email a Microsoft Word document [no other file types, please] to hassan.125@osu.edu). Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a five-point penalty for each day that it is late.

Grade appeals

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Class preparation

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) and presentations (e.g., if your group is leading a case study) completed before the class session under which they are listed.

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 1640 Neil Ave, Columbus, OH 43201. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or atsuicidepreventionlifeline.org

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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.

Course Outline/Schedule

PART A: Effective Managerial Practices in Public Organizations

Week 1: Recruitment and Retention
Building Sustainable Organizations: The Human Factor (Pfeffer)
ABCs of Job Interviewing (Jenks & Zevnik)
How to Avoid Hiring a Toxic Employee (Porath)
Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)

Week 2: Rewards and Motivation
On the folly of rewarding A while hoping for B (Kerr)
150 Ways to Encourage the Heart, Ch 2. (Kouzes & Posner)
Pay for Performance in Georgia State Government (Kellough & Nigro)
Video: https://www.youtube.com/watch?v=hmWD2HdoZ7k

Week 3: Work Design and Engagement
The meaning of work (Cartwright & Holmes)
The Road to Empowerment (Quinn & Spreitzer)
Motivating creativity at work (Grant)
Case Study: Improving Decision Making in the King County Library System (Canvas)
Video: TED’s video “Dan Ariely on What makes us feel good about our work?”

Week 4: Performance Appraisal and Feedback
The Performance Management Revolution (Cappelli & Davis)
Emotions and Leadership: The Role of Emotional Intelligence (George)
Coaching and the Art of Management (Evered & Selman)
Case Study: James Cranston Colonial Food Services
Video: James Cranston Colonial Food Services (Canvas)

Weeks 5: Negotiation and Conflict Resolution
Are You Giving Away the Store? (Neale)
Their Gain is Our Loss (Bazerman, Baron & Shonk)
How to Make the Other Side Play Fair (Bazerman & Kahenaman)
The Evolution of Public Policy Dispute Resolution (Susskind & McKearnan).
Video: 12 Angry Man
Case Study: Negotiating from the Margins (HBS)

Week 6: Stress and Work Life Balance
Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)
Managing the High Intensity Workplace (Reid & Ramarajan)
What to Do for a Struggling Colleague (Quelch, Knoop & Gallo)
Case Study: Paragon Legal (HBS)

Week 7: Diversity and Inclusion in the Workplace
Power, Status, and Abuse at Work (Lopez, Hodson, & Roscigno)
Making Differences Matter (Thomas & Ely).
Why diversity programs (Dobbins & Kalef)
Video: Remember the Titans

PART B: Effective Leadership Practices in Public Organizations

Week 8: Designing High Performing Teams
Why teams don’t work (Hackman)
Managing your team (Hill)
Speeding up team learning (Edmondson et al.)
Case Study: Taran Swan at Nickelodeon Latin America (HBS)

Week 9: Building High Quality Relationships
Dutton, J. & Healthy, E. (2003). The power of high quality connections at work
Video: Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)
Case Study: Ramesh and Gargi (HBS)

Week 10: Spring Break

Week 11: Exercising Power and Authority
Understanding Power in Organizations (Pfeffer)
Diagnose the Political Landscape (Heifetz)
Act Politically (Heifetz)
Video: 12 O’ Clock High
Week 12: Unlocking the Subtle Forces of Change
Creative Deviance on the Frontline (Heifetz)
Modulating the Provocation (Heifetz)
Tempered Radicals: How Everyday Leaders Inspire Change at Work (Meyerson 2004)
Video: Norma Rae
Case Study: Bobbie D’Alessandro (Canvas)

Week 13: Making Decisions under Uncertainty
Video: Dan Arieli TED Talk: Are we in control of our own decisions?

Week 14: Resilience in Times of Crisis
Trauma Los and human resilience (Bonanno)
How Resilience Works (Coutu)
Leading in traumatic times (Dutton et al.)
Video: Kings Speech
Case Study: The Heart of Reuters (Canvas)

Week 15: Promoting Public Values, Fairness, and Social Justice
Ethical Breakdowns (Bazerman & Tenbrunsel)
How (Un)Ethical Are You? (Banaji et al.)
Moral Manager and Moral Person (Trevino et al.)
Video: (Dis)Honesty - The Truth About Lies
Group Exercise: Kidney Allocation Exercise
COURSE OVERVIEW

This course focuses on planning and financial decision-making in public and nonprofit organizations. It provides a higher-level understanding of government and nonprofit budgeting processes. Students learn the fundamentals of budgeting, accounting, and financial management through assigned readings, real-world examples, and lectures. The goal of this course is to prepare students for leadership roles within their organizations so they can understand, communicate, and participate in the budgetary process.

COURSE LEARNING OBJECTIVES

Upon completion of the course, students should understand
- The components of a budget and the different types of budget formats
- The benefits and implications of each type of budget format
- The political budgeting process and its impact on policy
- How leaders can use budgets to manage resources and accomplish goals

Upon completion of the course, students will be able to
- Use spreadsheets effectively for budgeting
- Create a budget from the ground up and analyze impacts of prospective changes to a budget.
- Identify the key components an administrator should look for in a budget in order to diagnose a government’s or organization’s financial strengths and weaknesses
- Conduct a simple Cost Benefit Analysis to evaluate the impacts of both quantified and unquantified costs and benefits.
- Understand the politics and budgeting cycles well enough to know when they can effect change in the process.
- Perform basic analyses of financial information, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.
- Communicate basic financial information to leadership, a legislative body, and community stakeholders.
DEGREE LEARNING GOALS AND OBJECTIVES

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

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
2. Students can participate in and contribute to the policy process. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
4. Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

CATALOG BLURB

Provides a high-level understanding of budgeting processes at all levels of government and in the nonprofit sector, as well as the fundamentals of public budgeting from the perspective of a manager. Reviews basic methods for public sector budgeting and analysis.

Prerequisite: PUBAFRS 6001 Introduction to Public Affairs

COURSE MATERIALS

Carmen
Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen (carmen.osu.edu).

Textbook

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://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.

COURSE FORMAT

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles in
the budgeting process. This online class is designed for students to learn the basic budgeting tools and processes they will need to succeed in their jobs. Self-paced competency-based modules are designed in a way such that, early in the term, students with little to no background in budgeting will be able to learn the necessary skills to complete assignments later in the term, and students who have more extensive budgeting experience will be able to quickly move through the material. In addition to the skill-building exercises, students have a number of homework assignments based around the budgets of their own organizations (or one provided to them as necessary), and students will be required to participate in weekly discussion board forums designed in a way that students can learn from their classmates.

**DELIVERABLES**
The course grade is based upon discussion board participation and five assignments that help students to apply course materials to their own organization’s budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Percentage of Course Grade</th>
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<tr>
<td>Discussion Board Posts</td>
<td>10</td>
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<tr>
<td>Excel Assignment</td>
<td>15</td>
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<tr>
<td>Performance Measures Assignment</td>
<td>20</td>
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<td>Budget Process Assignment</td>
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<tr>
<td>Cost Benefit Analysis Assignment</td>
<td>15</td>
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<tr>
<td>Budget Analysis Assignment</td>
<td>20</td>
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**Weekly Discussion Board**
Students are expected to actively participate in each week’s discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or “gut feeling.” Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week’s discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks two and three will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 12 classes. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

**Excel Assignment**
This assignment requires students to work with both numeric and text data in Excel, reference other Excel cells, perform basic math functions, and create formulas and graphics in Excel. This assignment will constitute 15% of the overall course grade.

Performance Measures Assignment
This assignment requires students to develop performance measures for a public or nonprofit program and write a memorandum explaining the performance measures. The student will develop all of the following for the program: (1) program objectives; (2) program inputs; (3) program outputs; (4) program outcomes; (5) cost efficiency measures; and (6) cost effectiveness measures.

