Course Description

This course introduces you to various perspectives on the structure and behavior of the organizations we all inhabit. Organization theories are about human behavior. These theories attempt to explain why people behave the way they do in organizational settings. This course will increase your understanding of how organizations are structured and operated, how people behave in various organizational environments, how employees are motivated to work toward organizational goals, and how public managers can work effectively within an often difficult and dynamic organizational setting. In this class we will be actively seeking to meld theory and practical application.

Student Learning Objectives

By the end of this course, the successful student will be able to:

1. Evaluate the contributions of major theorists in the fields of organization theory and behavior, including assessing the most commonly cited theories which guide our thinking about decision making, leadership and work motivation.
2. Analyze the distinguishing characteristics of bureaucracy, including the functional and dysfunctional effects of each characteristic.
3. Illustrate important differences between public and private organizations.
4. Explain the most common sources of resistance to organizational change and how to effectively manage the change process.
5. Formulate methods to maximize teamwork and positively resolve conflicts, as well as to maintain high performance, excellence, and innovation in public organizations through the awareness of managerial styles and competences.

Course Requirements and Grading

You are expected to complete the assigned readings before class. Grades will be based on your performance on a series of assignments, a research paper and participation with the following distribution:

- Attendance and Participation: 10%
- 10 Weekly Review Questions (As assigned on Course Schedule): 30%
- Individual Classroom Presentation w/Power Point (As assigned in Class): 20%
- Research Paper (Due 12/9): 40%

Total: 100%
Ten Weekly Review Questions (30%)

You are required to submit written responses to assigned questions each week. Responses should reflect your understanding and analysis of the concepts explored through both your textbook reading and classroom discussion. See Course Schedule for the assigned questions and their due dates. Responses to each question should be double spaced and at least one-half page long. Submitted questions will be graded with a check+ for 3 points; a check for 2 points; or a check- for 1 point.

Individual Classroom Power Point Presentation (20%)

Each student will sign up for one upcoming class where they will prepare and present a 20 – 30 minute power point presentation on the assigned reading material for that class period. The presentation should not be a detailed summary or regurgitation of the reading material, but should highlight and explore the strategic few key concepts from that material. Following the presentation, the assigned student will lead a short classroom discussion of the material. You should bring hard copy handouts to be passed out prior to your presentation for both the instructor and your classmates. While your power point presentation should outline key concepts from the assigned readings, your classroom discussion should focus on reactions to those key concepts.

Research Paper Due on 12/15 (40%)

You will write a double-spaced, at least 12-page (but no more than 16-page) research paper using 12 Times New Roman font with one-inch margins that analyzes and evaluates the current scholarly literature on any of the topics covered in the course. This paper will allow students to examine a topic in greater detail and may include such things as a deeper analysis of a case study we have discussed, a review of scholarly literature on a topic in the syllabus or in the textbook, or an analysis of a current event as it relates to the course themes. You need to get instructor approval for your topic. The paper should be spell-checked, free of grammatical errors and use at least 12 scholarly references.

Attendance and Participation (10%)

Students are expected to arrive for class on time, as a demonstration that they can function responsibly in this learning environment. Without exception, attending late or leaving early is calculated as a half attendance. The instructor will check attendance regularly.

- With active class participation, 1 unexcused absence or less earns a student the full 10% for attendance and participation.
- With active class participation, 3 unexcused absences or less earns a student 5% for attendance and participation
- Four unexcused absences earns a student a zero for attendance and participation
- Five unexcused absences will result in “F” for the entire course.

You are expected to have read the materials before class, including the case studies at the end of each chapter in the Starling textbook. Case studies may be discussed in class and you are expected to be conversant on them. Student questions, comments and in-class discussion are both expected and welcomed. Students learn best by actively participating in the teaching-learning process. You can learn
as much from your classmates as you can from me. You will be asked to participate in numerous discussion activities.

Class topics parallel the assigned reading(s) specified on this syllabus. Again, you are expected to have read the assignments before the topic is presented. The participation part of your grade is dependent upon how well you respond to the in-class discussion and questions. On a sliding scale:

- **Active** participation is when a student demonstrates an understanding of all assigned readings; is able to make connections among course topics; is able to add their own insights; and goes beyond assigned readings.
- **Adequate** participation is when a student demonstrates familiarity with all assigned readings through classroom discussion.
- **Minimal** participation is when a student demonstrates familiarity with some of the readings, but a lack of preparation or insufficient participation on other topics; and participates only when called upon or when assigned to a small group.

**Required Texts**

The textbooks are available for purchase at the university bookstore or www.amazon.com. Additional materials may be made available to you by the instructor during the semester.


**Recommended Reading**


**Grading System**

A final grade will be reported as follows:

A: 100-90; B: 89.9-80; C: 79.9-70; D: 69.9-60; F: 59.9-0

However, grades on all assignments (except for weekly review questions) will be calculated as follows:

- A+: 100%; A: 95%; A-: 90%
- B+: 88%; B: 85%; B-: 80%
- C+: 78%; C: 75%; C-: 70%
- D: 60%
- F: 0%

**Late Work**
Late work is penalized a minimum of 10 points without exception, i.e., a reduction of one letter grade after the assignment is due. No work is accepted past the class that follows the original assignment due date. Incompletes are given only when a student can not complete the course due to circumstances beyond her/his control (as determined by the instructor.)

Cell Phone and Electronic Device Usage

Turn off your cellular phone during class. Using a laptop computer for taking notes in class is fine, but internet surfing or online chatting is prohibited and will be detrimental to your attendance and participation grade.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class I will follow the disciplinary guidelines in the TAMUCC student code of conduct for academic misconduct or complicity in an act of academic misconduct on an assignment or test.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 7th is the last day to drop a class with an automatic grade of “W” this term.

