Course 20:834:578.90: Results-Driven Strategic Management; (3) credits

Professor Jeremy L. Hall, Ph.D.

Term Fall Semester, 2013

Meetings ONLINE (Assumes Wednesday 5:30-8:10 schedule for calendar)

Professor Contact Information
Office Phone 973-353-5253
Email Address Jeremy.Hall@rutgers.edu
Office Location CPS-332
Office Hours Not Applicable
Other Information To ensure a timely response, please correspond with me via email at the address above.

Course Pre-requisites, Co-requisites, and/or Other Restrictions
This section is open to: 20 (School of Public Affairs and Admin (G)), 22 (Rutgers Business School, NB & NK (G)), 23 (School of Law), 25 (College of Nursing, NB & NK), 26 (The Graduate School), 27 (School of Criminal Justice (G))

Course Description
This course introduces students to the practice of public and nonprofit management, but with a twist. Following the advent of the New Public Management and the government rationality movement more generally, attention to performance in the public and nonprofit sectors has grown to enormous proportions. As some have said of performance measurement, ‘everybody’s doing it!’ Performance is pervasive, and the performance management process has become the central structure for management in many organizations. As a result of these trends, this course was developed to provide a framework for results-driven strategic management. Through this course, students will gain an appreciation for the integrated use of organizational management approaches geared toward improving program effectiveness and efficiency. My approach in delivering this course is to use a core public management text and build around it a specialized perspective that emphasizes strategic management, performance management, and evidence-based management. (Each of these pieces is covered more extensively in separate courses; their inclusion here is to portray their integration with the management function. Increasingly, governance occurs not within single agencies or organizations, but in complex networked and intergovernmental contexts. The course reflects on these and other topics with an eye toward equipping future managers to confront and overcome a broad array of public and nonprofit management challenges.

Student Learning Objectives/Outcomes
Schoolwide:
- Be able to lead and manage in public governance
- Participate in and contribute to the public policy process
- Analyze, synthesize, think critically, solve problems, and make decisions
- Articulate and apply a public service prospective
- Communicate and interact productively with a diverse and changing workforce and citizenship
Course Specific:
- Understand the core principles of public management
- Become familiar with the terminology and methodology of public management
- Develop working familiarity with the concepts of: 1) strategic planning and strategic management, 2) performance measurement and performance management, and 3) evidence-based practice and evidence-based management and their potential integration into management.
- To understand the relationship of public management to organizational performance
- Develop skills to evaluate and improve management systems in public and nonprofit organizations.

Required Textbooks and Materials

Readings from this course will come from the required texts and supplemental materials. In some cases, the URLs are listed for reports available online. You are responsible for downloading journal articles from the library.

Required text

Required Journal Articles: The full text of required journal articles is accessible through the Rutgers University Library web site via www.libraries.rutgers.edu. Please consult a librarian if you need assistance locating or downloading articles.

Nature of Class Sessions: This is an asynchronous online course. Consequently, the requirements for each class session are designed to facilitate learning independently, as well as through interaction with other students and the instructor in a structured manner. The course is scheduled as a Wednesday course, meeting at 5:30-8:10. While there is no requirement to “be online” at that time, I will use that date and time as a reference point for the completion of tasks each week.

Course Requirements:

To accommodate learning in a virtual environment, I have organized this course to provide a variety of methods for assessing student knowledge and application of that knowledge. These include weekly quizzes and assignments, a midterm examination, semi-weekly discussion threads, and applied projects that are conducted both individually and in virtual groups. For this course, the final project substitutes for the final examination.

Paper Formatting:
It is essential that all written work be prepared to professional standards, utilizing cover sheets, headings and subheadings, and page numbers. In addition, standard formatting for papers should conform to the following: double-spaced, 12-point font, and 1-inch margins on all sides. The sin of writing too much is equivalent to writing too little. All published and unpublished sources
must be properly cited using the American Psychological Association (APA), Chicago Manual of Style, or Turabian.

Assignments & Academic Calendar

Course grades shall be allocated according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>1) Participation in Discussion Threads</td>
<td>15%</td>
</tr>
<tr>
<td>2) Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>3) Topic Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>4) Midterm Examination</td>
<td>20%</td>
</tr>
<tr>
<td>5) Final Project</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
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Grading Policy

Grading for this course shall be on a standard scale as follows: A = 90-100; B+ = 87-89; B = 80-86; C+ = 77-79; C = 70-76; F = below 70. If appropriate, grades will be determined through scaling. A grade of “A” is reserved for students whose performance is “outstanding,” who have mastered the material and turned in exemplary work. They are able to articulate a concept, but also understand the relationships among different concepts, as well as practical implications of theories and ideas. The grade of “C” corresponds with “Satisfactory” performance. Points shall be awarded as follows:

**Grade Spectrum**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Spectrum</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
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</tbody>
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Course Policies:

**Late Work**

Barring significant intervening circumstances, such as medical emergencies or death in the family, I generally do not accept late assignments. Work is not an acceptable excuse for late assignments as it can be anticipated and should be accommodated in your assignment completion timetable. You are responsible for completing assignments by their deadlines. Should I agree to accept a late assignment not covered by a prevailing university policy, I will reduce your grade for the late assignment by no less than 10% per day. There are no “re-dos”, no extra credit, and no substitutionary credit. You may petition me to accept a late assignment in writing and with appropriate documentation.
Class Participation (formerly known as Attendance in the non-virtual world)

All students are expected to participate fully in the class by viewing video material, reading assigned chapters and articles, and participating in online discussion threads; this implies that all assigned readings should be completed in advance.