Budget Process Assignment
This assignment requires students to draw on the class readings and discussion to outline the entire budget process for their own organization (or suitable other agency or organization), identifying key stakeholders and their roles, friction points, and strategies for successfully negotiating the process.

Cost Benefit Assignment
This assignment requires students to perform some basic cost benefit analysis for a case provided to the class.

Budget Analysis Assignment
This assignment requires students to select a budgetary document from their own organization or one relevant to their job/career, analyze the budget using the criteria discussed in class, and prepare a memo presenting that analysis to a supervisor. This memo will be part of students’ program portfolios.

Grading Scale

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<th>Grade</th>
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<td>A-</td>
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<td>&lt; 77% to 73%</td>
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<td>B+</td>
<td>&lt; 90% to 87%</td>
<td>C-</td>
<td>&lt; 73% to 70%</td>
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<td>B</td>
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<td>Week</td>
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| 1    | Course Introduction, Overview of Budgeting, Basic Concepts | • Week 1 Video  
• BT: Module 1 (Craft of budgeting)  
• BT: Module 2 (Organizing Budget Data)  
• BT: Module 3 (Fixed and Variable Costs)  
• BT: Module 4 (Breakeven Analysis)  
• BT: Module 5 (Cost Allocation) | • Excel Assignment  
• BT: Appendix B (Spreadsheet Basics) | |
| 2    | Role of time | • Week 2 Video  
• BT: Module 6 (Time Value of Money)  
• BT: Module 7 (Inflation)  
• BT: Module 8 (Sensitivity Analysis)  
• BT Module 9 (Performance Budgeting)  
• New Mexico Department of Finance and Administration. Guidelines to performance-based budgeting. Santa Fe, NM: Department of Finance and Administration. [http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx](http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx) | • Performance Measures Assignment | Excel Assignment  
• Discussion Board Postings |
| 3    | The Budget Process Overview | • Week 3 Video  
• BT Module 10 (Process Overview)  
• BT: Module 11 (Baseline Budget)  
• BT Module 12 (Baseline Budget)  
• BT Module 13 (Cost Estimates)  
• BT Module 14 (Budget Justification)  
• BT Module 15 (Budget Cutbacks) | • Budget Process Assignment | Performance Measures Assignment  
• Discussion Board Postings |
| 4    | The Budget Process: State and Local | • Week 4 Video  
• BT Module 16 (Legislative Budget Tools)  
• Rubin, *The Politics of Public Budgeting*, Chapter 1 | | Discussion Board Postings |
<table>
<thead>
<tr>
<th>The Budget Process: Federal</th>
<th>The Political Budget Process: Organizational</th>
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<tr>
<td>• Congressional Budget Office (2017), The Budget and Economic Outlook: 2017 to 2027 <a href="https://www.cbo.gov/publication/52370">https://www.cbo.gov/publication/52370</a> (Read the summary and skim the report)</td>
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<tr>
<td>• Financial Sustainability for Nonprofit Organizations, Rand (2012) <a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf</a></td>
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<td><strong>Cost Benefit Analysis</strong></td>
<td><strong>Capital Budgeting</strong></td>
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<td>• Week 5 Video</td>
<td>• BT Module 17 (Cost Benefit Analysis)</td>
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<td>• BT Module 18 (Life Cycle Costing)</td>
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<td>• BT Module 19 (Capitalization and Depreciation)</td>
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<td>• BT Module 20 (Long-Term Financing)</td>
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<td>• BT Module 21 (Investment Strategies)</td>
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<td><strong>Discussion Board Postings</strong></td>
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<td><strong>Implementation</strong></td>
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<td>• Week 6 Video</td>
<td>• Week 7 Video</td>
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<td>• BT Module 22 (Operating Plan and Variance Analysis)</td>
<td>• BT Module 27 (online chapter) (Calculating Payroll)</td>
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<td>• BT Module 23 (Cash Management and Internal Controls)</td>
<td>• BT Modules 28-30 (online chapters) (Forecasting)</td>
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<td>• BT Module 24 (Forecasting and Managing Cash Flow)</td>
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<td><strong>Accounting</strong></td>
<td><strong>Accounting</strong></td>
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<td>• BT Module 25 (Government and Nonprofit Accounting)</td>
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<td>• BT Module 26 (Financial Statement Analysis)</td>
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<td><strong>Budget Analysis Assignment</strong></td>
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*BT = Budget Tools: Financial Methods in the Public Sector*
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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. 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.

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COURSE OVERVIEW

Decision making is fundamental to good management. Every day, every hour, managers make decisions that have large and small consequences. If decision makers can improve just a small percentage of those decisions, they could realize significant time and costs savings, and improved outcomes.

Public affairs decisions are made in the context of imperfect information; uncertain events, conditions, and outcomes; and conflicts over values. Yet despite these challenges, decisions must be made in order to meet a wide range of societal objectives. A diverse set of models and skills are available to analyze and guide decisions in operational and managerial settings.

In addition to reviewing the rational ideal of decision-making, this course draws on scholarship from economics, psychology, sociology, political science, and management that examines how and why human beings so often deviate from this classic model of “economic man.” People often make irrational decisions in predictable ways. The course will opportunities for managers to practice learning how to identify these common biases and logical fallacies and employ skills and techniques to compensate for them.

Finally, the course will offer opportunities to apply skills to improve group decision-making.

COURSE LEARNING GOALS

Upon completion of the course, students will
• Possess a portfolio of decision making skills that are applicable to a wide variety of managerial problems and contexts
• Have tools that can incorporate data, evidence and values into decisions about complex problems in the public and non-profit sectors

Upon completion of the course, students should understand:
• The nature of decision-making in public affairs from both a theoretical and practical perspective
• The theoretical assumptions about human decision-making underlying public policy and management practices
DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management and leadership and developing an appreciation for multiple perspectives in public affairs. In particular, the course attends to the following Glenn College program goals and objectives.

1. Students can lead and manage in public and nonprofit organizations.  (Intermediate)
2. Students can analyze, synthesize, think critically, solve problems and make decisions  
   (Advanced)
3. The ability to articulate and apply a public service perspective. (Intermediate)
4. The ability to communicate and interact productively with a diverse and changing workforce 
   and citizenry. (Intermediate)
5. The ability to integrate, synthesize, and apply knowledge across the curriculum in a 
   professional public service context. (Intermediate)
6. The ability to interact effectively with public policy and administration professionals from a 
   broad range of sectors, using professional competencies common to the field. (Intermediate)

PREREQUISITE

Admission to the MPAL Degree Program

BASIS FOR ASSESSMENT

Your grades will be based on the following activities (detailed rubrics and prompts can be found on Carmen):

Final Paper (20%)

This assignment provides an opportunity to integrate and apply the material from the course to a very practical problem. How can you introduce better decision making approaches to your organization or policy? A central theme of the course is better use of information, tools and models to improve decision-making. In this paper, you will identify a managerial or policy problem that could be improved through informed decision-making. This will include develop procedures to defining the problem, gathering information, how you are going to analyze the problem and identifying a way to make a decision about that problem.

Formatting Instructions: Microsoft Word document; double-spaced, 12-point font, 1 inch margins, include your name and page numbers.

Class Participation (20%)
Your participation in online class discussions and group exercises is imperative to doing well in this course. All assignments build on each other to help you synthesize information.

**Assignments (70%)**

1. Apply PRO-ACT to an important decision that your organization will need to make. (15%)

PRO-ACT is a structured approach to support decision makers as the: 1) define problems; 2) clarify objectives, develop decision alternatives, and examine how different alternatives can meet objectives.

You will select a decision that is important to your organization and apply the PRO-ACT approach.

2. Apply MAUT to a personal or organizational decision. (15%)

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis

3. Identify a dysfunctional heuristic in your organization and a way to compensate for it. (15%)

Heuristics are “shortcuts” we use to make the many decisions that are required every day. We simply do not have the time to go through a paper and pencil exercise of looking at all the alternatives available, collecting information on those alternatives and doing our analysis. Who needs analysis when we need to make a decision on what we are going to eat for lunch. But sometimes we use heuristics in ways that will lead to bad decisions.

