

**COURSE SYLLABUS PA8090-001  
ORGANIZATIONAL THEORY AND INDIVIDUAL BEHAVIOR  
IN THE PUBLIC SECTOR,  
SPRING, 2004**

**Class location/time: Allwine Hall, Room 309, Tuesday, 5:30 - 8:10 p.m.**

**Instructor: Dr. Alice Schumaker**

**Annex 27**

**Office hours: Tuesday and Wednesday, 2:30 - 5:00 p.m; or by appointment**

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**COURSE DESCRIPTION**

This course provides a broad introduction to the structure and function of organizations and the behavior of people in them, focusing on public and nonprofit organizations. The primary purpose of the course is to equip students with an understanding of organizational concepts and practical techniques for managing effectively in challenging environments.

**COURSE FORMAT**

Course methodology will focus on teacher presentations, student-led discussions and presentations, group work, and self-assessments.

**COURSE OBJECTIVES**

Upon completion of this course, the student should have an understanding and working knowledge of the following:

- Basic and relevant organizational theories and behaviors in the public sector
- Personal managerial and organizational preferences and styles achieved through the use of self-assessment instruments
- Key managerial skills gained from class preparation and personal observation of public administrators
- Personal ability and skills to work collaboratively

**POLICIES**

Class attendance: Students are expected to attend class regularly. Attendance is part of the class participation grade. You are also expected to actively participate in class discussions. This means coming to class prepared and offering useful, well-supported, and thoughtful ideas that constructively advance the learning of the class. It is imperative that you respect each others' views. Tardiness is discouraged, however if you must be late to class, please enter the room without disturbing others.. **If you are absent from class, you are responsible for obtaining class handouts and notes from another student.**

Late assignments, incompletes: All assignments are due on the date indicated. Late assignments will result in a decrease in your grade commensurate with the number of

days late. Assignments turned in 5 or more days late will not be accepted. A grade of incomplete will be given only in cases of emergencies: illness or documented family emergency. In addition, most of the course work must be completed before receiving a grade of incomplete.

Plagiarism and other university policies: The University rules regarding academic honesty will be strictly enforced. See the current Graduate Catalog. All policies listed in the UNO Graduate catalog and the MPA Student Guide apply to this course.

Disability: Accommodations are provided for students with verified disabilities. For more information contact Services for Students with Disabilities in EAB 117 or 554-2872, TTY 554-3799.

### **REQUIRED TEXTBOOKS**

Denhardt, R.B, Denhardt J.V., & Aristigueta, M.P. (2002). *Managing human behavior in public & nonprofit organizations*. Thousand Oaks, CA: Sage Publications.

Scott, W.R. (2003). *Organizations: Rational, natural, and open systems*. 5<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Education, Inc.

### **OTHER REQUIRED READING**

**Note that the source of the article is at end of the citation. These articles are accessible through UNO Library electronic databases, (ProQuest (ABI-Inform), EBSCO and Wilson Omnifile) as noted.**

Boyne, G.A. (2002). Public and private management: What's the difference? *Journal of Management Studies*, 39(1). EBSCO.

Christensen, P. (2002). Motivational strategies for public managers. *Government Finance Review*, 18(2), 30-34. Wilson Web Omnifile.

Drucker, P. (1999). Managing Oneself. *Harvard Business Review*, Mar/Apr, EBSCO.

Huang, A. H. (2002). E-mail communication and supervisor-subordinate exchange quality: An empirical study. *Human Systems Management*, 21 193- 2-4. ProQuest.

Javidan, M. & Waldman, D.A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review*, 63 (2), 229-242. ProQuest.

Jurkiewicz, C.L. (2000). Generation X and the public employee. *Public Personnel Management*, 29 (1), 55-74. ProQuest

Katzenbach, J.R. & Smith, D.K. (1993). The discipline of teams. *Harvard Business Review*, 71(2). EBSCO.

