

Course Number: PAD 5350                      Semester: Spring 2016

CRN: 22193                                      Thursdays: 6-8:50pm

Course Title:                                      Organizational Theory & Behavior:  
Core Topics in Public Management

Instructor:                                        Eric Boyer  
403 Kelly Hall  
[ejboyer@utep.edu](mailto:ejboyer@utep.edu)

Office Hours:                                      Thursdays 4-6pm, or please email me for a time to meet

**Student Learning Objectives:**

This course will involve an innovative approach to melding information literacy and the study of public management. The course will involve multiple sessions with a UTEP librarian and provide opportunities for you to receive feedback on your own research strategy. This experience will enhance the potentials for you to establish, implement, and critique research strategies in the study of public management. The material covered on research and critical thinking will provide frameworks and guidance for your studies throughout the MPA and for your future careers in public and nonprofit management.

This course focuses on developing managers and leaders of public and nonprofit organizations and the methods they use to mobilize public resources to achieve important public purposes. The aim is develop strategic thinking, to anticipate and take initiative in organizations, as opposed to reacting to outside events. The challenge of management of public and nonprofit organizations in the 21<sup>st</sup> century is increasingly complex, as leaders face demands from a wide range of stakeholders, rely on increasing numbers of partners across government and across the nonprofit and private sectors, and respond to the demands of citizens and the 24/7 news cycle.

Leaders make decisions with consultation from others, and often on their own. The aim of this course is to improve your competency for identifying resources to aid in your own decision-making, and to develop a “toolbox” of methods, analytic frameworks and examples to guide your work with others. Your job, and my goal for this course, is to think about management and leadership issues from a more critical perspective, and to examine your own values and approaches to leading change, innovation, and ongoing learning in the organizations, programs, or divisions that you will manage.

Your role as the manager is the central theme of this class. You will examine theories, analytical concepts, and frameworks for framing an understanding of management problems and opportunities. The scholarly approaches to administration provide different lenses for interpreting, identifying, and leading in complex management situations. The tools developed in this class will help you in developing your own ability to critique the management situations that you work within and advise the work of others.

The outcomes of this course will not be immediate, but self-sustaining. The primary goal of our investigations is to lay the foundations of questions and curiosity that inspire your own learning throughout your career.

The objective of this course is to empower members of the class with the abilities to:

- Develop a research strategy to more effectively identify the types and quantity of source material needed to examine research questions or theses in organizational theory and behavior;
- More effectively take a position on a management or policy evaluation, while acknowledging alternate points of view and the limitations of your claims;
- Demonstrate the ability to integrate and validate current source material on emerging issues in public administration and public policy;
- Identify and integrate scholarly material into presentations and analytical writing;
- Identify the institutional and operational realities of managing and leading in the public sector;
- Analyze the respective roles of the public, nonprofit and for-profit sectors and how they collaborate and interact to provide public goods and services;
- Demonstrate an understanding of emerging issues and challenge in public management;
- Display an understanding of core concepts in organization theory and organizational behavior;
- Adapt core concepts from organization theory and organizational behavior to real-world problems in public and nonprofit management;
- Describe and analyze forms of collaboration and interaction among the public, nonprofit, and for-profit sectors, including advantages and hazards of various organizational schema;
- Identify and analyze the problems, issues and challenges of working and leading in a multi-sector environment;
- Draft professional memos with succinct, actionable recommendations for supervisors, clients, or other professional audiences;
- Develop and present analyses of organizational problems and solutions in professional presentations and analytic writing;

## **Course Format:**

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students' own personal professional experiences, and written assignments. The professor will utilize the UTEP *Blackboard* system to distribute class materials. The classroom sessions will include a combination of classroom discussion, lecture, and group activities. Members of the class are expected to bring examples of administrative challenges in the news to each class session, questions and observations from the weekly course readings, and examples of potential applications of course materials to their own personal experiences. If any student engages in behavior that is seen to be disruptive, condescending or inappropriate in class, the professor may remove credit for participation.