In this assignment, you will use the description of heuristics to take a closer look at the heuristics we use all the time. In particular, you will pick a decision that your organization makes and see if they are any hidden heuristics that should be questioned. You will offer a policy or management practice that can overcome this dysfunctional heuristic.

4. Build a Model and Design a Protocol to Support Civil Engagement (15%)

In this assignment, you will be asked to apply your understanding how groups work by creating a set of materials that will support the public’s engagement in a problem your organization is facing.
This will include describing the problem you are working on, identifying the kinds of information that important to understanding the problem, what decision rules you are using to frame the problem, the various alternatives that are / were being considered and your final recommendation.

You need not actually assemble these materials but discuss how you would present this information to a group to minimize the potentially dysfunctional ways in which groups make decisions.

5. Understanding How Systems Work (10%)

Most of the problems we face are complicated and the appropriate tools to help us manage complex problems. Typically, however, we simplify complex problems by saying that “A causes B” and if we can control A then get B to change too. The reality is more complicated because not only A affects B, but B can also affect A and not only that, X, Y, and Z can affect both A and B. We need systems tools to be able to manage systems.

In this assignment, we are going to play with an existing systems model about climate change. When we play with this model we will see how a systems model can capture the interdependency of social and physical factors as they affect the world’s climate. We will see how both linear and nonlinear relationships can surprise our expectations about how policy will work. We will begin identifying what are typically called “unintended consequences.”

You will be presented with a “flight simulator” that allow you to change policies to see how easy it is to change human behavior and improve our climate. You will be asked to write down the policy changes and now how the system responds. Based upon these observation, you will be asked to make policy recommendations.

I do not accept late assignments.

Grading Schema

Transformation of numerical grades to letter grades will correspond to this schedule:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
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</tr>
<tr>
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<td>77-79.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>60-66.9</td>
</tr>
<tr>
<td>E</td>
<td>59.9 and below</td>
</tr>
</tbody>
</table>

Grade Appeals

5/9/18 updated
Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. You must cite specific components of the rubric for the given assignment. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

**READINGS**

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://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.

There are two **required** texts for this course:


Additional materials will be posted on Carmen.

**PREREQUISITE CONCEPTS**

Multidimensional nature of public affairs (legal, economic, managerial, political)

**WRITING SUPPORT**

The University Center for the Study and Teaching and Writing ([https://cstw.osu.edu/writing-center](https://cstw.osu.edu/writing-center)) is a resource available to all students. The Writing Center at the CSTW offers free help with writing at any stage of the writing process in a variety of formats, including research papers, proposals, and reviews. You can schedule online or call 614-688-4291.

- Clients may schedule ONE appointment at our Smith Lab and/or The Research Commons (3rd Floor, 18th Ave Library) location each week. Clients may have one walk-in tutorial daily (up to four per week) at our satellite center on the first floor of Thompson Library.
- Clients registered with the [Office of Disability Services](https://osu.edu) may have two appointments per week.
• Clients with more than their allowed number of appointments per week will have the overflow appointments canceled.

Academic Misconduct

(From: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement)

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. 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.

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
Ten Suggestions for Preserving Academic Integrity: http://oaa.osu.edu/coamtensuggestions.html
Eight Cardinal Rules of Academic Integrity: www.northwestern.edu/uacc/8cards.html

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

Glenn College Diversity Values Statement

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Accommodation Policy

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

**Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. 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 and 24 hour emergency help is also 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/.

**WEEKLY COURSE SCHEDULE**

**Week 1. Improving Decision-Making**

*Concepts*
Thinking Fast and Thinking Slow
Problem Definition, Defining Objectives, Describing Alternatives and Consequences

*Skill*
Using a structured approach to improving decision-making

*Reading*
Hammond, Keeney and Raiffa, Chapters 1-5: “Making Smart Choices”

*Assignment:* Apply PRO-ACT to an important decision that your organization will need to make.

**Week 2. Rational Decision-Making I**

*Concepts*
The Rational Approach to Decision-Making
Explicit and Implicit Models of Decision-Making
Values of Models

5/9/18 updated
Expected Values

*Skills*
Calculating Expected Values
Creating Decision Trees to estimate risk and estimate benefits

**Week 3. Rational Decision-Making II**

*Concepts*
Sunk Costs
Opportunity Costs
Discount Rates
Transaction Costs

*Skill*
Multi-Attribute Utility Analysis (MAUT)
Reading:
Hammond, Keeney and Raiffa, Chapters 6: “Tradeoffs”

Assignment: Apply MAUT to a personal or organizational decision.

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis is a way that individuals and organizations can simplify these complex problems.

**Week 4. Avoiding Psychological Traps**

*Concepts*
Prospect Theory
“Nudge”
Kinds of Decisions That Need Public Support and Guidance
Heuristics that Bias Decision-Making (Availability, Representative (including heuristics that affect how diverse populations are seen), etc.)

*Skill*
Identifying Dysfunctional Heuristics and Ways to Overcome Them

Reading:
Nudge, Chapter 1, “Biases and Blunders” and Chapter 2, “Resisting Temptation”

Assignment: Identify a dysfunctional heuristic in your organization and a way to compensate for it.

**Week 5. Group Decision-Making**
Concepts
Social Pressures on Decision-Making
Supports for Group Decision-Making

Skills
Building Aids to Support Group Decision making

Readings
Nudge, Chapter 3, “Following the Herd”
Stone, “The Market and the Polis?”

Assignment: Build a Model and Design a Protocol to Support Civil Engagement

Week 6. Systems Thinking – Understanding the Bigger Picture

Concepts
Linear vs. Systems Thinking
Mental Models

Skills
How to Apply Systems Thinking
How to Understand a Complex Problem Using Systems Dynamics

Readings:
Meadows, “Thinking in Systems”, Chapter 1

Assignment: Understanding Systems - Exploring Problem Space and Solution Space

Week 7. Data-Driven Decision-Making and Analytics

Concepts
What is Data-Driven Decision-Making entail?
Why is Information Management important?

Skills
Designing A Data-Driven Decision-Making Organization

Readings:
Caudle, “Managing Information Resources in State Government”
MacAfee and Brynjolfsson, “Big Data: The Management Revolution”

Assignment (Written Paper): Identify a Strategy to Introduce a Data-Driven Approach for an Important Organization Decision.
CATALOG DESCRIPTION

Introduces students to research on decision-making and its practical application in the public and non-profit sectors. Draws on interdisciplinary scholarship that examines how people make decisions and considers the application of these insights and tools in the management of public and non-profit organizations.
COURSE LEARNING GOALS
The goal of this course is to explore the major concepts and theories of the psychology of bargaining and negotiation and to improve students’ negotiation skills. More specifically, upon successful completion of the course, students will have:

- An improved awareness and understanding of her/his individual negotiation style;
- An understanding of the core strategic approaches to negotiation and the management of differences;
- An understanding of how to negotiate with multiple parties and with the assistance of a third party;
- Enhanced self-confidence with respect to individual negotiation skills.

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

- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective
- Students can communicate and interact productively with a diverse and changing workforce and citizenry
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.
**Format**
Class will meet once a week during the first half of the semester. Class time is devoted to lectures, class discussions and role plays /exercises.

**COURSE MATERIALS**

**Textbooks**
*Getting to Yes: Negotiating Agreement Without Giving In*, Roger Fisher, William Ury and Bruce Patton

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**Handouts**
The role play and simulation activities require handouts which will be distributed in class. Students are responsible to obtain all materials due to any class absence.

**Attendance**
Attendance in class is expected. Absence is likely to cause an inconvenience and loss of opportunity to both the absent student and to classmates. Points will be deducted for excessive absences.