Martins, L.L., Eddleston, K.A., & Veiga, J.F. (2002). Moderators of the relationship between work-family conflict and career satisfaction. *Academy of Management Journal*, 45 (2). EBSCO

Meier, K.J. & Bohte, J. (2003). Span of control and public organizations: Implementing Luther Gulick's research design. *Public Administration Review*, 63 (1), 61-70.

ProQuest  
Mele, Domenec. (2003). The challenge of humanistic management. Journal of Business Ethics, 44 (1, part 2), 77-83. ProQuest.

## **ASSIGNMENTS**

### **1. Reading assignments**

You are expected to read the assignments and research the answers to the discussion questions before class. Answers will not be handed in, but you may be asked to discuss in class.

### **2. Organizational Observation**

The purpose of this assignment is to give you the opportunity to reflect upon an organization in which you have worked (or volunteered) and draw conclusions relevant to our study of organizations.

Choose one organization (or two if you wish to compare and contrast them) in which you have worked (or volunteered).

Write an essay style paper of approx. 10 pages that describes your personal observations in a framework of academic background. It should include the following descriptions, at minimum.

- a. General (type of work, position, organizational sector [public, private, non profit], length of service, overall impressions)
- b. Organizational type (rational, natural, or open system). Include justification for this classification, such as management structure, style, and processes.
- c. Culture (formal and informal groups, physical layout, communication patterns, basic assumptions of the organization by employees, etc.).
- d. Effects of above factors on employees' motivation and productivity.
- e. Suggestions for improving the organization through changes in the structure, management style, etc. and explain how these changes might improve employees' attitudes, motivation, productivity, and other characteristics.
- f. other observations

Include at least 4 references (textbooks or others)

### **3. Communication Analysis**

Verbal, non-verbal, and written communication is fundamental to personal and organizational success. This assignment is to write a 7 page paper describing some aspect of communication. Include 4 references, not including class textbooks. The paper should include the following:

- Introduction, including background literature relevant to your topic and why you are interested in the particular topic.
- A description of your perceived skill level in the selected area of communication
- Strategies to improve your skill levels

- Summary including your predictions/thoughts on how you will perform differently/better after implementing your strategies.

#### 4. **Group Dynamics Journal and Paper**

Each student will work in teams throughout the semester. This assignment focuses on the dynamics of the people in your group. You will keep a journal recording how your group functions. At minimum, you should include the following in an essay of approx. 7 pages:

- description of group members (number, backgrounds, degree progress, etc.)
- leadership qualities (who takes the role, how is leadership carried out, type [dictatorial, inclusive, exclusive, etc.]).
- conflict in the group (absence or presence, how is it started, ongoing or temporary, how is it usually resolved?)
- communication (methods, effectiveness, barriers)
- overall quality of the group (compatible, effective, efficient, fun, ...etc.)
- other observations
- at least 4 references related to your findings.

#### 5. Examination

Exam will be short answer/essay format and closed book

#### 6. Team Project

Class members will participate in a group research/experiential project. Each group will consist of 4-5 members and you will form your team based on your interest in one of the following broad topics: Communication, Motivation, Team Building, Organizational Culture, Leadership, or one of your choice (with permission). The final product for each group will be a report placed in a three-ring binder and a class presentation that includes all members. The report will include the following:

1. Title page
2. Table of Contents
3. Students' individual papers pertaining to a specific area under the general topical area should be at least 10 pages written in essay form including at least 5 outside references. Research may be library research or original research; i.e. interviews or case study.
4. Handouts for class presentation
5. Summary and conclusions about overall subject material, and any lessons learned.

### **ASSIGNMENT SCHEDULE**

**January 13      Introduction and Overview of the Course**

**January 20      Organizational Behavior**

Denhardt, et al., pp. 1-15

Scott, pp. 3-30

Boyne, G. A. "Public and Private Management: What's the Difference?"

