

PUAD 5002: Organizational Management and Behavior

*School of Public Affairs
University of Colorado Denver*

COURSE SYLLABUS

Professor: John C. Ronquillo, Ph.D.
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Student Hours: By Appointment

Term: Spring 2015
Class Meeting Day: Wednesday
Class Meeting Hours: 3:30-6:15 p.m.
Class Location: CU Building, 1110

Welcome: Effective management is critical in every organization. This is a core MPA course and is intended to give you a set of critical thinking and analytical tools based on organizational theory and a set of tangible management skills to be put into practice based on pragmatic case-based tools that will be presented to you over the course of the term.

University Course Catalog Description: This course provides coverage of those elements which, when combined, create a resilient learning organization. Topics include, but are not limited to, organization theory and design, managing human capital, group development and performance, inter- and intra-group communication, information management, and ethical decision-making. These topics are presented within the framework of how to organize people to enhance the delivery of public services.

Course Goals and Learning Objectives: This course is designed to increase students' theoretical and practical understanding of the management of organizations, including, but not limited to:

- Organizational behavior theory;
- The dynamic context of organizations;
- Comparative elements of managing in public, nonprofit, and private settings;
- Organizational effectiveness;
- Theories of work motivation;
- Leadership;
- Organizational cultures;
- Individual roles within organizations;
- Organizational Innovation;
- The nature of groups; and
- Managing organizational change.

REQUIRED TEXTS AND MATERIALS

The required texts for this course are:

- **Bolman, L. G. and Deal, T. E. (2013). *Reframing Organizations*, 5th ed. San Francisco: Jossey-Bass. ISBN: 978-1-118-57333-4**
- **Chen, K. K. (2009). *Enabling Creative Chaos: The Organization Behind the Burning Man Event*. Chicago: The University of Chicago Press. ISBN: 978-0-226-10238-2**

The remaining readings for the course will be provided in the form of journal articles and selected scanned book chapters via Canvas.

CLASS SCHEDULE

(Week #) Week of	Topics	Readings	Due
(1) January 21	Introduction - The Individual and the Organization	Ott et al. "Introduction," including Chronology of Organizational Behavior Simon (1946) Argyris (1957)	<i>Class introductions</i>
(2) January 28	Making Sense of Organizations	B & D, Chs. 1-2 Perry & Rainey (1988) Boyne (2002)	
(3) February 4	The Structural Frame I: Getting Organized	B & D, Ch. 3 Chen, Chs. 1-2 Adler (1999) Milward & Rainey (1983) Box (1999)	Organizational Profile
(4) February 11	The Structural Frame II: (Re)Structuring, and Groups and Teams	B & D, Chs. 4-5 Chen, Ch. 3 Amabile et al. (2014) Frumkin & Galasckiewicz (2004)	
(5) February 18	The Human Resource Frame I: People and Organizations	B & D, Ch. 6 Crant (2000) Roy (1959) Quinn (1978)	Article Review
(6) February 25	The Human Resource Frame II: Improving Human Resource Management, and Interpersonal and Group Dynamics	B & D, Chs. 7-8 Chen, Chs. 4-5 Ott et al. "Motivation" Cartwright & Zander Katzenbach & Smith	
(7) March 4	The Political Frame I: Power, Conflict, and	B & D, Ch. 9 Chen, Chs. 6-7	<i>Midterm Exam Questions</i>

	Coalition	Lune (2002)	<i>Distributed</i>
(8) March 11	The Political Frame II: The Manager as Politician and Organizations as Political Arenas and Political Agents	B & D, Ch. 10-11 deLeon & deLeon (2002)	Midterm Exam
(9) March 18	The Symbolic Frame I: Organizational Symbols and Culture	B & D, Ch. 12 DiMaggio & Powell (1983) Elsbach (1994)	
(10) March 25	NO CLASS – SPRING BREAK		
(11) April 1	The Symbolic Frame II: Culture in Action, and Organization as Theater	B & D, Chs. 13-14 Cox	
(12) April 8	Improving Leadership Practice	B & D, Chs. 15-16	Rough Draft of Final Paper
(13) April 15	Reframing Leadership	B & D, Ch. 17	
(14) April 22	Reframing Change, Ethics, and Spirit	B & D, Chs. 18-19 Feldman & Pentland (2003)	
(15) April 29	Change and Leadership in Action	B & D, Chs. 20-21 Clark & Wilson (1961) Fernandez & Rainey (2006)	Final Paper
(16) May 6	Collaborative Governance	O'Leary, Gazley, McGuire, & Bingham (2009) Bevir (2009)	
(17) May 13	Organizational Change and Wrap-Up	Denhardt, Denhardt, & Aristigueta (2013)	