**Student Work Requirements**
1. Class Preparation and participation-This course requires that students come prepared to class. Active participation is critical to learning and in class exercises and activities depend upon each student being well-prepared. The class participation segment of the grade will be based on class attendance and the quality of your preparation and contributions. There are two forms of preparation, reading and assignments:

   Reading has been assigned for each class. Students will be responsible for all reading assignments. Assignments are the role plays, questionnaires and assessments that must be completed for class or between classes.

2. Graded Negotiation and Accompanying Paper-There will be one graded negotiation in the course. Students will be evaluated on the basis of their performance in the role play and the paper they submit on that role play.

3. Final Paper-This paper will require you to conduct a live negotiation outside of class. Guidance for this paper will be provided in class.

**Summary of Graded Components**
Points
<table>
<thead>
<tr>
<th>Class Participation</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigned Negotiation and Paper</td>
<td>35</td>
</tr>
<tr>
<td>Final Negotiation and Paper</td>
<td>40</td>
</tr>
</tbody>
</table>

Guidance for assignments will be provided in class.
Grading Scale

A  100% to 93%  
A-  < 93% to 90%  
B+  < 90% to 87%  
B  < 87% to 83%  
B-  < 83% to 80%  
C+  < 80% to 77%  
C  < 77% to 73%  
C-  < 73% to 70%  
D+  < 70% to 67%  
D  < 67% to 60%  
E  < 60% to 0%

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Course Outline

<table>
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<th>DATE</th>
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<tbody>
<tr>
<td>Jan. 12</td>
<td>Introduction to Negotiation Styles</td>
<td>EON Chapters 1 and 4 Planning for Negotiation</td>
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<tr>
<td>Jan. 19</td>
<td>Distributive Negotiation</td>
<td>EON Chapter 2</td>
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<tr>
<td>Jan. 26</td>
<td>Integrative Negotiation</td>
<td>EON Chapter 3 Skim GTY (All)</td>
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<tr>
<td>Feb. 2</td>
<td>Power and Ethics in Negotiation</td>
<td>EON Chapters 8 and 5</td>
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<td><strong>Graded Negotiation Due</strong></td>
<td></td>
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<tr>
<td>Feb. 9</td>
<td>Public Issues Negotiation</td>
<td>Multi-Party Negotiation EON Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>Feb. 23</td>
<td>Assisted Negotiation and Third Parties / “When and How to Use Third Party Help” posted to Carmen; View <a href="http://www.acas.org.us/index.sapx?articleid=2825">www.acas.org.us/index.sapx?articleid=2825</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final Negotiation Due</strong></td>
<td></td>
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Appendix 8: Program Standards for

New Distance Learning Graduate Programs

The John Glenn College acknowledges the below standards as applicable and pledges to adhere to them.

1. The program is consistent with the institution’s role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution’s budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of exams, etc.)

5/9/18 updated
5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.

6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
   - Administrative services (e.g., admissions, financial aid, registration, student records)
   - Advising regarding program planning and progress
   - Library resources
   - Psycho-social counseling
   - Career advising

7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.

8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.

9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.

10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.

11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.

13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.

14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.

15. Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program [if there is one]. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program’s initiation.

16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.

17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.
Instructor
Kevin Stockdale
Phone: 614-314-4192
E-mail: rkevins@gmail.com
Office Hours: by appointment

Student Learning Objectives:

- Determining which services may be best delivered by the private sector.
- Identifying critical success factors to include in service contracts to ease contract administration.
- Managing a procurement engagement and leveling the playing field for competition and evaluation.
- Developing and negotiating performance based public sector services contracts.
- Working in the environment in which public procurement is conducted; ethics, confidentiality and public information, protests and disputes.
- Critically analyze outcomes of contracted public sector services.

Course Description

Outsourcing, privatization, or alternative service delivery are currently advertised as instruments to achieve balanced budgets at all levels of government in countries around the world. Do the contracting methods employed yield best value? How can public entities successfully engage in agreements that provide efficient and effective services that meet the needs of the community?

This course provides students with a perspective on the issues and practices that are employed to contract for services provided by and for the public sector, and the importance of successfully managing those relationships.

Course Reading Materials

- Text: Contracting for Public Sector Services, Lawrence L. Martin, Ph.D. and John R. Miller, CPPO, 2006 NIGP - ISBN# 1-932315-08-x

5/9/18 updated
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.

Students can also access the textbook at www.nigp.org, select NIGP Store and then Publications.


Provided: Other readings in public-sector contracting and supplier relationship management.

Grading and Course Requirements

The requirements for this course consist of five aspects. The composition of the course grade will be composed of the following:

1. 15% Written analysis and presentation of assigned readings (1 page synopsis)
2. 25% Written analysis and class discussion of two Coast Guard Case Studies (2-3 pages)
3. 35% Case Study analysis and presentation of public-sector procurement (6 pages)
4. 20% Take home Final on all course materials
5. 10% Class participation (see Attendance Policy below)

1. Written analysis and presentation of assigned readings: (15%)

Readings in public sector contracting will be provided on the Carmen site. Beginning in week three, students will present a synopsis of one of the readings. Students should be prepared to make a presentation to the class limited to ten (10) minutes with an additional five (5) minutes for class discussion that you will facilitate. In the event that students do not have questions, please prepare thoughtful questions for the students to address. The presentation should address:

- A synopsis of the reading
- Public Policy issues related to the reading
- Lessons learned from the engagement experience

You may use PowerPoint for your presentation. You must prepare a single page summary of the reading to be provided to the rest of the class members on the day of the class presentation.
Your work will be evaluated on the quality of your written synopsis and class discussion participation.

2. **Written Analysis and Class Discussion of Coast Guard Case Studies: (25%)**

Read and prepare an Analysis of the Coast Guard Case Studies (provided - 52 pages). Your Analysis (2-3 pages) shall include:

- A summary of key events
- The main causes of failure
- Recommendations for improving the contracting relationship.

Your analysis will form the basis of discussion regarding the Coast Guard Case Study. Your work will be evaluated on the quality of your written analysis and class discussion participation.

3. **Case Study analysis and presentation of public sector procurement: (35%)**

The evaluation of your work shall include the quality of the written analysis, the thoroughness of your research, and the presentation/discussion of findings. In addition, you will present lessons learned about the Case Study. Students should be prepared to make a presentation to the class limited to twenty (20) minutes with an additional seven (7) minutes for class discussion that you will facilitate. In the event that students do not have questions, please prepare thoughtful questions for the students to address. The presentation should address:

By the Third week of class, you will choose an actual public sector contract event. Choose a case study that has been through a complete implementation cycle, with a known outcome. The service must have been competed between two or more potential sources. For the case study, you are required to present an analysis of whether or not contracting was appropriate and whether the method of contracting supported the stated goals, with key points to support your analysis. Your report shall include:

- The main challenges for the entity
- The major stakeholders and their responsibilities and concerns
- The description of the pre-contract service delivery model, product, or process drawn from the case study or other research
- The reasons for determining to outsource
- How the outsourcing engagement was competed; the subject goods or services and the type of contract used.
- How and why the outsourcing engagement succeeded or failed (lessons learned)
Research tips: Information is readily available in electronic or other forms. Consequently, you are expected to rely on several sources for your analysis.

Consider a variety of sources, including but not limited to:

✓ Authorizing legislation or other relevant legal documents (e.g. contracts)
✓ Material published by the entity
✓ Evaluations conducted by oversight functions (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or a state/local equivalent)
✓ Reports in periodicals
✓ Reports/position papers from stakeholders
✓ Interviews, and
✓ Blogs

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style.) A list of references does not count against the six page threshold. All written reports shall contain your name and a page number in the header or footer of each page. You may use PowerPoint for your presentation.

