****

**PADM 7303 – Public Organization Theory**

**Fall 2019**

Classroom Ross Hall 103 Class Times: Tuesdays, 6:00-8:40

Instructor: Jerry G. Stevenson, PhD Office: 640 Ross Hall

Phone: (501) 569-3037

E-mail: [jgstevenson@ualr.edu](mailto:jgstevenson@ualr.edu)

Office Hours: Tuesdays, 4:00-5:30 PM and by appointment

***People succeed when they focus on what they do best.  When they identify their talents and develop them into strengths, people are more productive, perform better, and are more engaged.***

**Overview:**

The purpose of this graduate-level course is to examine theories and research of the management and administration of complex organizations, primarily in the public and nonprofit sectors. Emphasis is placed on organizational design, structure, authority, power, control, conflict and culture as these elements relate to organizational leadership and organization performance. The intent of this course is to systematically examine and apply multiple theoretical frameworks to understanding, analyzing, diagnosing, and evaluating organizations. You will work in teams during the semester to provide intensive engagement among students in the course and more effective interactions with the instructor.

For effective, efficient and responsive public service, students of public administration must understand the unique challenges the public sector presents in order to articulate and apply a public service perspective. Operating in the public sector requires the ability to work in an arena of competing interests while being cognizant of the needs of the general community. It is a balancing act of doing more with less due to budgetary constraints.

Public servants are also required to negotiate a constantly changing field to meet demands of citizens and communities in which they serve, all the while functioning in a transparent manner to keep and hold the public’s trust. Public managers/administrators must understand the needs of communities/citizens but also must understand the political institutions and actors involved in the policy making process. There are issues surrounding public organizations that are unique to them—in particular, the tension between public accountability and the accomplishment of organizational goals. Therefore, our exploration will seek to consider organization theories within a political context.

At the completion of this course, students are expected to demonstrate a working knowledge of public and nonprofit organizations and what is needed to manage these organizations effectively (e.g., leadership skills, teamwork and group dynamics, public service values and professional ethics).

Our specific objectives are: (1) to develop a critical perspective on public bureaucracies and other complex organizations in general; (2) to gain an understanding of the political, legal and social contexts in which public bureaucracies operate; and, (3) to provide class participants with various opportunities to experience first-hand, the relationship between theory and practice (praxis) in order to develop effective managerial and leadership skills.

The course format combines theoretical understanding and practical experience through the use of case studies, assigned readings, “mini”-lectures, class discussions and group assignments with “hands-on” exercises to give students an opportunity to put into practice the concepts covered in class. Students are encouraged to apply the theories and concepts of the subject matter covered in this class to their own individual fields of specialty or interest, and to draw from their experience and offer relevant insights to share with the class.

The material and exercises in this course will address each of the four major learning objectives for the Master of Public Administration program:

* *Knowledge of public service*: Students will develop a substantive knowledge about public and non-profit organizations, public policy, the political process, public service values and professional ethics.
* *Research Skills*: Student will learn to apply critical thinking and decision-making approaches, appropriate research methods and employ analytical tools and statistical techniques for collecting, analyzing, presenting, and interpreting data for policy, organizational, and managerial issues in public and/or non-profit organization.
* *Leadership, organizational and managerial skills* will be developed to lead and manage people in complex and changing environments.
* *Communication Skills*: Students will improve their written and oral communication skills that are essential for effective public administrators to communicate and interact productively with a diverse and changing workforce and citizenry.

The top five skills employers want in employees:

* **Ability to work in a team structure.**
* **Ability to make decisions and solve problems.**
* **Ability to plan, organize and prioritize work.**
* **Ability to verbally communicate with persons inside and outside the organizations.**
* **Ability to obtain and process information.**

These are also the skills I would like for you to work on developing and enhancing throughout your course of study this semester and the rest of the MPA program.

**Teaching Philosophy**

My role is to serve the self-directed and responsible graduate student as a guide, facilitator and coach. I am not the “sage on the stage” that some students have learned to expect from previous educational experiences. I want you to discover the subject through reading, in-class exercises, group projects and activities. I expect each student to be responsible for and take charge of his/her own learning. Please let me know if there is something more I can do to enhance your learning. I welcome suggestions and feedback, both critical and positive.