The readings in this course are quite varied. Many of the selections you'll be reading come from business or general management literature, with some disciplinary readings from sociology or other areas. Some come from the public and nonprofit management literatures, as well. Some are considered "classics," whereas others reflect new theories and contemporary elements. Some of the readings are decades old and reflect sentiments that are not common or well accepted in current times. And Chen's

book is certainly an unusual, but fun, read when it comes to organizational dynamics. I ask that you keep an open mind when reading your selections. When something is presented in an industrial or business context, ask yourself what parts could apply to the public or nonprofit sectors and vice versa.

ASSIGNMENTS AND GRADING

The following list details each of the assignments for the course. In some cases, I will provide you with additional instructions well in advance.

Organizational Profile (2-3 pages). Each student in this course has a working knowledge of organizations based upon personal experience. The most common form of this is through your own work experience, though it could also come from volunteer experience, involvement with a religious, spiritual, civic or interest community, or even as a student. For this assignment, I want you to profile an organization you are familiar with, responding to the following questions:

- 1) What is the purpose of this organization?
- 2) Who does the organization serve?
- 3) What type of organization is it? (business, nonprofit/philanthropic, government, hybrid, social enterprise, etc.)
- 4) What are the internal dynamics of the organization? (i.e. How is it managed? Is it innovative? Does it need restructuring or new leadership?)
- 5) How does the greater public view the organization? (Positively? Negatively? Why?)

This list of questions isn't exhaustive, but hopefully it gives you an idea of what you should present in your narrative.

DUE DATE: Wednesday, February 4 by midnight.

Article Review (2-3 pages). Choose an article from Ott et al.'s Chronology of Organizational Behavior and review it, noting its strengths and weaknesses, and contributions to what we know about how organizations work (or do not work). Additional directions will be provided in advance of the assignment.

DUE DATE: Wednesday, February 18 by midnight.

Midterm Exam (4-6 pages). The final exam will be a take-home, comprehensive exam style test covering the first half of the course. A week before the due date, I will distribute a list of four questions. You must respond to any two (and only two) of the questions in essay format. Additional directions will be provided in advance of the exam.

DUE DATE: Wednesday, March 11 by midnight.

Final Research Paper (10-15 pages). The final assignment will be a research paper on an area of organizational management and behavior of interest to you. The parameters are somewhat flexible so you can research and report on a topic/theme within the class (or that relates to the class but isn't explored fully within class material). Students should to identify their topic area and identify relevant sources by February 18, and a draft of the paper should be sent to me by April 8. This draft will be ungraded, but will be useful to me in knowing whether or not you're on track.

The final paper will be due **Wednesday, April 29th, 2015 (11:59 pm MST)**. A grading rubric for the paper will be provided on the course website. The paper will be worth 40 points total.

Topic Ideas for course paper include:

- Human Resources Management
- Contracting/Privatization

- Volunteerism
- Pay for Performance
- Alternative Dispute Resolution
- Representative Bureaucracy/Workforce Demographics

The grading breakdown for the course is as follows:

Assignment	Possible Points	Percent of Final Grade
Organizational Profile	15	15%
Article Review	20	20%
Midterm Exam	25	25%
Final Paper	40	40%
TOTAL	100	100%

Grading Scale (points or %)

94-100 A	84-86 B	74-76 C	64-66 D
90-93 A-	80-83 B-	70-73 C-	60-63 D-
87-89 B+	77-79 C+	67-69 D+	0 - 59 F

Grade Dissemination: I try to grade quickly so that students know how well they are performing. It is my goal to never leave you in the dark regarding your grades. Grades from your assignments will be posted on Canvas as soon as I am able to complete them. Should this not be the case, I would invite you to inquire with me personally.