4. Take home Final Assignment on all course materials (20%)

The final course assignment (take home Final) is a written exam covering all course materials and includes developing a contractor performance measurement tool for a provided real-world case of public sector procurement. Your work will be evaluated on the quality and feasibility of the contractor performance measurement tool, including how thoroughly the tool mitigates risk.

5. Class participation (see Attendance Policy below)

(10%) The grading scale will be as follows:

<table>
<thead>
<tr>
<th>SCORE</th>
<th>GRADE</th>
<th>SCORE</th>
<th>GRADE</th>
<th>SCORE</th>
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Attendance Policy

Due to the highly interactive nature of all class sessions, prompt attendance is imperative. For each assignment, participation of presenters and the class is part of the grading evaluation. Kindly extend
the courtesy of requesting an excused absence or tardiness in advance whenever there is a known event/requirement precluding timely attendance.

**Assignment Calendar and Outline**

Contracting for Public Sector Services text Chapter readings should be completed on the weeks listed below. PLEASE BRING YOUR TEXT TO CLASS.

**WEEK 1** May 10th – Introduction to Class: Assignments, Presentation Scheduling, & Case Studies
Readings: None
Assignment: None

**WEEK 2** May 17th – Contracting for Public Sector Services
Readings: Chapter 1
Assignment: None

**WEEK 3** May 24th – Deciding to Contract
Readings: Chapter 2
Assignment: Analysis of Assigned Readings Group 1 & Select Final Case Study

**WEEK 4** May 31st – Public-Private Competition
Readings: Chapter 3
Assignment: Analysis of Assigned Readings Group 2

**WEEK 5** June 7th – Performance-Based Contracting
Readings: Chapter 5
Assignment: Analysis of Assigned Readings Group 3

**WEEK 6** June 14th – Analysis of Assigned Readings
Readings: Coast Guard Focus
Assignment: None

**WEEK 7** June 21st – The Request for Proposal Document
Readings: Chapter 4
Assignment: Coast Guard Analysis

**WEEK 8** June 28th – Proposal Evaluation
Readings: Chapters 6
Assignment: None

**WEEK 9** July 5th – Contract Award & Protests and Disputes and Monitoring & Extensions, Renewals, and Transitional Contract Issues
Readings: Chapter 7 & 9

**WEEK 10** July 12th – Case Studies Presentations and Discussions
WEEK 11 July 19th – Contract Administration
Readings: Chapters 8

WEEK 12 July 26th – Case Studies Presentations and Discussions

FINAL Aug 1st Final Assignment due

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5/9/18 updated
information:  slds@osu.edu; 614-292-3307;  slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

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PUBAFRS 7554
Performance Management in the Public Sector
Summer 2018

Professor: Guy V. Worley
Time: Wednesday, 5:30-8:15 PM
Building/Room: Page Hall – Room 0040
Phone: (614) 545-5284
E-mail: gworley@downtowncolumbus.com
Website: http://glenn.osu.edu/faculty/glenn-faculty/worley/

Course Description:

Performance Management has been used by the private sector for decades, but is now being adopted at all levels of government as a management tool to help government organizations become more effective and efficient. This course will provide students with an understanding of performance management principles including how to create useful performance information, how to use performance data to manage operations, how to use performance information to develop more effective employees, and how to use performance information to make financial decisions.

Federal, State, Local and quasi-governmental case studies will be examined on how elected officials and public/non-profit sector managers are using these tools to determine what programs should continue to receive investment and which programs should be discontinued because they are not producing the results that were intended (i.e. Performance/Budget integration). Real world examples will be reviewed on how public sector leaders are using performance information to operate programs more effectively and using that information to justify additional funding and gain public support for their programs.

Course Calendar:

May 9  Course Overview

Introduction to Performance Management: What is it? Why do it? Where and how is it done?

May 16  Performance Management - Case Study
City of Austin, Texas

Readings:


2. Mike Ervin, City of Austin, Texas Managing for Results Case Study, ICMA

May 23  Meaningful Performance Information, Monitoring and Reporting  
City of Columbus, Ohio – Case Study

Readings:
2. Richard J. Fischer, An Overview of Performance Management, ICMA

May 30  Performance Management - Federal Case Study  
Office of National Drug Control Policy

Readings:

June 6  LeanOhio – “Leaning up State Government” – State of Ohio, Case Study

Readings:
2. www.lean.ohio.gov

June 13  Midterm Paper Due and Group Presentations

June 20  Performance Budgeting - Case Studies:  
State of South Carolina  Snohomish County  
State of Washington  City of San Jose

Readings:
3. Brook Myhre, Deborah Powell, Randy Turner 2003, Investing in Results, City of San Jose, California Case Study.
4. Aaron Reardon, Snohomish County Executive’s “2005 Budget Address”.
5. Wolfgang Opitz “Advice from the Trenches: A View from inside the State of Washington’s POG”.
June 27  Performance Stat – Case Studies

Readings:


July 11  Experience Columbus (Convention and Visitors Bureau): Economic Impact of Conventions and Tourism on the Columbus Economy

Readings:

1. Steve Wartenberg 2013 “Gloves are off as cities compete for convention and tourism business” - The Columbus Dispatch


July 18  Performance Contracting & Employee Performance Management

Readings:

1. Elisa Vinson 1999 “Performance Contracting in Six State Human Service Agencies” Urban Institute “Series - Governing for Results and Accountability”.

2. Peter Frumkin 2001 “Managing for Outcomes: Milestone Contracting in Oklahoma” PricewaterhouseCoopers Innovations Management Series


July 25  Final: Performance Management and Budgeting Paper Due (Group Presentations)
Assignments: This course is graded on a system of 100 points.

Class participation and preparation 20%
Attendance at each class session for the entire class meeting period
Completion of reading assignments prior to the class for which they are assigned
Contribution to class discussions
Group evaluation of contribution to paper and presentation

Performance Management paper and presentation 40%
A Group paper and presentation will be required for the performance management section of the course describing how a state/local/federal agency is improving their performance using the PM strategies we have discussed in class. The group will be required to discuss the methodology used by the department to implement performance management, the measures being utilized to determine success and the quantifiable results from these actions. What strategies are being employed to get buy in from the management to front line employees; what resources were required; has this process/new culture led to continuous improvement or has improvement been short lived.

Performance/Budget integration paper and presentation 40%
A group paper and presentation will be required to discuss how federal/state/local governments are using performance information to make financial decisions regarding program’s success or failure. Detail how a successful government is utilizing this information to inform decision makers on what programs should be eliminated because they are not producing intended results. Additionally provide insight into a government that is using performance information to show how their programs are producing intended results that their citizens want and by using this information have gained public support in gaining more financial investment.

Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>B-</td>
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<td>B+</td>
<td>88-89</td>
<td>C+</td>
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<tr>
<td>B</td>
<td>83-87</td>
<td>C-</td>
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<td>63 &amp; below</td>
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Academic Integrity (ACADEMIC MISCONDUCT)
(From: http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement)

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In an environment of rapid change and constrained resources, public- and private-sector organizations are often engaged in high-risk, high-visibility projects. As a result, organizations are recognizing the linkage between solid project management and organizational success and survival, and managers at all levels are being challenged to manage complex projects. Project management is an increasingly desirable skill set for those aspiring to senior management roles and a necessary skill for almost all in today’s world.

Project management is a discipline that has matured and grown rapidly in the early years of the 21st century. Project management as currently defined includes:

- Project management methods built on established standards, most notably in the United States those established by the Project Management Institute (PMI®)
• Project management maturity models that allow organizations to benchmark their project management improvement against other organizations
• Certification of project managers, either using national programs (e.g., the Project Management Professional (PMP®) established by PMI or locally created programs designed to match specific organizational project management processes
• Use of a variety of project management software at the desktop, enterprise, and cloud-based level
• Broad application of project management training for project managers, team members and those responsible for identifying the project's business requirements
• Creation of management structures, like project management offices, to coordinate and govern projects

Project management can be argued to be the perfect management tool for organizations seeking to pursue rational-goals, and there is evidence to support the capability of project management to increase the ability of organizations to identify goals, build projects designed to accomplish those goals, optimize the use of resources, and create organizational value. It has been put to increasing use by public- and private-sector organizations in order to focus the attention of the organization on short-term, achievable deliverables and objectives, make optimal use of scarce resources, reduce project risk in high-value, strategic projects, clearly assign responsibility for task performance, and identify the tradeoffs created by alternative decision paths.