**Diverse Viewpoints & Mutual Respect**

All students are expected to be open to diverse viewpoints and convey mutual respect to those who hold positions contrary to your own. A university classroom has to be a place where frank and open exchanges are the norm. *Please treat what others express in this class as confidential.* Only one person should be talking at a time throughout a class session with no “side conversations.”

**Children in Class**

Children are permitted in the classroom only with the instructor’s advance permission.

**Cell phones**

Cell phones need to be turned off during every class session.

**Students with Disabilities**

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the

DRC website at ualr.edu/disability.

**Academic Integrity**:

According to *UALR’s Student Handbook*, the following actions are subject to grade penalty and disciplinary action:

*Plagiarism*: To adopt and reproduce as one’s own, to appropriate to one’s own use and incorporate in one’s own work without acknowledgement, the ideas of others

or passages from their writings and works. Please use the **APA style** to properly acknowledge the ideas of others or passages from their writing and works.

*Collusion*: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent

that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.

*Duplicity*: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

**Writing Quality**

Please keep in mind that this is a professional graduate-level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Written assignments require repeated proofreading and editing prior to submission, with attention given to correct grammar, spelling, punctuation, paragraphs, and sentence structure. Writing competency is extremely important in graduate school as well as in your professional career.

If you struggle with writing, I strongly encourage you to use the services of UALR’s Writing Center. The Writing Center provides a variety of resources for students (ualr.edu/writing center) and is willing to assist you in improving your professional writing skills.

**Inclement Weather Policy**: <https://ualr.edu/policy/home/admin/weather/>

**Course Requirements and Evaluation**

1). ***Group Application Paper:*** Each assigned group will create a folder in Goggle docs that is used for submitting and sharing group assignments and your final group application paper to me. For example, OT Group 1, OT Group 2, OT Group 3 and OT Group 4.

The purpose of the **Group Application Paper** is to apply knowledge gained from the class, your readings and research to an organization of the team’s choosing. Each group will be responsible for: (1) finding a local public or nonprofit organization or department to be your “learning laboratory” and (2) collecting information about the organization using interviews, observations, research and/or surveys.

Your final **Group Application Paper** is to be organized into two sections. In the first section, **analyze** your chosen organization by using each of these four organizational analysis lens/frames: (1) structural, (2) human resource, (3) political and (4) cultural. In the second section, **use and apply** the concepts and theories covered in your readings, class and research **to identify specific strategies for improving overall organizational effectiveness and performance.**

Each team is expected to use quantitative and descriptive data in the analysis of the Structural Frame of the organization and include a Stakeholder Analysis in the Political Frame. **Group Application Papers are due no later than Tuesday, November 12th by 6:00 pm.**

**Each team will need to identify the organization to research by the 2nd week of the semester (August 27th) and email it to me for final approval prior to class.**

2). ***Final Group Presentation***: Each group will make an oral presentation by summarizing your recommendations for improving organizational performance in each of the four frames. Oral presentations are to be limited to 20-30 minutes maximum. Each group is to make a practice presentation video and share it with me by **November 12th** at the latest.

**An anonymous peer group evaluation will be emailed and completed by all group members and the peer group evaluation will be factored into each student’s final grade.**

3) **Individual Assignments**: Please note that all individual written assignments are also to be shared electronically with me through Google docs. Create a Google doc folder with your last name, comma and first name. Label and upload each assignment in your individual folder using the following convention. For example, Jones, Amy: Personality Test; Jones, Amy: Assignment #1, etc. It is very important to follow these instructions literally and don’t forget to share your folder with me.

4). ***Class Attendance & Participation:*** Student participation is arguably the most valuable component of this course. Your participation is analogous to making deposits to your saving account. If you don’t make deposits, you will not have anything in return for your investment of time and money. Also, no “**social loafing**” or “**free riders**” please; each student must contribute and share their own knowledge, experiences and insights in order to maximize the professional development of everyone.You are also expected to notify me **in advance** if you have to miss class, or will be late on a specific date.

Students with more than two absences will have their final grade reduced by one letter grade. Any more than two absences during the semester will merit a serious consideration of whether the course should be dropped and attempted again in the future.

