Course Description

This course introduces you to various perspectives on the structure & 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 & operated, how people behave in various organizational environments, how employees are motivated to work toward organizational goals, & how public managers can work effectively within an often difficult & dynamic organizational setting. In this class we will be actively seeking to meld theory & 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 & behavior, including assessing the most commonly cited theories which guide our thinking about decision making, leadership & work motivation.
2. Analyze the distinguishing characteristics of bureaucracy, including the functional & dysfunctional effects of each characteristic.
3. Illustrate important differences between public & private organizations.
4. Explain the most common sources of resistance to organizational change & how to effectively manage the change process.
5. Formulate methods to maximize teamwork & positively resolve conflicts, as well as to maintain high performance, excellence, & innovation in public organizations through the awareness of managerial styles & competences.

Course Requirements & 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 & participation with the following distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
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<tr>
<td>10 Weekly Review Questions or Case Studies (As assigned on Course Schedule)</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Classroom Presentation w/Power Point (As assigned in Class)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper (Due 12/12)</td>
<td>40%</td>
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<td>100%</td>
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Ten Weekly Review Questions or Case Studies (30%)

You are required to submit written responses to assigned questions or case studies each week. Responses should reflect your understanding & analysis of the concepts explored through both your textbook reading & classroom discussion. Complete responses should be double spaced & typed. Submitted assignment 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 & present a 15 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 & 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 & 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 (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 & 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 & 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 & use at least 12 scholarly references.

Attendance & 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 & participation.
- With active class participation, 3 unexcused absences or less earns a student 5% for attendance & participation
- Four unexcused absences earns a student a zero for attendance & 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 & you are expected to be conversant on them. Student questions, comments & in-class discussion are both expected & 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 & 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; & 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; & 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 & 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 & will be detrimental to your attendance & 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 & filling out a course drop form. Just stopping attendance & 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 & 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 & 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 & 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 & federal government. We expect that you will behave in a manner that is dignified, respectful & 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

Students who feel they have not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website (http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.

Disabilities Accommodations

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 116.

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

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane & classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard &/or email. In addition, the syllabus & class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, & 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 & a secondary means of contacting each student.

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.
Course Schedule  
PADM 5310 Public Organization

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

8/29: Overview of Course

9/5 HOLIDAY – NO CLASS


Chapters 1 & 2 (No student presentations on these chapters)
Why managers often misread situations. The need to use multiple lenses. Discussion of reframing organizations. Understanding complex organizations & the basic factors that make organizational life ambiguous & unpredictable. Criteria for more effective approaches to diagnosis & action.


Chapters 3 & 4 (Student Presentations)
Designing structure to fit organizational goals, task & context. Why different structures are needed in each organization's unique environment. Major structural pathologies & pitfalls. Aligning structures to situations.

Q&A #1 Due


Chapters 5 & 8 (Student Presentations)
Structure as the key to high performing teams. Understanding & resolving conflict in & among groups. How managers can enhance or undermine relationships. Increase effectiveness by attending to group process, including informal norms & roles, interpersonal conflict, leadership & decision making.

Q&A #2 Due


Chapters 6 & 7 (Student Presentations)
Focus on relationships between organizations & human nature. Moving from alienation & hostility to commitment & high motivation. Discussion of participatory management, job enrichment, self managing workgroups, management of diversity & organization development.

Q&A #3 Due


Chapters 9, 10 & 11 (Student Presentations)
Influence of political dynamics in decision making. How scarcity & diversity lead to conflict, bargaining & games of power. Distinguishing between constructive & destructive political dynamics. Diagnosing political realities. Making choices that are both effective & ethical.

Q&A #4 Due

Chapters 12, 13 & 14 (Student Presentations)
Spells out basic symbolic elements in organizations such as myths, heroes, stories, rituals & ceremonies. How organizational culture shapes performance. What leaders & group members can do collectively to build a culture that bonds people in pursuit of a shared mission.

Q&A #5 Due

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


Chapters 15 & 16 (Student Presentations)
How to improve effectiveness through blending your organizations frames. Considering alternative approaches. Gives guidelines for aligning frames with situations.

Q&A #6 Due

11/7: Communicating to Build Credibility: Win without Spin
Instructor presentation on effective communicating.

11/14: Improving Leadership Practice Continued: Reframing Leadership & Change in Organizations.

Chapters 17 & 18 (Student Presentations)
Limitations in traditional views of leadership. Critiquing current knowledge on the characteristics of leaders, including the relationship of leadership to culture & gender. Four fundamental issues that arise in any change effort. Explore cases of successful & unsuccessful change. Discuss key strategies for successful change efforts.

Q&A #7 Due

Instructor presentation on shaping policy & procedures for economic development in government organizations.

Q&A #8 Due

11/28: Improving Leadership Practice Continued: Reframing Ethics & Spirit

Chapter 19 (Student Presentation)
Four ethical mandates: excellence, caring, justice & faith. How leaders can build ethical organizations. Classroom discussion of case studies in ethics.

Q&A #9 Due

12/05: Bringing it All Together: Change & Leadership in Action

Chapters 20 & 21 (Student Presentations)
Integrative treatment of the organizational reframing process. Moving from confusion to a renewed sense of clarity & confidence. Preparing future leaders for conceptual flexibility & commitment to core values.

Q&A #10 Due

12/12: Research Paper Due: FINAL