Managing projects is always a challenge, especially when those projects involve multiple stakeholders, new or unproven technology, shifting or unclear project requirements, and constrained resources. Those project challenges multiply in the public sector.

Managing public-sector projects can be more difficult than many private-sector projects because public-sector organizations:

• Operate in an environment of often-conflicting goals and outcomes
• Involve many layers of stakeholders with varied interests
• Must placate political interests and operate under media scrutiny
• Are allowed little tolerance for failure
• Require projects to be performed under constraints imposed by administrative rules and often-cumbersome policies and processes
• Require the cooperation and performance of agencies outside the project team for purchasing, hiring, and other functions
• Must make do with existing staff resources to manage and complete projects more often than private-sector projects

**Student Learning Objectives**

This course exposes students to requirements for effective project management and the many challenges it presents. Upon successful completion of this course, students will be able to:

• Identify standards, methods and approaches for project management;
• Apply the basic, ancillary, and “soft” skills necessary for successful project management by doing a team project during the semester;
• Describe the challenges of project management in the public sector; and
• Discuss and appreciate the strengths and limitations of project management in a complex organizational environment.

This course requires “hands-on” application of project management methods as well as an understanding of project management concepts.

**Grading and Course Requirements:**

The requirements for this course consist of class contribution, two research papers, a final exam, and a team project that will consist of a detailed project plan from each project team and a presentation of that plan to selected audience.

Grades will be assigned as follows:

Class Contribution and Attendance: 5%

Research Papers and Presentations (2 - 15% each – 10% paper, 5% presentation) 30%

Team Project Plan and Presentation (30% written material, 5% presentation) 35%

- Team Charter 5%
- WBS, task list, Gantt chart, PERT chart 10%
- Communication Plan 5%
- Risk Management Plan 5%
- Project Evaluation Plan 5%
- Team Presentation 5%

Final 30%

Transformation of numerical grade to a letter grade will be according to the schedule below (OSU standard grade scheme):

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

**Class Contribution and Attendance**

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and techniques presented in class, as well as your ability to apply them to real public sector situations. What you take away from this course will be a direct function of the effort you put forth inside and outside of class.
Class attendance is expected and attendance is taken each week. It is recognized that there will be conflicts at times and absences for reasonable cause will be taken into consideration if notice is given by email or other means. Missing class with no notice to the instructor will result in a loss of Class Contribution points at a rate of 1% for each 2 classes missed.

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively listening to others and are providing comments relevant to the ongoing discussion. Relevant comments add to our understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling”. Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Excellent answers to questions can be the basis of significant class discussion. Class Contribution and Attendance represents 5% of your final grade.

It is important to make every effort to attend those classes when research papers and team presentations are scheduled if at all possible.

Research Papers

The research papers will allow an expanded number of ideas and concepts to be shared in class through the use of individual research and the preparation of research papers on selected topic. Each of these assignments will require the student to obtain a journal article that discusses project management or a specific element of project management and write a thoughtful summary of the article outlining its key points and providing a discussion of its usefulness in the student’s opinion. As general guidance each paper should be at least 3 pages and not more than 5 pages (1.5 line space).

Each student will provide a short summary presentation for class and prepare 6-8 PowerPoint sides with the high points of their summary and discussion.

Each of the two research papers will focus on a particular project management topic.

- Research Paper #1 should be focused on an aspect or case study of public sector related project management.
- Research Paper #2 should be prepared by selecting a recent (last 10 years) journal article that explores new or enhanced thoughts and ideas on project management as a skill or profession.

The following are some points of guidance (not rigid standards) that you might find useful:

- Your paper should briefly summarize the research and highlight its main points with respect to project management.
- What is the context for the project management article? Is it public sector or private sector? What industry or field is the article most relevant to?
- How do the author(s) present the material? What are their sources?
- Why do the authors believe that this topic is important to project management?
• If the article describes a particular method, how did the author(s) determine that this was an effective method?

Additionally,

• Do you agree with the author(s) conclusions? Why or why not?
• What could the author(s) have done differently?
• What can you incorporate into your work with project management as a result of this article?

Finally,

• How does this article contribute to the field of project management? Does it add something new to the field?

Each paper will count for 15% of the total grade, 10% for the written paper and 5% for the summary presentation.

The summary presentation will be given in class and should be prepared in PowerPoint and consist of no more than 8 slides.

**Team Project Plan and Presentation**

Early in the course, each student will be required to identify a small team of students with whom they will work to create the final report. Groups are limited to 3-4 students. If students have problem identifying a group, the instructor will assist in group formation.

Each team must select a real-life project that has not been completed. (It may be in process or not yet started.) The project does not need to be work-related but it does need to be substantial enough to allow the team to consider all the elements of project management. The group’s choice of a project must be submitted to the instructor for approval along with a roster of team members. Team should select a team leader as soon as possible.

For the selected project, the group must create a detailed project plan. That plan must include:

• A project charter
• A work breakdown structure
• A task list, Gantt chart, and project network diagram that indicates the critical path
• A communications plan, including identification of stakeholders and their interests as well as planned internal communication
• A risk management plan, including identified risks, risk prioritization, and risk response strategies
• A project evaluation plan

Teams will present their project and its plan to the class during the last two scheduled classes, and the presentation will form part of the grade. Teams must involve all members of the group in the presentation and should consider the time available and the best form of presentation to make. A PowerPoint presentation should be used and a particular target audience selected as a focus for the teams presentation.
Additional details concerning the presentations and format of the project plan will be provided as the semester goes on.

Final

There will be a final exam date of the class final. It will be take-home and will require thoughtful answers covering the basic framework of the course. The format and content of the exam will be discussed in more detail in class and detailed instructions will be provided later in the semester by the instructor.

**COURSE POLICIES**

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct (https://studentlife.osu.edu/resources/). Your work should be original. Excessive quotation and paraphrasing of other’s work with or without citation will not be accepted.

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Assignments should be uploaded to Carmen by the date they are due as noted in the class schedule at the end of this syllabus. If you cannot deliver an assignment in that manner for some reason, you are responsible for submitting the assigned material to me through some other means, preferably by emailing a Microsoft Word attachment to dcnjim2005@gmail.com. Informing the instructor of your intention to be absent does not waive your obligation to submit assigned work on time. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).**

**Grade Appeals**

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. The instructor will carefully consider all such appeals. The instructor will not re-grade an individual component of an assignment;
instead the instructor will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

