



## Public Affairs 285: Strategic Public Management

**Instructor:** Dr. Eric Bolland  
**Email:** ejbolland@ wisc.edu  
**Office 403 Bascom Office Hours:** TBD  
**First week of class Credits:** 3

**Course Designations and Attributes:** Social Science breadth (S), Liberal Arts and Science (LAS), Level: Intermediate (I)

**Instructional mode:** classroom (face-to-face)

**Requisites:** sophomore standing

### Class days, times and location

This class meets Monday, Wednesday and Friday at 1:20-2:10 PM in Van Hise Room 215

### Policy on the Credit Hour

This class meets for three class periods each week over the Fall semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 3 hours out of classroom for every class period. The syllabus includes information about meeting times and expectations for student work.

### Course Description

Designed to teach the role that strategy plays in maximizing the effectiveness and efficiency of a public organization. Work in a collaborative environment to learn how to design and implement strategic management plans with a specific focus on measurable goal setting through analytics, how to identify and mitigate organizational risks, motivate employees to execute strategy, and finally how to mobilize adequate financial resources through dynamic budgeting to ultimately achieve success. Learn about careers in the public sector and understand how strategic management will enhance individual performance and that of the public organization.

### Course Learning Outcomes

- 1) Learn the basic theory of strategic management in the public sector.
- 2) Build and apply targeted strategies to meet operational goals.
- 3) Measure and analyze the effectiveness of strategic management in the public sector.

### Grading Structure

100-93 = A	87-83 = B	77-70 = C	<60 = F
92-88 = AB	82-78 = BC	69-60 = D	

- A. Analytical Paper 1 (20%): First analytical paper related to aspects of strategic management case study. Rubric: Half of grade based on use of class concepts in case. Other half based on clarity and insight of analysis.
- B. Analytical Paper 2 (20%): Second analytical paper related to aspects of strategic management case study. Rubric: Same as Analytic Paper 1.
- C. Paul Ryan reflection paper (5%) Two page, double spaced (about 500 words) describing what you learned from his talk on September 26 at 6 PM in the Memorial Union. If you cannot attend, you may view the video of the event. Due October 4. Rubric: Depth of analysis is half of grade and clarity of opinion the other half.
- D. Midterm exam (20%): Students will complete midterm exam, answering specific questions that demonstrate an ability to analyze specific policy and management standards. Exams will be cumulative, allowing for open-book or open-note, and access to electronic devices. Makeup dates will be at the discretion of the instructor. Exam will be open ended questions in essay format. Rubric: Completeness of answers, clarity of answers, and use of class concepts equally weighed.
- E. Final exam (20%): Students will complete final exam, answering specific questions that demonstrate an ability to analyze specific policy and management standards. Exams will be cumulative, allowing for open-book or open-note, and access to electronic devices. Make-up dates will be at the discretion of the instructor. Exam will be open ended questions in essay format. Rubric: Same as for midterm exam
- F. Attendance and Participation (15%): Student attendance and participation in class discussions will be monitored and expected. Rubric: frequency of attendance and substantive contributions to discussions.
- G. Syllabus may be modified by instructor for exclusions and inclusions by instructor.
- H. Canvas is the backbone for the class. Check in frequently in Announcements for updates, guidance, materials. Any class cancellations due to weather or instructor unavailability will be posted in Announcements.

#### Regular and Substantive Student-Instructor Interaction

The instructor will facilitate in-class discussions of course readings which will provide many opportunities for direct student-instructor interaction. Instructor facilitated discussions in class will allow students to engage directly with the instructor and other students to ask critical questions about theory of strategic management in the public sector, which is the first learning outcome of the course.

The instructor will provide individual feedback and comments to student assignments on the analytical papers as well as the midterm and final exam. This is especially relevant to the third learning outcome of this course which asks students to “measure and analyze the effectiveness of strategic management in the public sector.” Instructor comments on each students’ assignments will provide students an opportunity to engage with the instructor and this direct feedback from the instructor will provide students options and comments on how they can improve. These assignments will also provide the instructor an opportunity to gauge how the class as a whole and individual students are progressing in the course and reach out individually to any students who are struggling.

This course will meet on a thrice weekly basis in the classroom and instructor will provide direct instruction to students and also provide a space for students to ask questions of the instructor on course content.

**Description and rubrics for assignments:**

A complete description of assignments and exams will be provided via Canvas in Announcements during the first week of class.

The two analytical papers are due on dates shown in this syllabus. Only hard copies will be accepted and they must have student's name on the first page.

**Class texts , meeting dates and content:**

**Required Textbooks:**

1. Strategic Planning for Public and Non-Profit Organizations, Fifth Edition, J. Bryson, John Wiley and Sons. 2019
2. The First 90 Days in Government: Critical Success Strategies for New Public Managers at All Levels, Daly, Peter H., Wilkins, Michael. Harvard Business School Publishing. 2006
3. Good to Great and the Social Sectors: A Monograph to Accompany Good to Great. Collins, J. 2005

**Class Schedule and Topics :**

September 6 Public Value Creation as a Building Block of Strategic Management

Read Bryson, Chapter 1

Introduction and Class Organization

September 8: Strategy and Change Cycle

Read Bryson, Chapter 2

September 11 : Strategic Planning Process

Read Bryson, Chapter 3

## Process Mechanics and Variants

### September 13 : Strategic Planning and Managing Core Mission

Read Daly, Peter H., Wilkins, Michael., pg. 1-53.

