

# **ADVANCED ORGANIZATION BEHAVIOR**

UPA 660 / PADM 625

Spring 2019

Class Meetings: Hybrid Bi-Weekly

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## **WELCOME**

Government organization and administrative theory is the study of how to form, lead, and manage public and non-profit organizations. The course emphasizes classical and contemporary research into public organizations and the major topics include: the historical development of organizational theory, organizational culture, human resource theory, modern organizational theory, managing diversity, and organizational leadership

## **AVAILABILITY**

I am typically on campus most days after 10am and have an open-door policy. In addition, I am available after class meetings. Email is my preferred method of communication; I am online much of the time from 10 a.m. – 6 p.m. M – F. I try to reserve weekends for my personal time. If these times are not convenient for you, please let me know and I will be happy to accommodate your schedule if at all possible. If your question or concern warrants an immediate response, please do not hesitate to contact me via my cell phone at (601) 316-3509. I prefer you text me first to let me know who you are and the nature of your concern. I provide you with these times to make it easier to communicate with me, not to limit our contact.

In the event a third party needs to contact me, please direct them to my contact information listed under "Instructor Information" button in Blackboard (Bb). No third party should use your login credentials to gain access to the online classroom or call my personal cell phone.

I will respond to your inquiry within 24 hours of receipt except on weekends and holidays when it may be 48 hours. If I do not respond in that time frame, know that I probably did not receive your message.

## **SYLLABUS REVISIONS:**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

### **LATE ASSIGNMENTS POLICY:**

Assignments should be submitted no later than the time due listed in the syllabus.

***LATE ASSIGNMENTS WILL NOT BE ACCEPTED!!!***

### **COURSE OBJECTIVES:**

- Gain an understanding of successful strategies for organizing, leading, and managing in the public workplace.
- Evaluate the essential components of administering public organizations: exercising leadership, influencing culture, employing power, navigating the political environment, managing people, and engaging in strategic decision making.
- Clarify those elements that distinguish public and non-profit organizations and describe how these factors direct public management practice.

### **NASPAA'S UNIVERSAL/CORE COMPETENCIES**

*After completing the NASPAA accredited MPA program students at the University of Louisville, students will demonstrate competency in the following areas:*

1. To lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

### **REQUIRED TEXTS:**

1. Rainey, H.G. (2014). *Understanding and Managing Public Organizations* (5th ed.). San Francisco, CA: Jossey-Bass. ISBN # 1118584465
2. Stage, Frances K. and Manning, Kathleen. (2016). *Research in the College Context: Approaches and Methods* 2<sup>nd</sup> Edition. New York, NY: Routledge. ISBN: 1317580095

*In addition, selected journal articles, book chapters, and case studies will be assigned at the professor's discretion. These additional readings will either be uploaded to Blackboard or I will give you the citation and you can obtain it via the library's online journal database.*

### **ATTENDANCE AND ASSIGNMENTS POLICY:**

Please understand that this course is a hybrid course and **attendance is mandatory.**

Unexcused absences will reduce your course grade.

If you have an assignment due on the date that you are absent, I will require that you submit a verifiable excuse for your absence (e.g. doctor's note). If you do not submit a verifiable excuse, your assignment will not be accepted.

### **ACADEMIC HONESTY:**

Academic dishonesty of any kind will **NOT** be tolerated! Please understand that plagiarism is intentionally or carelessly using someone else's ideas or words **WITHOUT USING CORRECT CITATION** that gives credit to the author. Plagiarism on any assignment constitutes academic misconduct.

### **REQUIRED REFERENCE:**

All written assignments must follow American Psychological Association (APA) style. Each APA citation has two parts, the in-text citation and the reference sheet entry. You must have both an in-text citation and a reference sheet entry for **EVERY** outside source you use.

### **ELECTRONIC DEVICES:**

All cell phones, pagers, or other electronic devices not used solely for academic purposes should be powered off while in the classroom. If any electronic device becomes disruptive during class or is being used for any purpose other than academics, the instructor retains the right to dismiss the student from the class and assign the student an unexcused absence.

