Public Organization Management- PSPA 5020
Graduate Level: 3 Units
Spring 2020

Professor: **Celeste Murphy Greene, Ph.**
E-mail: **cmg7u@virginia.edu**
Dates   **January 13-March 22th 2019**

Required Course Materials
Rainey, H. (2014). Understanding & Managing Public Organizations. 5th Edition. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-58371-5

Morgan, G. (2006). Images of Organization. Updated ed. Thousand Oaks, CA: Sage. ISBN: 978-1-4129-3979-9

Select Journal Articles

Course Description
This online course is designed to familiarize students with the literature of organization theory and behavior as it pertains to public and quasi-public organizations. The literature to be read covers historically important works in the field, major current schools of thought and writers in organization theory and behavior. In this course we will examine a number of different ways of viewing organizations. Each way provides a "lens" that highlights different aspects of organizational theory and behavior.

Learning Outcomes
By the end of the semester, student should be able to:
1)   Question the ways in which they think about and act in public or quasi-public organizations;
2)   Distinquish between different types of public organizations;
3)   Link contributions by researchers and theorists to the study and analysis of organizations;
4)   View organizational factors, conditions, and variables differently;

Teaching Method
This is a Web-based course. I see myself as the facilitator of your learning. A combination of teaching methods will be used in this course. These methods include online and live class discussions, lectures, and written assignments. We will be using several types of learning tools and new technology. Canvas serves as the learning platform for the course. All course interaction will take place on Canvas. Weekly review questions and all assignments will be posted on Canvas under the "Assginments" heading. Once you click on the "Assignments"

heading you will see View/Complete. Click on this to view and complete the assignment. Weekly discussion questions will be posted each week under the heading "Discussion Board". The discussion board allows for students to interact each week by responding to each other's responses to the readings. Zoom will be used to conduct the live discussion session. You can click on the live discussion link from the main course webpage. The course will be taught in an asynchronous format, meaning students can work at their own pace each week, following the assigned weekly due dates. We will meet on four evenings using Zoom, a form of technology that allows us all to talk to each other as if we were in a real classroom. We will be using the audio format.

Educational & Technical Resources

All written assignments must be written following the format of the *American Psychological Association (APA) Style Manual* or the *Chicago Manual of Style*. It is strongly recommended that each student purchase the small pocket size guide to writing style and grammar titled A Pocket Style Manual by Diana Hacker.   This is available at Amazon.com.

This course will utilize Canvas. All course interaction will take place on Canvas.

a. **Communication:** Each week you will have an announcement concerning the week's activities. Frequent contact by email and discussion forums is essential. You can call by phone Monday – Friday (9AM-5PM EST). My electronic office hours are by email appointment during the week from 7:00 PM to 9:00 PM EST via Zoom. Send an email and ask for a specific time to meet during these hours.

b. **Assignments:** Assignments will be posted in Canvas for student's reference

c. **Course Evaluations:** Course evaluations are distributed online. Prior to the end of the semester, evaluations will be emailed to students.

Topical Outline
I.   Overview of Organization Theory and Behavior
II.   Historical Development of Organization Theory/Behavior
III.   Review of Major Contributors to the Field
IV.   Organizational Structures and Environment
V.   Summary of Public Organization

Student Expectations
As an online course it is important to respect each other's viewpoints and perspectives. Please be respectful of your fellow classmates and only use appropriate language during online and audio discussions.

Students are expected to be active participants in the learning process. All writing assignments must be typed and double-spaced, using page numbers, and title pages. The use of headings and subheadings is also recommended.

If a student can not meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade for each day late, unless advance notice is given and approved by the instructor. If you are unable to attend one of the four course discussions, please provide advanced notice to me.

Students are expected to participate in online discussions weekly. Your online postings must be:

     1) Substantive-reflecting your knowledge of the readings
     2) Professional-respectful and appropriate
     3) Pertinent
     4) Clearly expressed

All assignments are due by 11:50 p.m. on Sunday of the week the assignment is due.

Grading

Grading is done on a point system. Each assignment is assigned a point value. The book review and case study will be graded using the Grading Rubric. Please review the rubric, found on the last page of the syllabus, to understand what criteria serve as the basis of grading.

1) **Class participation**: Class participation counts for 20% of the total course grade. As part of the class participation grade, students are expected to be active participants in online class discussions on the discussion board, the Zoom live discussions, and to turn in assignments on time. As the professor, I will serve as the facilitator of the discussion by posting weekly discussion questions and leading the live discussions. Students need to post their response to the discussion question no later than Wednesday at 11:50 p.m. and post a response to another student's posting by Sunday of that same week by 11:50 p.m.