Because students learn from each other, as well as from the instructors, students are expected to attend all of the required classes. If, due to illness or emergency, you are unable to attend class, you should call or email the instructor before the class you will miss. You can miss up to two classes, with prior approval from the instructor. To the extent that missing class affects your ability to participate in class discussions, excessive absences will substantially affect your grade. Students missing class are responsible for retrieving notes and assignments from classmates. Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in advance with the instructor. Late work will normally be penalized at least one-third grade (e.g., from an A- to a B+). Unless an agreement has been made with the professor, a late assignment has still not been handed in by the time the professor hands back the graded assignment to the rest of the class (normally about a week) will be deducted by 15-20 points. If a student will hand in an assignment late, it is his or her responsibility to commit to a revised deadline for handing in the assignment, in writing, with the instructor. All research papers should adopt the Chicago style for citing references. It is the student's responsibility to learn this approach and to build it into the assignments.

## **Course Requirements (Also please see grading criteria attached to this syllabus):**

1. Contribution to Information Literacy Education (10%): As part of a pioneering effort at integrating information literacy into this class, you will be required to complete three assignments related to this topic. The first is an open-ended narrative on your preferred approaches for seeking out scholarly material in research. This should be no more than one page long. The second is a one-paragraph report to the professor on lessons that you learn from seeking out feedback from Ms. Lucero on your research strategy for your final project. This second assignment requires you to interact with Ms. Lucero at least once in the

semester once you have developed your research plan. The third is a description of the research strategy that you used to identify scholarly and contemporary source material for your final project (one-page maximum). This assignment should be submitted with your final case study paper at the end of class.

2. Annotated Bibliography (10%): Each person will conduct an annotated bibliography, as part of a structured literature review on one or two topics from a week of class. The aim of this assignment is for you to adopt a research strategy of identifying scholarly sources for a literature review. The sources that you outline in this assignment can be contributed to your literature review paper. This assignment needs to be submitted through SafeAssign on Blackboard.
3. Literature Review (15%): Each person in class will complete an integrative literature review (5-7 pages) based on readings from one weekly session, to summarize the key points of the readings and to discuss their potential application to practice. While you should select one or more concepts that are emphasized in one week of the course, you should be aware that core concepts cut across the course and you may want to also cite readings from other weeks to accurately describe the topics and their implications. It is expected that students will demonstrate a mastery of readings from the syllabus, and at least some readings beyond the syllabus related to the topics researched. The structure of the paper should involve a) *Background* (outlining the fundamentals of the core concepts and why they are important); b) *Scenarios* where the concepts could play out in an organization or crisis (or perhaps how they have played out in other organizations or crises); and c) *Summary* of why the concepts are important for leading complex organizations and/or dealing with a management crisis. The presentation of material should assume the audience (an executive audience) does not have a background in these concepts, so writing should describe any term unique to the readings in language that would be clear to someone who has not read this material. The focus of this paper is on demonstrating your understanding of one or more of the major concepts from the course. This paper is intended to build out an understanding of the literature on your course topic(s), and examples should be provided only to support the literature review. This paper will provide you with source material that can contribute to your final applied research paper. This paper needs to be submitted through SafeAssign on Blackboard.
4. Case Study Assignment (Memo, Presentation, and Paper) (50%): The purpose of this assignment is to develop a more in-depth examination of a real-world management problem. This assignment will involve a) summarizing the paper idea to the instructor in 1-2 single-spaced page memo for approval (10%), b) presenting the paper's findings to the class in a 10-15 minute presentation (10%), and developing a written 10-12 page paper to hand-in at the end of the semester (30%). The case study should involve research into a real-world issue or management problem from the public or nonprofit sector, as well as background research on course topics to guide the analysis and recommendations. The aim is to demonstrate your mastery of course themes in respect to a real-world problem.

The structure of the paper should include both a *thorough review of course material related to your case*, and *an application of that material to your case*. Some of research on the case itself is expected, but the primary contribution of this paper is the application of one or more course themes to a real-world problem. This paper needs to be submitted through SafeAssign on Blackboard.