### **COURSE REQUIREMENTS AND GRADING POLICY:**

- 1. Participation & Attendance:** Participation is an important component of this course. You are expected to have completed the required readings/assignments **before** each class. You will share your knowledge and opinions of required readings and related materials through the online discussions, in class discussions, and small group exercises. Unexcused absences will reduce your course grade.
  - a. Offer constructive feedback to your classmates.
  - b. Participation and attendance will constitute **10%** of your final grade
- 2. Quizzes/ Case Studies:** The quizzes will open 24 hours before class and are due by 5:30pm on the day class meets.
  - a. The quizzes will constitute **25%** of your final grade
- 3. Research Paper Outline: Due February 22<sup>nd</sup> at 9:59pm.**
  - a. Requirements for M.A. Students: 1) the research question you plan to address; 2) a detailed outline for the topics and subtopics you intend to address in your research paper; 3) samples of at least two peer review articles that you intend to cite in your research paper.

- b. Requirements for Doctoral Students: The Ph.D. students will be required to complete all of the requirements of the M.A. students listed above. In addition, the Ph.D. students will be required to: 1) Prepare to submit their final papers to a peer reviewed journal that matches their subject or plan to submit their research papers to a future academic conference.
    - i. For those that chose to send their manuscripts to a journal you must: 1) Locate a journal that coincides with your proposed research project, and 2) Carefully read the journal submission requirements to be sure you understand their procedures.
    - ii. For those that chose to submit their research to an academic conference you must: 1) Locate a conference that suites your research, 2) Plan to attend the conference, 3) Submit the appropriate documents (i.e. abstract) according to the time line listed in the conference website. Please be advised: just because the abstract might not be due until later in the semester does **NOT** mean that you can wait until then to submit you research paper outline.
  - c. The Research Paper Outline will constitute **5%** of your course grade
- 4. Online discussion boards:** These are designed to test your ability to *understand* and *critically evaluate* the readings, lectures, and discussion materials covered during the semester.
- a. **Instructions**
    - i. You must complete your initial (300 words) assignment by **11:59pm on the second Thursday of each module.**
      - 1. Module one is due by 11:59pm on Jan 17<sup>th</sup>
    - ii. You must choose a classmates post to evaluate (150+ words) by **11:59 on the second Saturday of each module.**
      - 1. You will **NOT** receive credit for responding to a classmates' thread that has already been responded to by another classmate.
      - 2. Module one is due by 11:59pm Jan 19<sup>th</sup>
    - iii. Finally, you must respond to your classmate's assessment (150+ words) **by 11:59pm on Monday.**
      - 1. Module one is due by 11:59pm on Jan 21<sup>st</sup>
      - 2. **You will not be penalized if no one responded to your thread.**
  - b. **Your initial post:**
    - i. You must create a new thread to post in each module.
    - ii. It must be at least 300 words.
    - iii. **Be sure to incorporate the literature from the course as you write and discuss the readings.**
      - 1. Allow the literature to help you make your point.
    - iv. Consider the following questions before writing your weekly response:
      - 1. What are the central themes of the readings?

2. What methods did the authors use to examine the problems/questions?
  3. What were the main findings/arguments?
  4. What are the contributions of the readings?
  5. What are the limitations of the readings?
- v. Your answers should be in your own words with direct quotes only when absolutely necessary.
- c. (***Substantive Classmate Assessment***) Your comments should add significantly to the discussion by building on others' comments, suggesting alternative solutions, pointing out problems, and even at times, constructively disagreeing. The most common question concerning participation is "What do you mean by 'substantive'?" Here are my guidelines:
- i. Like many things, 'substantive' is easiest to define by its *negative*. 'Substantive' is not a post that simply says 'I agree', or 'That's what I have found to be true as well', or 'Good idea!' or even 'what did you mean by...?'
  - ii. A substantive post, consisting of at least 150 words, moves the discussion along in one of several ways. Some of these ways are:
    1. Agreeing/disagreeing with the discussion and substantiating your statement with theory from the readings "I agree/disagree with what John posted. As <author> points out ...".
    2. Posing a question that the course material has caused you to consider. "<Author> says ... However, I see the following occurring ... Does anyone else find this to be true?"
  - iii. Our discussion goal is to be collaborative, not combative. Experience shows that even an innocent remark in the online environment can be easily misinterpreted. I suggest that you always reread your responses carefully before you post them to assure you have worded it in a way that will not be seen as a personal attack! Be positive in your approach to others and diplomatic with your words. Respect, demonstrated in what we say (words) and how we say it (tone), is the foundation of successful online learning.
- d. The discussion boards will constitute **15%** of your final grade.