2) **Book Review:** The book review is based on a book from the listed at the end of the syllabus. Students will select a book and write a 5-7 page review. Some of the questions students should answer are: What are the main themes of the book? What is the author's message? What are the strengths and weaknesses of the book? How does this book contribute to the field of public administration? The book review will account for approximately 25% of the overall course grade and 50 points.

3) **Case Study in Organizational Analysis**: The purpose of this case study is to use the ideas and concepts discussed in class and in the readings in the analysis of a real organizational situation. The situation may be drawn from your own personal experience at work or from some public event on which there is information readily available in the newspaper, online etc.

     This case study invites you to do the following:
        a) Identify an organizational situation for the purpose of analysis (the situation must be sufficiently complex to generate enough material to satisfy the specifications described below).
        b) Consider how concepts and general ideas discussed in class help make sense of the situation.
        c) Write up as a case study in a way which relates evidence to theory, to provide an appropriate analysis and explanation of the situation described.

     A successful organizational analysis rests on an ability to examine an organization or organizational situation so that its fundamental characteristics are made clear. Students will apply the concepts from the reading, including the metaphors from the Morgan book, to make sense of the organizational situation they are analyzing. It is not simply a

question of spotting problems and applying appropriate solutions. Instead, students should ask: What is going on in the situation that I am analyzing? How can I account for its characteristics and the way they're changing? In essence, how can I make sense of the situation and arrive at an understanding which allows me to make sense of the situation. Students should get an early start on thinking about what organizational situation they will analyze.

This report should be approximately 10 pages in length and should be written in a professional manner, using APA. The case study is worth 30% of your overall course grade and 60 points.

4) **Weekly Review Questions**: Each week several discussion questions will be posted as an "Assignment." Students are required to respond to the review questions by Sunday at 11:50 p.m. of the given week and post a response on the discussion board. Students will also respond to other students' postings. This is worth 25% of your overall course grade and 50 points.

The midterm and the case study will be graded using the grading rubric located on page six of the syllabus. The rubric identifies the main points that are used to evaluate student papers. Please read over the rubric to understand how papers will be evaluated.

Class Participation	20%	40 points	A	100-94%
Book Review	25%	50	A-	93-90%
Case Study	30%	60	B+	89-87%
Weekly Review Qs	25%	50	B	86-84%
Total	100%	200 points	B-	83-80%
			C+	79-77%
			C	76-74%
			C-	73-70%
			D+	69-67%
			D	66-64%
			D-	63-60%
			F	59% and below

Course Schedule

Dates	Topics	Assignment	Where to Find it
Week 1 1/13-1/19	*Personal introductions, course overview, review syllabus*	Complete assignment #1	Canvas under the "Assignment" and "Discussion Board" tabs
Week 2 1/20-1/26	**Topic: Historical Review of Org. Theory and Org. Behavior** Read: Rainey chapter 1 & 2; Morgan Ch. 1 & 2	Complete assignment #2 1st BbCollab Live Discussion (Thurs.) 7:00-8:30 p.m.	Canvas "Assignment" and "Discussion Board" Discussion found under "Live Discussion" tab.
Week 3 1/27-2/2	**Topic: Characteristics of Public Organizations** Read: Rainey chapter 3 & 4; Morgan Ch. 3	Complete assignment #3	Canvas "Assignment" & "Discussion Board"
Week 4 2/3-2/9	**Topic: Power & Public Organizations** Read: Rainey chapter 5; Morgan Ch. 4 & 5	Complete assignment #4 2nd BbCollab Live Discussion 7:00-8:30 p.m.	Canvas "Assignment" & "Discussion Board" and "Live Discussion " Tabs
Week 5 2/10-2/16	**Topic: Organizational Structures** Read: Rainey Ch. 6-8; Morgan Ch. 6	Complete assignment #5	Canvas "Assignment," "Discussion Board"
Week 6 2/17-2/23	**Book Review due and Discussed**	3rd LiveDiscussion Wednesday or Thursday 7:00-8:30 p.m.	Canvas "Assignment" & "Discussion Board" and "Live Discussion " Tabs
Week 7 2/24-3/1	**Topic: People and Public Organizations** Read: Rainey Ch. 9 & 10; Morgan Ch. 7 & 8	Complete assignment #6	Canvas "Assignment," "Discussion Board"
Week 8 3/2-3/8	**Topic: Leadership and Organizational Culture** Read: Rainey Ch. 11 & 12; Morgan Ch. 9 & 10	**Spring Break**	**Spring Break**
Week 9 3/9-3/15	**Topic: Organizational Group Dynamics** Read: Rainey Ch. 12-14; Morgan Ch. 11 & 12	Complete assignment # 7 & 8 7:00-8:30 p.m.	Canvas "Assignment"& "Discussion Board" and "Live Discussion " Tabs
Week 10 3/16-3/22	**Organizational Analysis Due**	**Organizational Analysis Due & Discussed** 4th Live Discussion	Canvas "Assignment"

Student Name:_____

Assignment_____

Grading Rubric
Celeste Murphy Greene, Ph.D.