Discussion questions:

1. Denhardt says that in public service, we must be concerned not only with leading and motivating others but doing so in a manner consistent with democratic values and the public interest. What does he mean?
2. What are the assumed differences between private and public organizations, according to Boyne? Do these differences prevail in the study?
3. What are your reactions to Scott's statement that organizations are often viewed as the "source of social ills?"

### **January 27 Rational and Natural Organizations**

Scott, pp. 31 -81

Meier & Bohte, "Span of control and public organizations: Implementing Luther Gulick's research design."

Mele, Domenec, " The challenge of humanistic management"

Discussion questions:

1. What, in Weber's opinion, distinguishes a bureaucracy from other organizational forms?
2. Mele describes an emerging approach to humanistic management...how is it different from the other approaches he describes? Do you think it is emerging?
3. What were Gulick's three important variables related to span of control? Does the research by Meier and Bohte support Gulick?

### **February 3 Open Systems and Organizational Environment**

Scott, pp. 82- 148

Discussion questions

1. What are the characteristics of Scott's "open system organizations"
2. What are the levels of organizational environment, according to Scott?

### **February 10 Personal Assessment of Managerial Skills**

Denhardt et al., pp. 19-34

Drucker, P. "Managing Onself"

*Complete the following prior to class: (Denhardt)*

*Lifeline of Experiences and Relationships (p. 21)*

*Reddin's Personal Values Inventory (pp. 36-42)*

*Career Orientation Survey (pp. 50-53)*

Complete the personality test at [Http://www.outofservice.com/bigfive](http://www.outofservice.com/bigfive)

### **Due: Organizational Observation**

Discussion questions:

1. What are your thoughts on the statement: “people who seek to manage others must first learn to manage themselves?”
2. How does one’s “locus of control” influence one’s ability as a manager?

### **February 17 Working in Groups and Teams**

Denhardt, et al., pp. 295-323

Scott, pp. 240- 242

Katzenbach & Smith, “The discipline of teams”

Discussion questions:

1. According to Denhardt, why are teams more effective than individuals?
2. What do Katzenbach and Smith say about teams that are established primarily for the sake of becoming a team or reasons of job enhancement, communication, or organizational effectiveness?
3. What are your reactions to this question: Do you think a theory of post-industrial organizing might usefully reconceptualize firms as contexts for projects? (In Scott)

### **February 24 Communication**

Denhardt, et al., 255-291

Huang, A.H., “E-mail communication and supervisor-subordinate exchange quality: An empirical study”

Discussion questions:

1. What are some barriers to good interpersonal communication?
2. Huang found a high correlation between e-mail frequency and the employer-supervisor relationship. Is that true in your organization? Why?

### **March 2 Motivation**

Denhardt, et al., pp. 151-175

Christensen, P. (2002). “Motivational strategies for public managers”.  
Jurkiewicz, “Generation X and the public employee”

### **Due: Communication Analysis**

Discussion questions:

1. What are some demotivators in public and nonprofit sector work?
2. Explain Vroom’s expectancy theory

3. Why are generational studies important to a manager?

**March 9**      **Managing Conflict, Managing Change**  
Denhardt, et al., 327-385.

Discussion questions:

1. What are the stages of conflict?
2. How we can manage change before it manages us.

**March 16**      **SPRING BREAK - NO CLASS**

**March 23**      **Examination**

**March 30**      **Managing Stress**

Denhardt, et al., pp. 89-116

Martins, Eddleston, & Veiga, "Moderators of the relationship between work-family conflict and career satisfaction"

**Fostering Creativity**

Denhardt, et al., pp 57-83

1. From your experience, is it feasible to have creativity in the workplace?
2. What are some of the barriers?

**April 6**              **Leadership**

Denhardt, et al., pp. 181-215

Schein, pp. 209-253

Javidan, M. & Waldman, D.A. "Exploring charismatic leadership in the public sector: Measurement and consequences"

Discussion questions:

1. What are some characteristics of a charismatic leader?
2. What makes leadership in the public and nonprofit sectors different from the private sector?