5. **Class Participation (10%)**: Students are expected to keep up with the readings and actively participate in the class. Part of this participation will involve identifying 3-5 topics and/or themes from the readings that relate to your current professional position, or a potential position in your future to add to each week's discussions. You should also arrive to each class session with an idea to discuss from the news on a topic that relates to management. You may consider reading the *Washington Post*, *CNN* online, the *Wall Street Journal*, or another major news source. A good weekly source that is international is the *Economist*, a good source on issues in U.S. state and local government is *Governing* magazine, and a good source on U.S. federal government is *The Public Manager*. Another part of your participation will involve attending, and preparing required information, for the information-literacy oriented sessions conducted by Ms. Lucero during semester. Presentations with Ms. Lucero will be scheduled at the start of the semester.

### **Required Reading**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass.

Journal articles, book chapters, court cases and other required and recommended material not in the assigned books will be available on *Blackboard* or handed out in class.

#### **I. THE CONTEXT OF PUBLIC MANAGEMENT AND EMERGING ISSUES – JANUARY 21, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 1: The Challenge of Effective Public Management.

### **Recommended**

Fukuyama, Francis. 2014. "America in Decay." *Foreign Affairs* 93 (5):3-26.

#### **II. SECTOR ROLES – DIFFERENTIATING PUBLIC, PRIVATE, AND NONPROFIT MANAGEMENT – JANUARY 28, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 3: What Makes Public Organizations Distinctive.

Savas, E. S. 2000. Basic Characteristics of Goods and Services. In *Privatization and Public-Private Partnerships*. New York and London: Chatham House Publishers.

## **Recommended**

Forrer, John J., James Edwin Kee, and Eric Boyer. 2014. *Governing Cross-Sector Collaboration*, John Bryson Series on Public and Nonprofit Management. San Francisco: Jossey-Bass. Chapter 2: The Rationale for Cross-Sector Collaboration.

Salamon, Lester M. 2002. *The Tools of Government: A Guide to the New Governance*, New York: Oxford University Press. *The Tools Approach and the New Governance: Conclusions and Implications*.

### **III. ORGANIZATIONAL STRUCTURE & NETWORKS – FEBRUARY 4, 2016 [ONE-PAGE NARRATIVE ON YOUR RESEARCH STRATEGY DUE]**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 8: Organizational Structure, Design, Technology, Information Technology and Social Media (p. 208-242).

Clark, T.B. 2012. "Master of Bureaucracy: Lessons from a Defense Chief Well-Versed in the Ways of Washington." *Government Executive*, May: 44-45.

## **Recommended**

Stanton, T.H. (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. IBM Center for the Business of Government.

Milward, H. Brinton, and Keith G. Provan. 2006. "A Manager's Guide to Choosing and Using Collaborative Networks." *IBM Center for the Business of Government*.

### **IV. ORGANIZATIONAL CULTURE & THE INFORMAL ORGANIZATION – FEBRUARY 11, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 11: Leadership, Managerial Roles, and Organizational Culture (p. 354-360).

O'Leary, R. 2006. *The Ethics of Dissent: Managing Guerrilla Government*. CQ Press. Chapter 1 and Chapter 2.

Fiske, S.T., Harris, L.T., Cuddy, A.J.C. 2004. "Why Ordinary People Torture Enemy Prisoners." *Science*, 306 (November 26): 1482-1483.

## **Recommended**

Schein, Edgar H. 1990. Organizational culture. *American Psychologist*, 45(2), 109-119.

Janis, Irving L. 1972. *Victims of Groupthink: A Psychological Study of Foreign-Policy Decisions and Fiascos*. Boston: Houghton Mifflin Company.

## **V. MANAGING TEAMS – FEBRUARY 18, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 12: Teamwork: Understanding Communication and Conflict in Groups.

Wolff, S. B., A. T. Pescosolido, and V. U. Druskat. 2002. "Emotional intelligence as the basis of leadership emergence in self-managing teams." *Leadership Quarterly* 13 (5):505-522.