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# Outline of Class Schedule, Topics, and Assignments:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics Covered</th>
<th>Readings/Assignments</th>
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| Session 1: Jan 8 | Course overview, the challenges of public-sector projects, distinguishing characteristics of public-sector projects, why projects fail, overview of project roadmap, the definition of projects | PM Memory Jogger (1, 2)  
Taylor (9)  
HBR Chapters (1, 2)  
Organize project teams |
| Jan 15 Martin Luther King Holiday | NO CLASS | |
| Session 2: Jan 22 | Project initiation and integration, the role of the project charter | PM Memory Jogger (3)  
HBR (3) |
| Session 3: Jan 28 | Project team, working as a team, managing a team | PM Memory Jogger (3)  
HBR (12)  
Team Project Charters due |
| Session 4: Feb 5 | Development of the project plan, project scope management, the creation of the WBS, detailed project planning, tools | PM Memory Jogger (4)  
Taylor (5 and 6)  
HBR (3-11)  
Research Paper #1 and slides are due |
| Session 5: Feb 12 | Research paper #1 - presentation and class discussion | |
| Session 6: Feb 19 | Development of the project plan, project scope management, the creation of | PM Memory Jogger (4)  
Taylor (5 and 6) |
<table>
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<tr>
<th>Date</th>
<th>Session Title</th>
<th>Topics</th>
<th>References</th>
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<tbody>
<tr>
<td>Feb 26</td>
<td>Project execution, project time and cost management, communications</td>
<td></td>
<td>PM Memory Jogger (5) Taylor (13) HBR (13-19)</td>
</tr>
<tr>
<td>Mar 5</td>
<td>Research paper #2 - presentation and class discussion</td>
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<tr>
<td>Mar 12 – Spring Break</td>
<td>NO CLASS</td>
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<tr>
<td>Mar 19</td>
<td>Project closeout and evaluation</td>
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<td>PM Memory Jogger (6) Taylor (14) HBR (20, 21)</td>
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<td>Mar 26</td>
<td>Project Communications - Expanded Discussion</td>
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<td>Apr 2</td>
<td>Project Risk Management - Expanded Discussion</td>
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<td>Apr 9</td>
<td>Group project presentations</td>
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<td>Apr 23</td>
<td>Group project presentations</td>
<td>Final project reports due</td>
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<tr>
<td>Apr 30</td>
<td>Final</td>
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The purpose of this course is to provide students with a 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 and leaders in setting the strategic direction of public sector organizations and assess 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 to a public or nonprofit sector organization of their choosing.

We will explore strategic management through theory, concepts, and application. We will also utilize multiple learning methods including lectures, case studies, group 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 lectures are designed to elaborate on and extend key points in the conceptual material, and clarify processes and steps described in the applied material. The case analyses are designed to examine how different management tools have
been or could be employed in practice. The group exercises are designed to create microenvironments for students to engage in brainstorming, collaborative problem solving, and evaluation. Finally, the assignments are designed to give students hands-on experience with some of the most commonly used strategy tools in the public and private sectors.

This course follows PPM 810(N) Managing Public Organizations. While PPM 810(N) partly dealt with diagnosing problems and opportunities facing public sector organizations, 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. This course is an elective for graduate students in the John Glenn School of Public Affairs. It is also open to students from other programs who are interested in managing organizations that deliver public goods and services and who have satisfied the prerequisites.

**LEARNING OBJECTIVES**

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, case study, small group analysis, and assignments
- Apply their knowledge of strategic management and leadership by utilizing strategy tools to analyze and report on organizational performance

**CLASSROOM CONDUCT**

The work in this course is commensurate with graduate-level study. Advance reading and active participation is critical to the success of this course. Further, this course will be conducted according to the professional standards of the workplace. The course will begin and end on time. Mobile devices will be turned off. Laptop computers are allowed by instructor permission - use is restricted to viewing course-related content and taking notes. Students are also asked to be respectful of their colleagues during class discussion. Students are expected to attend the course unless they have extenuating circumstances (see further discussion of attendance under “Course Participation”).

**COURSE REQUIREMENTS**

*Readings*

There is no textbook for this course. Instead, students will find readings and case studies posted online to the Carmen website for this course, unless otherwise noted. 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 strategy document assignment. Students are welcome to draw from outside material to support course work.
Cases
The course relies on case studies to provide insight into real-world challenges faced by managers in the public and nonprofit sectors. 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. In order for the in-class discussion to be effective, students must carefully prepare before class and actively participate during class.

Most cases are posted on Carmen; however, there are two required cases for purchase from Harvard Business Publishing. Access the case via the following coursepack link: http://cb.hbsp.harvard.edu/cb/access/16544859. If you have problems accessing the link or purchasing cases, please contact HBP at 800-545-7685.

1. County Department of Public Health: Organizing for Emergency Preparedness and Response (Product No: 806089-PDF-ENG) $3.95
2. Cancer Health Alliance of Metropolitan Chicago: Working Together to Achieve Mutual Goals (Product No: KEL247-PDF-ENG) $3.95

Strategy Document
The primary deliverable for this course is the development of a strategy document to guide decision making for a public or nonprofit sector organization. Students will produce a strategy document for a public or nonprofit sector organization, ideally in the midst of significant internal change and/or external uncertainty. A strategy document provides managers with a comprehensive picture of organizational performance, facilitates strategy decisions, and aligns strategy with performance indicators.

GRADING AND ASSIGNMENT DETAIL

Class Participation: 10%
Case Studies:
   Outlines: 3%
   Case Study Analysis and Facilitation: 17%
Strategy Document:
   SWOT, Goals, Overall Strategy: 20%
   Final Strategy Document: 45%
   Elevator Speech: 5%
**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.

Active participation, based on preparation, includes providing good, solid answers to questions. Good answers indicate that you are actively listening to 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.

**Group Case Study Analysis and Facilitation**

Students will form small groups to complete the graded case study assignment. Students will be responsible for writing a 10 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) connect the problem and/or topic to course concepts; (5) list at least five thought-provoking questions relevant to the case that you plan to use to provoke fruitful class discussion. The case study analysis is due at 10 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; time management

**Case Study Outlines**

The rest of the class is not 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 written outline identifying the primary challenge facing the case protagonist(s), a critical assessment of the situation, and a persuasive

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**Arrangements will be made on a case-by-case basis to accommodate absences due to illness. It is important that everyone stay healthy, so please do not come to class if you are ill and contact me before class to make accommodations.**

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

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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. Use the first four points described in the previous section (case analysis) to guide your case outline. In class, students should be 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 (by 1 pm) on the day the case is discussed. Students presenting the case do not also 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

**Strategy Document**

The primary assignment for this course is to produce a strategy document for a public sector or nonprofit organization, ideally one that is in the midst of significant internal change and/or external uncertainty. 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. Students may work individually or with up to two partners (the total size for a group can be up to three people) to produce a strategy document for a public sector or nonprofit organization. As this course follows on from 810/6050 a logical organization to use is the one analyzed in that course. In fact, students will find that this gives them an advantage in that some elements of the balanced scorecard assignment are duplicative and/or draw from the assessment conducted in 810/6050.

The final strategy document will be no more than 10 pages of single-spaced text. The document should be modeled after industry reports (e.g., GAO, CBO, CRS - examples will be provided to students) with visual graphic display (tables, charts, etc.). The document must include the following components within the page limit:

- SWOT Analysis and Strategic Goals (to include a brief organizational overview, background, mission and goals, and stakeholder identification)
- Overall Organizational Strategy
- Strategy Maps or Logic Models Linked to Performance Measures (financial and non-financial)

The following items are required but do not count toward the page limit:

- Title Page
- Executive Summary (one page)
- Table of Contents
Students will turn in a preliminary version of the assignment that includes a SWOT analysis, strategic goals, and overall strategy. The first component – the SWOT analysis and strategic goals – is derivative of the assignments conducted in 810/6050. Organizational analysis and strategy maps/logic models require students to execute new analysis. The preliminary assignment has a seven-page limit (single-spaced). The final strategy document will require students to synthesize and integrate all of the elements into a 10 page paper (single-spaced).

A note on groups: If you elect to do this assignment in partnership with other students, you and your partners will meet with me to discuss how work will be allocated and how grades will be distributed among the paper components.

**Elevator Speech**

The last week of class, students will present a five-minute “elevator speech” to the instructor which basically summarizes their report. Students will be pitching both the diagnosis of the problem and the solution. The premise of the assignment is that the manager (a.k.a. student) has essentially run into a superior or a legislator who might fund or approve their proposed strategy and the manager only has five minutes to make the sell. Students can only use visual aids that they could carry with them (e.g. a tablet or laptop, but with no projector, a printed “one-pager” or brochure, etc.).