5). **Late Assignments**: Late assignments will only be accepted within 24 hours of their due dates and will receive a full letter grade reduction unless arrangements have been made with me *prior* to the assigned due date.

1. Group Application Paper……………………………..................60%

2. Final Group Oral Presentation…………………………………..20%

3. Assigned Group Work, Individual Assignments,

On-line Discussions of Readings………………………………..10%

3. Class Attendance & Participation……………………………….10%

100%

**Required Texts and Readings:**

(1). Lee G. Bolman and Terrance E. Deal (2017). Reframing Organizations: Artistry, Choice, and Leadership, 6th Edition. San Francisco: Jossy-Bass. **(BD)**

(2). Gareth Morgan, (2006). Images of Organizations, Updated Edition. London: Sage **(M)**

(3) <https://courses.lumenlearning.com/boundless-management/chapter/why-study-organizational-theory/>

(4). Additional readings, including journal articles and case studies, will be distributed via e-mail to our class listserv [*PADM730301@ualr.edu*](mailto:PADM730301@ualr.edu)or through a shared google drive.

**Tentative Course Schedule:**

Please note that the dates for each topic are tentative. Some topics will require greater discussion and more time than others. Students are expected to attend all class sessions and to be prepared for the next topic by completing readings ahead of time. In the event of significant schedule changes, students will be notified of the changes both in class and by the distribution of a new schedule.

**Date Required Readings**

**August 20** Introductions & Expectations

**Groups Assigned**

**STRUCTURAL/MACHINE FRAME**

**August 27**

(M) Chapts 1-2

(B&D) Chapts 1-5

**September 3**

<https://www.youtube.com/watch?v=vNfy_AHG-MU> (Frederick Taylor)

<https://www.youtube.com/watch?v=zp554tcdWO8> (Max Weber)

<https://www.youtube.com/watch?v=90qpziPNRnY> (Henri Fayol)

<https://www.britannica.com/topic/organization-theory> (Organization Theory Overview)

<https://businessjargons.com/organizational-theory.html> (be sure to also read the hot links)

<https://en.wikipedia.org/wiki/Organizational_chart> (be sure to also read the hot links)

*Supplemental Readings*

<https://sangyubr.files.wordpress.com/2012/02/comparing-public-and-private-organizations-empirical-research-and-the-power-of-the-a-priori-hal-g-rainey-and-barry-bozeman.pdf>

**HUMAN RESOURCE FRAME**

**September 10**

(M) Chapts 3-4

(B&D) Chapts 6-8

***September 17***

<https://www.youtube.com/watch?v=CXAzZRnJo2o> (Douglas McGregor)

<https://www.youtube.com/watch?v=qTgnhatFvPc> (Mary Parker Follett)

<https://www.youtube.com/watch?v=zPwhYqxvvoU>

(Mary Parker Follett quotes)

<https://www.ou.edu/russell/UGcomp/Kerr.pdf>

(On the folly of rewarding A, while hoping for B)

<https://www.verywellmind.com/theories-of-motivation-2795720>

(Key Ideas Behind Theories of Motivation)

<https://video.search.yahoo.com/yhs/search?fr=yhs-sz-002&hsimp=yhs-002&hspart=sz&p=motivation+theories#id=10&vid=d2bdd930425a4fc46e12270765237e07&action=view>

(Motivation Theories Overview)

**Individual Assignment**: Fill out the Big Five personality scale and ask someone who knows you to complete the Big Five personality scale on your behalf (<https://openpsychometrics.org/tests/IPIP-BFFM/> and upload both scores to your individual google doc folder.

**POLITICAL FRAME**

**September 24**

(M) Chapts 6-7, 9

(B&D) Chapts 9-11

**October 1**

***NO CLASS***

<https://www.quora.com/What-is-political-power>

<https://www.academia.edu/3327155/Sources_of_power_of_lower_participants_in_complex_organizations>

(David Mechanic, Sources of power of lower participants in complex organizations)

<https://video.search.yahoo.com/yhs/search?fr=yhs-sz-002&hsimp=yhs-002&hspart=sz&p=robert+moses+podcast+youtube#id=4&vid=5e6d41919df64e4c99a7aaf77d672563&action=click>

(Author Robert Caro discussing Robert Moses’ political power)