### **Recommended**

Cummings, Thomas G., and Christopher G. Worley. 2009. *Organization Development & Change*. Stamford, CT: Cengage Learning. Chapter 10: Interpersonal and Group Processes Approaches.

Hawkins, B. 2013. "Gendering the Eye of the Norm: Exploring Gendered Concertive Control Processes in Two Self-Managing Teams." *Gender Work and Organization* 20 (1):113-126.

## **VI. LEADERSHIP & MOTIVATION – FEBRUARY 25, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 11: Leadership, Managerial Roles, and Organizational Culture (p. 335-354, 360-380).

Senge, Peter. 2006. *The Fifth Discipline*. New York: Currency/Doubleday. Chapter 10: Shared Vision.

Berinato, Scott. 2010. "You Have to Lead from Everywhere: An Interview with Admiral Thad Allen." *Harvard Business Review*.

### **Recommended**

Marcus, Leonard J., Isaac Ashkenazi, Barry Dorn, and Joseph Henderson. 2007. *The Five Dimensions of Meta-Leadership*. Boston: Kennedy School of Government at Harvard University.

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapters 9: Understanding People in Public Organizations: Motivation and Motivation Theory (p. 257-278).

## **VII. PERFORMANCE MEASUREMENT – MARCH 3, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 6: Organizational Goals and Effectiveness.

Wholey, Joseph, Hatry, Harry, & Newcomer, Kathryn E. 2010. *The Handbook of Practical Program Evaluation* (3rd ed.). San Francisco: Jossey-Bass. Chapter 1: Planning & Designing Useful Evaluations and Chapter 5: Performance Measurement: Monitoring Program Outcomes.

### **Recommended**

Behn, R.D. 2003. "Why Measure Performance: Different Purposes Require Different Measures." *Public Administration Review*, 63(5): 586-606.

Kaplan, R.S., and Norton, D.P. 2005. "The Balanced Scorecard: Measures That Drive Performance." *Harvard Business Review*, July/August: 172-180.

### **NO CLASS, SPRING BREAK – MARCH 10**

## **VIII. STRATEGIC MANAGEMENT – MARCH 17, 2016 [ANNOTATED BIBLIOGRAPHY DUE]**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 7: Formulating and Achieving Purpose: Power, Decision Making, and Strategy.

Bryson, J.M. 1995. *Strategic Planning for Public and Nonprofit Organizations*. Jossey-Bass Publishers, San Francisco: CA. Chapter Two: The Strategy Change Cycle: An Effective Strategic Planning Approach for Public and Nonprofit Organizations.

### **Recommended**

Kaplan, R.S., and Norton, D.P. 1996. "Using the Balanced Scorecard as a Strategic Management System." *Harvard Business Review*, (January/February): 75-85.

Mark Moore 2000. "Managing for value: Organization strategy in for-profit, nonprofit, and governmental organizations" in *Nonprofit & Voluntary Sector Quarterly* 29: 183-204.

## **IX. GOVERNMENT CONTRACTING – MARCH 24, 2016 [LITERATURE REVIEW DUE]**

Forrer, John J., James Edwin Kee, and Eric Boyer. 2014. *Governing Cross-Sector Collaboration*, John Bryson Series on Public and Nonprofit Management. San Francisco: Jossey-Bass. Chapter 3: Contracting and Collaborating.



Van Slyke, D.M. 2003. "The Mythology of Privatization in Contracting for Social Services." *Public Administration Review*, 63 (3): 296-315.

### **Recommended**

Kim, Yong Woon, and Trevor L. Brown. 2012. "The Importance of Contract Design." *Public Administration Review* 72 (5):687-696.

Light, Paul C. 2003. Fact Sheet on the New True Size of Government. Washington, DC: The Brookings Institution.

## **X. PUBLIC-PRIVATE PARTNERSHIPS – MARCH 31, 2016**

Forrer, John J., James Edwin Kee, and Eric Boyer. 2014. Governing Cross-Sector Collaboration, John Bryson Series on Public and Nonprofit Management. San Francisco: Jossey-Bass. Chapter 4: Cross-Sector Partnerships and Public-Private Partnerships.