**Grading scale**

<table>
<thead>
<tr>
<th>Score Range</th>
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<th>Score Range</th>
<th>Grade</th>
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<td>68 - 69</td>
<td>D+</td>
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<td>83 - 87</td>
<td>B</td>
<td>70 - 72</td>
<td>C-</td>
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</table>

**COURSE POLICIES**

**Assignment Submission:**  
Assignments are due at the beginning of each class. Assignments should have one-inch margins, double-spaced (unless otherwise specified), and typed in 12-point business-acceptable font (Examples include: Times New Roman, Arial, Calibri, etc.; unacceptable fonts include Courier, compressed fonts, etc.). Dropboxes will be created on Carmen for each assignment to facilitated online submission.

**Late Assignment Policy:**  
Assignments are due at the beginning of class. Students who fail to turn an assignment at the start of class will incur a 5% penalty, and for each day thereafter that it is late (e.g. 94% to 89% to 84%, etc.)
**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/.

**ASSIGNMENT CALENDAR**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 17th</td>
<td>Students sign up for case study analysis/facilitation</td>
</tr>
<tr>
<td>January 24th</td>
<td>Students identify organization and partners (if any) to instructor</td>
</tr>
<tr>
<td>February 7th</td>
<td>Case studies begin</td>
</tr>
<tr>
<td>February 14th</td>
<td>Students working in groups meet with instructor</td>
</tr>
<tr>
<td>March 21st</td>
<td>Preliminary Strategy Document</td>
</tr>
<tr>
<td>April 18th</td>
<td>Elevator Speech</td>
</tr>
<tr>
<td>April 25th</td>
<td>Final Strategy Document</td>
</tr>
</tbody>
</table>
COURSE OUTLINE

January 10th
Course introduction: Course overview and syllabus review

January 17th
Strategy: Begin to answer the question “Whether and how managers can impact organizational performance?”

Readings

Due
- Students sign up for case studies

January 24th
Strategic leadership: Leadership characteristics, leadership process, leading strategically

Readings

Due
- Students identify organization and partners (if any) and report to instructor in class

January 31st
Strategy and strategic planning: Overview of strategic management and the planning process; discuss strategy document assignment

Readings

*Guest speaker*

• William Shkurti, retired Senior Vice President for Business and Finance, The Ohio State University

**February 7th**
Goals and objectives: Mission versus function; crafting goals and objectives for strategic planning

*Readings*

*Case*
• Waco

*Due*
• Case outline, group case study analysis

**February 14th**
Environmental and stakeholder analysis: SWOT analysis; understanding organizational fit and misfit; competitive advantage

*Readings*

*Due*
• Students working in groups meet with instructor to discuss division of labor

**February 21st**
External forces: Managing disruptions in external forces; responding to changing environment; in-class review of strategy document progress

*Case*
• County Department of Public Health: Organizing for Emergency Preparedness and Response (HBS)

Due
• Case outline, group case study analysis

February 28th
Strategy, part 1: Defining strategy

Readings

Case
• NPower, Case A

Due
• Case outline, group case study analysis

March 7th
Strategy, part 2: Crafting strategy; strategic intent and content

Readings

Guest speaker
• **TBD**

Case
• NPower, Case B

March 14th
No class, Spring Break

March 21st
Implementation: Implementing strategies – connecting inputs, activities, outputs, and outcomes; logic models; strategy maps

Readings

Case
• Case Processing of Welfare Assignment Collections

Due
• Preliminary Strategy Document
• Case outline, group case study analysis

March 28th
Performance management: Performance measurement for strategic plans; financial resources and strategic planning

Readings

Case
• Costs and Constraints in the Arizona Inmate Medical Transport System

Due
• Case outline, group case study analysis

April 4th
Performance and effectiveness: Linking goals, strategy, resources and performance measures; performance measurement systems

Readings
• Baldrige National Quality Program. 20011-12. Criteria for Performance Excellence (Washington DC: National Institute of Standards and Technology) *read up to page 26

Guest speaker
• **TBD

April 11th
Strategic alliance: Forms and characteristics of alliances, alliance motivations, alliance strategies and performance

Readings

Case
• Cancer Health Alliance of Metropolitan Chicago: Working Together to Achieve Mutual Goals (Kellogg)

Due
• Case outline, group case study analysis

April 18th
Elevator speeches: Each student or group schedules a time during the class period to meet with the instructor to make a five minute “elevator speech” on their strategy document

Due
• Elevator speech

April 25th

Due
• Final Strategy Document
Appendix 5: Program Standards for New Distance Learning Graduate Programs

The John Glenn College acknowledges the below standards as applicable and pledges to adhere to them.

1. The program is consistent with the institution’s role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution’s budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of exams, etc.).
5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
   - Administrative services (e.g., admissions, financial aid, registration, student records)
   - Advising regarding program planning and progress
   - Library resources
   - Psycho-social counseling
   - Career advising
7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.
8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.
9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.
10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.
11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.

13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.

14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.

15. Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program [if there is one]. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program’s initiation.

16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.

17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.
Hi Brittany,
Could you please upload this concurrence from BUS in the Public Mgt Certificate space in Basecamp?

Thank you!
Kate

From: Bendoly, Elliot
Sent: Wednesday, October 3, 2018 3:28 PM
To: Hallihan, Kathleen <hallihan.3@osu.edu>
Subject: Re: Concurrence Request - Public Management Certificate

Hi Kate - We are happy to offer concurrence on this.
Elliot

Distinguished Prof. of Management Sciences
Associate Dean, Undergrad Students/Programs
Fisher College of Business, The Ohio State U.

Sent from my iPhone

On Oct 3, 2018, at 3:18 PM, Hallihan, Kathleen <hallihan.3@osu.edu> wrote:

Hello Elliot,

The Glenn College is proposing a new Certificate in Public Management. We would like to seek concurrence from the Fisher College of Business before moving forward in the approval process. We welcome any comments or questions you may have.

Thank you in advance for reviewing the attached proposal. We hope to submit the proposal by October 24th and therefore respectfully request to hear back from you on or before October 17th. If you need more time, please just let me know.

Best regards,

Kate

Kathleen M. Hallihan, Ph.D.
(she, her, hers)
Assistant Dean of Students and Instruction
College Diversity Officer
<FINAL - Public Management Certificate Proposal 10.3.18.docx>
Please see below the concurrence from SWK for the Management certificate.

Kate

From: Meshelemiah, Jacquelyn
Sent: Thursday, October 4, 2018 1:12 PM
To: Hallihan, Kathleen <hallihan.3@osu.edu>
Subject: RE: Concurrence Request - Public Management Graduate Certificate

Hello Kathleen,

I have communicated with my Dean, Tom Gregoire and Lois Stepney, MSW Program Director and they have reviewed your proposal. We are all in support of concurrence.

We wish you the best with this new program.

Dr. Jacquelyn C.A. Meshelemiah
Jacquelyn C.A. Meshelemiah, BSSW, MSW, LSW, PhD, Associate Professor

Carole Anderson Faculty Fellow, Office of Academic Affairs
President and Provost’s Council on Women, Past Chair
College of Social Work; 225D Stillman Hall, 1947 North College Road, Columbus, OH 43210-1162
614-292-9887 Office / 614-292-6940 Fax
meshelemiah.1@osu.edu

College of Social Work Website: csw.osu.edu
The Glenn College is proposing a new graduate Certificate in Public Management. We would like to seek concurrence from the College of Social Work before moving forward in the approval process. We welcome any comments or questions you may have.

Thank you in advance for reviewing the attached proposal. We hope to submit the proposal by October 24th and therefore respectfully request to hear back from you on or before October 17th. If you need more time, please just let me know.

Best regards,

Kate
Kathleen M. Hallihan, Ph.D.
(she, her, hers)
Assistant Dean of Students and Instruction
College Diversity Officer
John Glenn College of Public Affairs
The Ohio State University
350C Page Hall, 1810 College Road, Columbus, OH 43210
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hallihan.3@osu.edu http://glenn.osu.edu