## 5. Discussion Leaders:

- a. In the first class meeting we will select modules.
- b. This entails:
  - i. Leading class discussion on: (M.A. students: at least 2 additional scholarly readings from year 2000 – present and Ph.D. students: a book) that corresponds with your module.
    1. Be sure to look for articles with opposing viewpoints.
      - a. Example) Wilson (1887) & Waldo (1948)

- ii. Posing three to five debatable questions for the class to discuss.
  - 1. The questions must relate to the organizational issue examined in the readings for the week.
- iii. Creating an outline and PP presentation of your additional readings as well as a pdf of the readings.
  - 1. **Post these docs. /pdfs. (Separately) to BB by 5pm on the Monday before class meets.**
- c. This will count as **10%** of your final course grade.

#### 6. Final Presentations

- a. You will present the findings from your research in class during our final meeting on **April 18<sup>th</sup>**.
- b. The setup will be run like a conference presentation
  - i. Create a ppt. that accompanies your presentation
  - ii. You are allotted roughly 20 minutes
    - 1. Ideally, you will present for 15 mins and take questions for the last 5 mins.
- c. This constitutes **10%** of your final course grade.

#### 7. Final Paper – Due Monday April 22<sup>nd</sup> at 11:59pm

- a. (*M.A. students*) will write a 10 – 12-page paper reviewing the literature on an original question that you develop from one of the major course topics. The paper must be in narrative form (no bullets or outline numbers). **You must also cite at least six additional, academic sources.** All materials (class texts and outside sources) must include complete APA style citation.
- b. (*Ph.D. students*) will write at least a 20+ page research paper with the proper APA citation. You must either submit your paper to a reputable peer reviewed journal or an academic conference. Once you have submitted your paper you must upload the confirmation page along with your paper.
- c. **Due April 22<sup>nd</sup>**
  - i. The final project will constitute **25%** of your course grade.

#### STUDENT EXPECTATIONS

- Read all textbook chapters and other assigned readings *before* the scheduled class
- Participate actively in discussions and ask clarifying questions
- Prepare and submit all written assignments on time
- Edit all written submissions for clarity, flow, grammar, punctuation, and spelling
- Include complete APA style citation for all written assignments
- Submit all assignments via blackboard

*Please do not fall behind, as it will be difficult to catch up. **Do not associate the word, “online” or “hybrid” with the word “easy.”** If you fall far enough behind that completing the course becomes impossible I will suggest that you contact your Academic Advisor to determine what your next steps need to be.*

## COURSE SCHEDULE

MODULE	CLASS MEETS	READINGS / ASSIGNMENTS
1 Jan 10	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Syllabus overview &amp; Expectations</li> <li>• Course / NASPAA's Core Competencies</li> <li>• Calculating your final grade</li> </ul>
2 Jan 24	<b>Historical Perspective</b>	<ul style="list-style-type: none"> <li>• Rainey Ch. 1 &amp; 2</li> <li>• Stage and Manning Part 1</li> </ul>
3 Feb 7	<b>The Distinct <i>PUBLIC</i> Service</b>	<ul style="list-style-type: none"> <li>• Rainey Ch. 3</li> <li>• Stage and Manning Part 2</li> <li>• "The New Public Service..." (<i>On Blackboard</i>)</li> </ul>
4 Feb 21	<b>Motivation</b>	<ul style="list-style-type: none"> <li>• Rainey Ch. 9 &amp; 10</li> <li>• Stage and Manning Part 6</li> <li>• "The Motivational Bases of Public Service" (<i>On Blackboard</i>)</li> </ul>
5 Mar 7	<b>Research Meeting</b>	<ul style="list-style-type: none"> <li>• Stage and Manning Part 3</li> <li>• Stage and Manning Part 4 (only Ch.'s 9 &amp; 10)</li> <li>• <b>Ms. Fannie Cox</b> <i>(Possibly Remotely)</i></li> </ul>
6 Mar 21	<b>Power &amp; Leadership</b>	<ul style="list-style-type: none"> <li>• Rainey Ch. 7 &amp; 11</li> </ul>
7 Apr 4	<b>Teamwork, Conflict, &amp; Mediation</b>	<ul style="list-style-type: none"> <li>• Rainey Ch. 12 &amp; 13</li> <li>• BB readings <i>(Possibly Remotely)</i></li> </ul>
8 Apr 18	<b>Final Presentations</b>	
9 Apr 22	<b>Final Paper Due</b>	