**April 13**      **Decision Making, Empowerment and Delegation**  
Denhardt et al., pp. 121-147

Discussion questions:

1. Explain the concept of "satisficing".
2. Name some characteristics of charismatic leaders.

**Group Dynamics Paper Due**

**April 20**              **Team Presentations**

**April 27            Team Presentations**

**May 2                Weather date for Presentations - Final Projects Due**

**Grading**

<b>Assignments</b>	<b>Maximum Points</b>
Organizational Observation	125
Communication Analysis	100
Group Dynamics Study	175
Mid-Term Examination	225
Team Project	225
Project presentation	50
Class participation	100

Total 1,000 points

<b>Points</b>	<b>Letter Grade</b>	<b>Grade Point</b>
967 -1000	A+	4.00
934 - 966	A	4.00
900 - 933	A-	3.67
868 - 899	B+	3.33
835 - 867	B	3.00
800 - 834	B-	2.67
767 - 799	C+	2.33
734 - 766	C	2.00
700 - 733	C-	1.67
667 - 699	D+	1.33
634 - 666	D	1.00
600 - 633	D-	0.67
<600	F	0.00

**WRITING EXPECTATIONS**

Writing is expected to be graduate-level quality. It must be well-organized, clear, and logical, with correct spelling and grammar. Writing quality will determine a portion of the grade. Papers should be printed (or typed) on one side of the paper only, double spaced, in 11 or 12 pitch font size, with 1 inch margins, and *with page numbers*.

Include the following in your paper:

- Introduction: clearly states the purpose and prepares reader for what follows
- Body: based on literature review or personal analysis (based on the assignment).
- a summary and conclusions.
- Summary: concluding remarks, recap of important points.

Also remember the following when writing.

- Write in the active voice
- Keep tenses consistent
- Paragraphs should contain a topic sentence, several supporting sentences, and a concluding/transition sentence.
- Correctly cite your sources of information. Use the American Psychological Association (APA) style. (American Psychological Association (2001). Publication manual of the American Psychological Association, 5th ed. Washington (available at UNO bookstore)

Use parenthetical references, not footnotes or endnotes. For literature citation in the text, supply the author's surname and date of publication, for example (Cooper, 1998). For direct quotations, also cite the page number where the quote can be found. For example, (Cooper, 1998, p.38).

Place a list of references alphabetized by author at the end of the paper. Three examples of citations in the APA style are provided here. For others, consult manual.

### References (sample APA format)

#### Journal article :

Cameron, K.S. (1994). Strategies for successful organizational downsizing: Paradoxical processes and best practices. *Human Resources Management Journal* 33, 189-212.

#### Book:

Ciampa, D, (1992). *Total quality : A user's guide for implementation*. Reading, MA: Addison-Wesley.

#### Chapter in a book:

Hooijbert, R. & Quinn, R.E. ( 1992). Behavioral complexity and the development of effective managers. In R.L. Phillips & J.G. Hunt (Eds.). *Strategic leadership: A multiorganizational perspective*. Westport, CT: Quorum Books.

### Additional Resources: Organization Theory Related Journals

*Academy of Management Journal*

*Academy of Management Journal*

*Administration and Society*

*Administrative Science Quarterly*

*American Behavioral Scientist*

*American Review of Public Administration*

*Human Relations*

*Human Resources Management*

*Human Organization*

*Administration*

*Industrial and Labor Relations Review*

*International Journal of Public Administration*

*Journal of Applied Psychology*

*Organization Behavior and Management*

*Organization Behavior Teaching Review*

*Organizational Dynamics*

*Organization Studies*

*Public Administration Quarterly*

*Public Administration Review*

*Public Personnel Management*

*Public Productivity Review*

*Review of Public Personnel*

*Sloan Management Review*

*Journal of Applied Behavior Science*

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