Citizenship

Students are to treat each other with respect at all times. Participating in class activities without being adequately prepared to discuss the assigned readings is disrespectful and discourteous to your fellow students. I will monitor online discussion threads to gauge participation, level of understanding, and application of readings. While I will be watching, it is your responsibility to refrain from the use of discourteous, impolite or disrespectful comments. All perspectives are valued.

Laptop Policy in the Classroom

Not Applicable

Policy Regarding Cellular Phones, and Other Small Electronic Devices in the Classroom

Not Applicable

Preferred Style for Citations and Bibliography

You may use APA, Chicago, or Turabian style, so long as you are consistent within the document. Parenthetical (in-text) citations are highly preferred to footnotes or endnotes.

Writing Etiquette

I only accept assignments that have been carefully formatted and proofread. You must ensure that pages are numbered, text is double-spaced, paragraphs are indented, all four margins must be at least one inch, text must be in a standard font such as Calibri or Times New Roman (You will notice that I prefer Times New Roman). Font size must be 12-point. Spelling should be checked. Grammar should be correct, so agreement, possessives, etc., should all be accurate. Sentences should be clear and understandable. You should include a title page, and it should include your name, the paper title, and other necessary identifying information.

Research Etiquette

I wish to judge you on the basis of your knowledge and understanding, not someone else’s. That being said, I strongly object to the use of encyclopedias as documentation for research papers. In particular, online encyclopedias are generally not acceptable sources for work in this course. Appropriate sources can usually be found in print, and the library is full of them. I appreciate research that refers to a variety of books, academic journals, periodicals, and research and policy reports. Many useful items can be obtained through the internet, but I urge you to exercise caution.
in selecting sources that are reputable and sound. If you have any questions, please ask in advance.

**Attendance and Preparation**

This is a graduate class. As graduate students, I expect each of you to be fully prepared for and participate in each class activity. I also expect each student to be an active participant in class discussions and exercises. Given that this course occurs in an online environment, this is especially important.

**Academic Integrity**

I only accept assignments that are your own original work. The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that students demonstrate high standards of ethics in his or her scholastic work. I will utilize the resources of the university, such as turnitin.com, to their full extent to identify plagiarism in any of your written work. I will also follow university policy to ensure that plagiarism is punished to the maximum extent possible. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml)

**Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner’s rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act.

**Incompletes**

The university policy on incomplete grades will apply, and will be interpreted conservatively to prevent misuse.

**Disputes about grades**

I strive to be a fair and conscientious grader, but I am fallible. If you believe you received a grade in error due to my fault or oversight, I will review the work to determine if a change is warranted. Any dispute must be made in writing via a signed memo within 7 calendar days of the graded assignment being returned to the student.
Email and Communication

Periodically, communication about homework assignments or readings may be distributed using the email addresses noted in the Blackboard system so it is expected that students will check their accounts regularly (daily). From time to time I adjust readings or assignments, and want you to be fully informed.

Students with Disabilities

As stated in the Manual for Students and Coordinators of Services for Students with Disabilities (http://disabilityservices.rutgers.edu/docs/studentmanual.pdf), Rutgers University “is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990.” For students with disabilities, review the manual and then contact the Student Disability Coordinator. See http://disabilityservices-uw.rutgers.edu/

Course Schedule*:
*Readings and assignments are to be completed in advance of the dates indicated. These descriptions, schedules and timelines are subject to change at the Professor’s discretion in order to accommodate unforeseen circumstances or to take advantage of new publications that bear significantly on the subject matter at hand.

Disclaimer: The instructor reserves the right to amend the schedule or readings at any time.

Class 1 (9/4/13):

- (Video Introduction)

Class 2 (9/11/13):

- Hill & Lynn Chapter 1. WHAT IS PUBLIC MANAGEMENT?
Class 3 (9/18/13):

- Hill & Lynn Chapter 2. PUBLIC MANAGEMENT’S THREE DIMENSIONS

Class 4 (9/25/13): Linkages among Strategies of Management Reform


Class 5 (10/2/13): Turning Toward Evidence

- Hill & Lynn Chapter 3. ANALYSIS AND ARGUMENT IN PUBLIC MANAGEMENT

Class 6 (10/9/13):

- Hill & Lynn Chapter 4. PUBLIC MANAGEMENT’S BACKBONE: THE RULE OF LAW

Class 7 (10/16/13): Management and Performance

Class 8 (10/23/13):

- Hill & Lynn Chapter 5. PUBLIC MANAGEMENT: THE STRUCTURAL DIMENSION

Class 9 (10/30/13):

- Hill & Lynn Chapter 6. PUBLIC MANAGEMENT: THE CULTURAL DIMENSION

Class 10 (11/6/13):

- Hill & Lynn Chapter 7. PUBLIC MANAGEMENT: THE CRAFT DIMENSION

Class 11 (11/13/13):

- Hill & Lynn Chapter 8. ACCOUNTABILITY
Class 12 (11/20/13):

- Hill & Lynn Chapter 9. PUBLIC MANAGEMENT REFORM

(11/27/13): Class Does Not Meet (Switches to Friday Schedule this Week)

Class 13 (12/04/13):

- Hill & Lynn Chapter 10. MANAGING IN THREE DIMENSIONS Networks and Partnerships, Performance and Accountability

Class 14 (12/11/13): Nonprofits and Results Driven Strategic Management


Class 15 (12/18/13): Final Examination Session:

- Final Projects Due, 5:30 pm Eastern Time