Read J. Bryson, Chapter 4 and 8

Concept of Strategy

Core and Grand Strategies

Establishing Mandates, Mission, Purpose, Vision

### September 15: Strategic Planning and Managing Core Mission (continued)

Read Daly, Peter H., Wilkins, S. Michael pg. 54-82

Read Bryson, Chapter 5-7

Identifying Strengths, Weaknesses, Opportunities and Threats

Improving SWOT Analysis

Identifying Strategic Issues

### September 18: Identifying and Managing Risk

Strategies for Identifying and Managing Risk

Levels of Risk

Actions Steps for Risk

### September 20: Evolution of Strategy: Origin, Planning, Strategic Planning and Strategic Management

Read Bolland, Strategizing Chapter 2 ( posted in Canvas Announcements)

### September 22: Case Studies/ Analytical Papers in Public Administration

Read: How to do case studies/ analytical papers. In Canvas under Announcements

Outline for case studies/analytical papers

## Organization and Analysis methods

September 25 NO CLASS attend or watch video of Paul Ryan September 26 Memorial Union talk instead

## September 27: Strategy Implementation

Read Bryson, Chapter 8

### Strategy Implementation

Challenges of implementation

## September 29: Leading Change in the Organization

Your Personal Path to Strategy Leadership

Read Daly and Watkins, Chapter 4 and 5

## October 2: First Analytical Paper Due

Your Personal Path to Strategy Leadership (continued)

Early Wins and Team Building

## October 4: Strategy Leadership Continued

Read Daly and Watkins, Chapter 6 and 7

Your Personal Path to Strategy Leadership

Alliances and Alignment

## October 6: Strategy Leadership Continued

Read Daly and Watkins, Chapter 9

Read Bryson, Chapter 11

Your Personal Path to Strategy Leadership (concluding)

## October 9: Paul Ryan Reflection due

Disruption

Read Daly and Watkins Chapter 8

October 11: Strategic Planning Class Simulation

Second Analytical Paper due

Read Bryson, Chapter 12

Strategic Planning Class Simulation

October 13

Mid Term Exam

October 16: Revising Strategy

Changing Strategy: Why and When

Read Bryson Chapter 10

October 18: State Strategic Planning Examples

Wisconsin State Strategic Planning

October 20 Organizational Differences in Strategic Planning

Differences between government strategic planning, non-profit strategic planning and business strategic planning

Read: Collins: Good to Great and the Social Sectors

October 23 Ethical Issues in Strategy

Read Bolland, Comprehensive Strategic Management Chapter 9 available in Canvas Announcements

State Lottery Programs

Power of Execution

Eminent Domain

Students bring in examples of ethical issues in strategy

October 25: Innovation, Diffusion and Entrepreneurship

Read Bolland Comprehensive Strategic Management, Chapter 8 (in Canvas Announcements)

October 27: Strategy Going Bad

Students provide examples of organizational strategy failures

October 30: Boundaries in Strategic Planning

In class debate: Boundaries of Strategic Planning? Class divided and assigned positions on issue then advocate and defend position

November 1: Win at All Costs or Meet in the Middle?

Compromise or Conquest? Evaluating differing goals

Strategy Game Theory

November 3: Accountability in Strategy

Read Bryson Chapter 11

Stakeholders of Organizational Strategy

November 6: Measuring Strategy Performance

Qualitative and Quantitative tools

November 8: Tools of Strategy Analysis

Examples of tools and selection criteria

Read Bryson, Resource A

November 10: Tools of Analysis (continued)

November 13: Rivalry in Strategy Formulation and Execution

Sources of Rivalry

Privatization

Other Governmental Units

Financial Rivalry

November 15 Detecting Strategic Moves of Others

Strategic Intent

Countering Strategies

November 17: Issues in Decision Making

Importance of Decision Making  
Bounded Rationality

November 20: Structure and Strategy

Fitting appropriate organizational form with strategy

November 22: Creating and Cultivating a Culture of Strategy in Resistant Organizations

Consequential vs. Inconsequential Resistance  
Actions to Encourage Strategy Orientation

November 24 NO Class

November 27: Collaboration

Individual and Group Collaboration  
Organizational Collaboration

November 29 Interagency collaboration on strategy

Multi state (regional) collaboration  
Collaboration within the state  
Collaboration at county and municipality level

December 1 : New Thinking in Strategy: Strategizing

Strategizing definition  
Examples of strategizing in organizations

December 4: Strategizing (continued)

Examples of not for profit strategizing

December 6 Sensemaking

Definition of Sensemaking and examples

December 8 A Future for Strategy: Integrating Course Concepts and Tools



## Role of strategy making in turbulent times

December 11: Final Exam

### **Statement on Usage of Audio/Video Recorded Lectures**

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record lectures without the instructor's permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [See Regent Policy Document 4-1.] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and nonacademic misconduct.

### **Statement on Academic Calendar and Religious Observances**

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

### **Statement on Accommodations for Students with Disabilities**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations **by the end of the third week** of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

### **Statement on Course Evaluations**

Students will be provided with an opportunity to evaluate this course and the learning experience. UW-Madison uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

### **Statement on Diversity and Inclusion**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

### **Statement on COVID-19, including Quarantine or Isolation**

See the Badger Pledge for Students: <https://smartrestart.wisc.edu/badgerpledge/>

Students should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

### **Statement on Resource Links to Other Campus Services**

University Health Services:

<https://www.uhs.wisc.edu/>

Office of the Registrar:

<https://registrar.wisc.edu/> Office of Student

Financial Aid: <https://financialaid.wisc.edu/>

Office of Dean of Students:

<https://doso.students.wisc.edu/>

### **Statement on Students' Rules, Rights, or Responsibilities (Including COVID-19)**

See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.