Possible Points	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)	1 (Unacceptable)
Ideas: Central idea is clearly conveyed. Demonstrates thorough understanding of sources and critically analyzes each source. Clearly defines terms.					
Organization & Coherence: Paper is well organized. Uses headings and subheadings throughout the paper. Transistional sentences are used to link one paragraph to the next and shows a logical progression and development of ideas.					
Support: Uses appropriate evidence to support ideas and convince the reader.					
Style: Chooses words to express specific meaning. Uses well structured sentences which are varied yet flow well together and are not long and rambling.					
Mechanics: Paper is free of spelling, punctuation and grammatical errors.					
Subtotal					
Total					

Book Review List

1) Waldo, Dwight, (1984). <u>The Administrative State</u>. New York: Holmes & Meier.

2) Barnard, Chester, (1938). <u>The Functions of the Executive</u>. Cambridge, Mass: Harvard University Press.

3) Simon, Herbert, (1957). <u>Administrative Behavior</u>. New York: MacMillian.

4) Taylor, Frederick. (1911). <u>Principles of Scientific Management</u>. New York: W.W. Norton.

5)Follett, Mary Parker. (1924) <u>Creative Experience</u>

6) Follett, Mary Parker. (1918). <u>The New State</u>.

7) Thayer, Frederick, (1980). <u>An End to Hierarchy and Competition</u>. 2nd ed. New York: Franklin Watts.

8) Denhardt, Robert, (1981). <u>In the Shadow of Organization</u>. Lawrence, Kansas: Regents Press.

9) Hirschman, Albert, (1970). <u>Exit, Voice, and Loyalty</u>. Cambridge, Mass:Harvard University Press.

10) Hummel, Ralph, 1994. <u>The Bureaucratic Experience</u>, New York: St. Martins Press.

11) Lewis, Carol (1991). <u>The Ethics Challenge in Public Administration</u>. San Francsco: Jossey-Bass.

12) Thompson, J.D. (1967). <u>Organizations in Action</u>. New York: McGraw-Hill.

13) Osborne, D. & Gaebler, T. (1992). <u>Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector</u>. Reading, MA: Addison-Wesley, Inc.

14) Follett, Mary Parker. (1942). <u>Dynamic Administration.</u>

15). Follett, Mary Park. (1926). <u>The Giving of Orders</u>.

Technical Specifications: Computer Hardware
- Minimum Operating System
  - Windows 7 SP1 (Professional preferred)
  - Mac OS X 10.8 or 10.9
- Minimum Processor Speed: Equivalent to an Intel Core 2 Duo (1.5 GHz)
- Minimum RAM: 4 GB
- Minimum Hard Disk Space: 150 GB of free hard disk space (after all programs are loaded)
- Networking Capability: Wireless networking (802.11g or n) and an Ethernet port
- Strongly Recommended Accessories:
  - An Ethernet cable (Even if you will primarily use wireless, a wired connection is faster and more reliable for video-streaming, live online meetings and large file uploads and downloads.)
  - A power surge protector

- o   CD/DVD drive and/or "thumb" or flash drive(s), plus a backup storage mechanism

Technical Support Contacts
- Login/Password: scpshelpdesk@virginia.edu
- Canvas Support: https://www.scps.virginia.edu/students/canvas-support-for-students/
- **Chat:** https://cases.canvaslms.com/liveagentchat?chattype=student&sfid=0012G00001XkSo3QAF
- **Phone:** 434-218-175
- **Email:** support@instructure.com

UVa Policies

SCPS Grading Policies: Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F. S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit www.scps.virginia.edu/audience/students/grades for more information.

Attendance: Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

University Email Policies: Students are expected to check their official UVa email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

End-of-Class Evaluations: Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

University of Virginia Honor System: All work should be pledged in the spirit of the Honor System at the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information, visit www.virginia.edu/honor.

Special Needs: It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any SCPS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC: 434-243-5180/Voice, 434-465-6579/Video Phone, 434-243-5188/Fax. Further policies and statements are available at www.virginia.edu/studenthealth/sdac/sdac.html
For further policies and statements about student rights and responsibilities, please visit www.scps.virginia.edu/audience/students