<https://video.search.yahoo.com/yhs/search?fr=yhs-sz-002&hsimp=yhs-002&hspart=sz&p=robert+moses+podcast+youtube#id=8&vid=28ca8557e49308ff1109d71efe216a45&action=view>

(The Art of Political Power)

<https://www.med.upenn.edu/shorterlab/Papers/Member%20Papers/sharks.pdf>

(How to swim with sharks)

<https://www.who.int/workforcealliance/knowledge/toolkit/33.pdf>

(Stakeholder Analysis Guidelines)

**SYMBOLIC/CULTURAL FRAME**

**October 8**

(M) Chapts 5 & 8

(B&D) Chapts 12-14

***October 15***

<https://www.youtube.com/watch?v=H8VFM91xMXI> (Symbolic analysis of a company)

<https://www.slideshare.net/guest19e59c/the-symbolic-frame> (Symbolic frame slides)

<https://www.inc.com/alison-davis/these-15-questions-will-assess-your-companys-culture-and-help-you-decide-how-to-improve-it.html>

(Assessing Organizational Culture)

<http://leadingandfollowing.com/documents/OCAQParticipantManual.pdf>

(Organizational Culture Assessment Questionnaire)

**PUTTING IT ALL TOGETHER**

**October 22**

(M) Chapts 10-11 & Bibliographic Not

(B&D) Chapts 15-20

<https://www.youtube.com/watch?v=1L1c-EKOY-w> (Systems Theory)

**October 29**

<https://pmicie.starchapter.com/images/downloads/raci_r_web3_1.pdf>

(Responsibility Charting)

<https://www.mgtsystems.com/stages-of-organizational-growth>

(Stages of organizational growth)

<https://www.jstor.org/stable/975372?seq=1#metadata_info_tab_contents>

(Argyris, Making the undiscussable and its undiscussability discussable)

<https://tompeters.com/columns/what-gets-measured-gets-done/>

(Peters, What gets measured, gets done)

<https://socialecology.uci.edu/sites/socialecology.uci.edu/files/users/feldmanm/Role_of_public_manager_-_Governance.pdf>

(The role of the public manager in inclusion: creating communities of participation)

**November 5** Structural & Human Resource Frame Analysis Papers Due

**Use quantitative and descriptive statistics**

**November 12** Political and Symbolic Frame Analysis Papers Due

**Include a “Stakeholder Analysis”**

**Group Practice Video Due**

**November 19** **Group Presentations/Last Class**

**Course Evaluations**

**Recommended Journals**

*Public Administration Review*

*Administration and Society*

*Organizational Studies*

*Public Administration Quarterly*

*American Review of Public Administration*

*Journal of Public Administration Research and Theory*

*International Journal of Public Administration*

*Journal of Management Science*

*State and Local Government Review*

*Academy of Management Journal*

*Academy of Management Review*

*Administrative Science Quarterly*

*Harvard Business Review*

*Nonprofit and Voluntary Sector Quarterly*

*Sloan Management Review*

*Journal of Public and Nonprofit Affairs*

*Public Productivity & Management Review*

*Journal of Policy Analysis and Management*

*Training & Development*

*Nonprofit Quarterly*

*Nonprofit Management & Leadership*

**Recommended Additional Readings**

Charles T. Goodsell, The Case for Bureaucracy. Chatham, New Jersey: Chatham House, 4th Edition.

Herbert Kaufman, The Forest Ranger. Baltimore, Maryland: John Hopkins University Press, 1960.

Terry J. Tipple and J. Douglas Wellman. 1991. “Herbert Kaufman’s Forest Ranger 30 Years Later: From Simplicity and Homogeneity to Complexity and Diversity.” Public Administration Review, pp 421+

Kaufman, Herbert. 1981. Fear of bureaucracy: A raging pandemic. Public Administration Review, 41(1): 1-9.

Milward, H.B., and Provan, K.G., 2006. A manager’s guide to choosing and using collaborative networks. IBM Center for the Business of Government.

O’Toole, L.J., 1997. Treating networks seriously. Practical and research-based agendas in public administration. Public Administration Review, 57(1): 45-52.

Fernandez, S., Rainey, H.G., 2006. Managing successful organizational change in the public sector. Public Administration Review, 66(2): 168-176.