Written Work: Please use a serif font (e.g. Times New Roman or similar) on each written assignment, with one-inch margins on each page. Please be sure to include your name and paginate accordingly. Also, please use APA or Chicago-style citations for your written work. I do not have a preference, as long as you're consistent. There are several online guides that can assist you with this.

COURSE POLICIES: GRADES

Attendance Policy: I have no formal attendance policy in terms of presence in class. I have found, however, that students typically perform better when attendance is higher. The same correlation goes for lack of attendance; grades tend to be lower. Should you incur any absences, it is your responsibility to catch up on any missed information from a classmate. I do not repeat lectures during student hours or over email.

Late Work Policy: Assignments turned in late receive a 5% deduction for every 12-hour period past the deadline. For example, if a deadline is Sunday at midnight and I don't receive an assignment until noon on Monday, the highest percentage you could receive on an assignment is 95%. A full day: 90%, and so on. *Please contact me immediately if you foresee difficulty in turning in an assignment. NOTE: There are **no** extensions for the Midterm Exam or Final Paper. Please ensure that I receive them on time.*

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. You should be earning a grade in the range of 80-100% on assignments prior to the Final Exam to be given

consideration. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

Grade Challenges: I would ask that you allow at least 24 hours to pass before contacting me about a grade issue. I do not usually discuss grades over email; please set up a time to talk with me in person.

Final grades are indeed final. I do not round up to the next letter grade.

COURSE POLICIES: TECHNOLOGY AND MEDIA

As some material in this course is delivered partially online, all students are expected to have appropriate computer technology to successfully complete the course. Please be aware of deadlines and anticipate any technological glitches that may occur.

Email: The primary communication method for this course will be via email. Please check your CU Denver email often, or the address to which you forward your UCD email. All official university communications will only be delivered to your university email address. I am typically quick with emails, though I would ask that you allow me at least 48 hours to respond. Responses on weekends are not always guaranteed, so please plan accordingly. If you need to discuss a complex issue, I would suggest scheduling a meeting with me.

Canvas: All non-textbook course content will be found on Canvas. All assignments should also be submitted there. In the event there is a technical glitch, please email your assignment to me, noting the course name and assignment in the subject heading (e.g. PUAD 5002 Article Review)

COURSE POLICIES: STUDENT EXPECTATIONS

Professionalism: All students are expected to act with professionalism and respect when communicating with one another and with the professor. Please be courteous and civil, and respect the time and efforts of those contributing to group discussions or in other online correspondence.

Auraria Library: Students are expected to be familiar with the suite of services offered to them through the Auraria Library. A listing of subject specialist librarians by topic can be viewed here:
<http://library.auraria.edu/services/researchhelp/specialists>

Writing Center: If you find that you might need some additional support in your written work, I would encourage you to take advantage of the services offered by The Writing Center at CU Denver. Online consulting is available for both day and evening hours.

<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx>

Disability Access: The University of Colorado Denver is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS) in North Classroom 2514, Phone: 303-556-3450, TTY: 303-556-4766, Fax: 303-556-4771. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.

Student Code of Conduct: Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. For suggestions on ways to avoid academic dishonesty, please see the Academic Honesty Handbook at—

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/academic_honesty.pdf

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word-for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledged.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course instructor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the instructor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involves submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course instructor's authorization.

Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of information when forbidden or not authorized by the instructor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

Complicity in academic dishonesty involves knowingly contributing to or cooperating with another's act(s) of academic dishonesty.

If students are found to be in violation of any of the above, I reserve the right to fail you for the course.

IMPORTANT DATES TO REMEMBER

CU Denver's Academic Calendar for the 2015 Spring Semester can be found here:

<http://www.ucdenver.edu/student-services/resources/registrar/Documents/AcademicCalendars/downtown/Spring/AcademicCalendarSpring2015.pdf>