Preferred Methods of Scholarly Citations

Use the APA style for citations and references.

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Disabilities Accommodations

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ACADEMIC ADVISING

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
Course Schedule
PADM 5310 Public Organization

Note: This calendar is tentative and subject to change. Outside Public Managers may be brought in periodically throughout the semester to augment lectures and assigned readings. I will notify you in advance of any changes or additions to the schedule.

8/26: Overview of Course


Rainey, Chapters 1 & 2
Understand the study of organizations: a historical review. Compare and contrast public versus private sector organizations. Discussion of management roles and skills


Rainey, Chapters 3 & 4
Common assertions about public organizations and the implications for management. Strategic advantages and disadvantages of public and non-profit organizations. How does the institutional form affect organizational behavior? How does the environment shape organizations? Common theoretical frameworks or paradigms to help us understand organizational environments?

Q & A #1:
1. Is there a real difference between public and private organizations? Describe.
2. Why do public organizations exist?
3. Discuss conflicts in expectations for public organizations to be efficient, effective, responsive, accountable and equitable.

9/16: The Impact of Public Power & Public Policy

Rainey, Chapters 5 & 6
Review the policymaking process. The force field of politics: the interaction of political and management strategies. Understand bases of power and political competency. Understanding the legislative connection. Can and should government organizations be less political? Who and what influence public managers and public organizations?


Instructor presentation on shaping policy and procedures for economic development in local government.

9/30: Organizational Goals and Effectiveness. Good Ethics is Good Management: Discuss Case Studies on Ethics.

Rainey, Chapter 6
Instructor presentation on ethics, including practicing your own instincts with real world case studies.

Q & A #2:
1. There is much focus on reforming public organizations to be more efficient and effective. What factors must be included in a discussion of efficiency?
2. Many organizations are required to link goals to effectiveness. What assumptions underlie such a directive? What are the limitations?
3. Explain the strengths and weaknesses of the metaphor of organizations as brains.
10/7: Decision Making in Organizations. Formulating and Achieving Purpose, Power and Strategy

Rainey, Chapter 7
Distinct decision making processes of public organizations. Explore connection between power issues and decision making issues. Understanding the limitations of standardized decision making.

Q & A #3:
1. How do power, authority and influence differ? Explain how power and politics affect decision making outcomes.
2. When is citizen participation in the decision making processes of an organization appropriate? How can a public manager increase the likelihood that such participation is effective?
3. Explain the strengths and limitations of the metaphor of organizations as a psychic prison.


Instructor Presentation on the creative process and effective strategies for selling new ideas.

Q & A #4:
1. Define creativity and innovation.
2. Evaluate personal blocks to creativity
3. Discuss ways of fostering creativity in subordinates.

10/21: Organizational Structure, Design, Technology and Social Media

Rainey, Chapter 8

Q & A #5:
1. Discuss the pros and cons of centralization in government. What considerations might influence an organizational structure of decentralization over centralization?
2. Does government have too much “red tape?” Is red tape a necessary evil of government? Why or why not?
3. When might a networked structure be preferred to a single provider model? How can networks be structured? What is the role of centralization in a network setting?
4. Bureaucracy has become a pejorative term in today's lingo. Why do some define it as an “ideal state” and what does it really mean about public organizations?

10/28: Teamwork: Understanding Communication, Including Conflict In and Among Groups

Rainey, Chapter 12
Instructor presentation on communicating: Win without Spin or Communicating to Build Credibility

Q & A #6:
1. What is a team? What makes an effective team?
2. What makes an effective communicator? Discuss techniques that contribute to being an effective communicator.
3. What do you think is different when communicating in a crisis? What communication elements are most important in crisis communication?

**11/4: Leadership, Management Roles and Organizational Culture**

*Rainey, Chapter 11*

Management and leadership theories. Leadership and management in the distinctive context of public organizations. Understanding the social architecture of organizational culture. Does context affect performance and behavior?

**Q & A #7:**
1. Give examples of different leadership styles. In your opinion, what makes one style more effective than another?
2. Describe different styles of communication. In your opinion, what makes one style more effective than another?
3. When leading change, identify actions one can take to reduce resistance to change.

**11/11: Understanding People in Public Organizations: Motivational Theory, Incentives, Work-Related Attitudes and Values**

*Rainey, Chapters 9 & 10*

Define motivation and discuss it in the context of public organizations. What are the values and motives most important in public service? Describe the major theories of work motivation, including recent directions in motivation theory. Measuring and assessing motivation. Types of incentives: extrinsic and intrinsic incentives.

**Q & A #8:**
1. Discuss how to measure and assess employee motivation.
2. Identify and discuss the use of incentives to motivate and reward employees in public organizations. Do they work? Why or why not?
3. List and discuss different theories of work motivation.

**11/18: Managing Organizational Change and Organizational Development**

*Rainey, Chapter 13*

Instructor Presentation on Handling Budget Deficits, Layoffs, and Reductions. How to make an “A” with your workforce.

**Q & A #9:**
1. Describe the problems in public financial management today. Ongoing budget deficits: how big a problem?
2. Are there good reasons to resist organizational change? Discuss.
3. Think about the successes and failures in large-scale, planned organizational change. What are the patterns for successful organizational change? Discuss.

*No Class on 11/25 Due to Thanksgiving Holiday*

**12/02: Reinventing Government: The Characteristics of High Performing Government Organizations**

*Rainey, Chapter 14*

Q & A #10:
1. Describe and discuss characteristics of a high performing government organization.
2. Describe and discuss the “reinventing government” movement.
3. There is a great deal of criticism of government services today. What is your opinion on the efficiency and productivity of government and government services? Defend your position.

12/09: Research Paper Due: No class on this date.