Garvin, Michael J., and Doran Bosso. 2008. "Assessing the Effectiveness of Infrastructure Public-Private Partnership Programs and Projects." *Public Works Management & Policy* 13 (162).

### **Recommended**

Mendel, S. C., and J. L. Brudney. 2012. "Putting The NP In PPP: The Role of Nonprofit Organizations in Public-Private Partnerships." *Public Performance & Management Review* 35 (4):617-642.

Boyer, Eric, Cooper, Rich, & Kavinoky, Janet. 2011. Public Private Partnerships and Infrastructure Resilience: How PPPs can Influence more Durable Approaches to U.S. Infrastructure. Washington, DC: The National Chamber Foundation, U.S. Chamber of Commerce.

## **XI. CITIZEN INVOLVEMENT & SOCIAL MEDIA – APRIL 7, 2016**

Newell, Terry, Grant Reeher, and Peter Ronayne. 2008. The Trusted Leader: Building Relationships that Work. Washington, DC: CQ Press. Chapter 12: E-Government and E-Governance.

Brabham, Daren C. 2009. "Crowdsourcing the Public Participation Process for Planning Projects." *Planning Theory* 8 (3):242-262.

### **Recommended**

Heinzelman, Jessica, and Carol Waters. 2010. Crowdsourcing Crisis Information in Disaster - Affected Haiti. In *Special Report*. Washington, DC: United States Institute of Peace (USIP).

Boyer, Eric J., David M. Van Slyke, and Juan D. Rogers. 2015. "An Empirical Examination of Public Involvement in Public-Private Partnerships: Qualifying the Benefits of Public Involvement in PPPs." *Journal of Public Administration Research and Theory*. doi: 10.1093/jopart/muv008.

## **XII. KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL LEARNING – APRIL 14, 2016**

Kingsley, Gordon, Janelle Knox-Hayes, Juan Rogers, and Eric Boyer. 2013. "Knowledge Management through Informal Knowledge Exchanges and Communities of Practice in Public Organizations." In *Public Administration Reformation: Market Demand from Public Organizations*, edited by Yogesh K. Dwivedi, Mahmud A. Shareef, Sanjay Pandey and Vinod Kumar. London: Routledge.

Mahler, Julianne, and Maureen Hogan Casamayou. 2009. *Organizational Learning at NASA: The Challenger and Columbian Accidents*. Washington, DC: Georgetown University Press. Chapter 7: The Challenges of Learning in Public Organizations

### **Recommended**

Brown, John Seely, and Paul Duguid. 1991. "Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation." *Organization Science*. 2 (1):40-57.

March, James, Lee Sproull, and Michael Tamuz. 1991. Learning from Samples of One or Fewer. *Organization Science* 2:1-13.

## **XIII. MANAGING ORGANIZATIONAL CHANGE & INNOVATION – APRIL 21, 2016**

Rainey, Hal. 2014. *Understanding and Managing Public Sector Organizations*. 5th ed. San Francisco: Jossey-Bass. Chapter 13: Managing Organizational Change and Development

Donahue, A.K., and R. O'Leary. 2012. "Do Shocks Change Organizations?: The Case of NASA." *Journal of Public Administration Research & Theory* 22 (3):395-425.

### **Recommended**

Kotter, J.P. 2007. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, January: 96-103.

Garvin, D.A., and Roberto, M.A. 2005. "Change through Persuasion." *Harvard Business Review*, February, 104-112.

**APRIL 28<sup>th</sup> – MEMO DUE VIA BLACKBOARD**

**XIV. RESEARCH PRESENTATIONS – MAY 5, 2016**

**FINAL CASE STUDY PAPER DUE – MAY 12, 2016**

## Course Policies

1. Incompletes: A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the School Director. Please consult the Student Handbook for the complete policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. Any request for an exception in the delivery of a written assignment after the due date needs to be submitted in writing to the professor, for approval.
4. Academic Honesty: Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.
8. Instructor’s Policy on Grade Contestation: Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.

## Grading Criteria

### **A**

Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

### **B**

Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

### **C**

Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

### **F**

Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.