****

**PADM 7303 – Public Organization Theory**

**Fall 2020**

Classroom: Online Course 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

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.

#### **Communication Skill Center**

The [Communication Skill Center](https://ualr.edu/appliedcomm/communication-skill-center-csc/) (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation. We help take the panic out of public speaking! Services include, but are not limited to, public speaking anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with helpful rehearsal feedback. The CSC will be offering online services during Fall 2020:

To schedule an **online video call** **appointment**, please use the following link:<https://ualrcommunicationskillcenter.setmore.com/>

To access the **online chat**, please use the following link (and be sure to log-in to your email): <https://hangouts.google.com/group/ncmX9d991pbMAkV66>

To request **support via email**, please send your request to the following address: communication.skill.center@gmail.com

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

# Software

IT Services provides licenses for certain software packages to the university.

[**Microsoft Office 365**](https://ualr.edu/itservices/applications/v/office365/)

* [Access Microsoft Office 365](https://login.microsoftonline.com/)
* [View details](https://ualr.edu/itservices/applications/v/office365/)

Office 365 is a communication and collaboration service hosted by Microsoft offered to current students and employees for personal use. Office 365 allows users to install Microsoft Word, Excel, Powerpoint, Outlook, and OneNote applications on their local computers, as well as access to the online versions of the software.

**Student Support Resources**

Having trouble with class (or life!) and not sure where to find help?
Start your search at [www.ualr.edu/chasse/student-resources/](http://www.ualr.edu/chasse/student-resources/)  These resources range from big picture needs like transportation and childcare; to general needs available on campus like printing, counseling, student success workshops; to specific academic assistance like communication, math, supplemental tutoring, blackboard; and includes a link to the university’s main student services list.

**Course Requirements and Evaluation**

1). ***Application Paper:*** The purpose of the application paper is for you to apply knowledge gained from the class, your readings and research of an organization of your choosing. You 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. **You will need to identify the organization you intend to research by the 3rd week of the semester (September 8th) and email it to me for final approval prior to class.**

Your application paper is to be organized into three sections/or parts:

(a). In the first section, **analyze** your chosen organization by using the structural and human resource frames. Use quantitative and descriptive data in the analysis of the Structural Frame of your organization and include an organizational chart and use the terms from your readings in your analysis. (**paper due November 10th**).

(b). In the second section, use the political and symbolic frames and include a Stakeholder Analysis of the Political Frame. (**paper due November 17th**)

(c). In the third section, identify specific strategies for improving organizational performance and effectiveness in each of the four frames (**paper due December 1st**).

2). **Reflective Journal Assignment**

A reflective journal is basically a dialogue that you are having with yourself and you are expected to write weekly entries throughout the semester. Writing in a journal forces your brain to think critically about the class, your assigned readings by analyzing the topics covered and articulating your feelings and opinions about the subject matter.

Reflective journaling is first about participating and observing before writing. Write about what you are learning in this class and think about your personal reaction to issues raised in the course**. (Discuss at least two things that you learned or discovered from the class and the assigned readings and articles each week).**

3). **Annotated Bibliography Assignment: DUE OCTOBER 6, 2020**

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, *the annotation*. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. Annotations are not the same as Abstracts. Abstracts are purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. *Annotations are descriptive and critical; they expose the author's point of view, clarity and appropriateness of expression, and authority.*

First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your research topic. Cite the book, article, or document using the appropriate style (an online citation guide for the American Psychological Association (APA) style is linked from the Cornell Univeristy’s library's [Citation Management page](http://www.library.cornell.edu/resrch/citmanage).).Lastly, write a concise annotation that summarizes the central theme and scope of the book or article. You may want to compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

**Prepare an annotated bibliography of at least 5 citations to books, articles and documents on one of the following subjects/topics:**

* Open Systems Theory
* Organizational Symbolism
* Organizational Ecology
* Managing Planned Change
* Making Groups Work Effectively
* Organizational Communication
* Organizations of the Future
* Organizational Learning
* Stakeholder Analysis
* Managing Organizational Conflict
* Public Bureaucracies
* Play at Work
* Emotional Intelligence

4). **Case Studies**

Students will be randomly assigned to small groups to analyze and respond to specific directions and questions contained in two case studies: *Reforming Prisons & Chris Cunningham.*

5). **Class *Participation and On-Line Discussion:*** Student participation in our online discussions 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 will be late on specific assignments.

6). **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

7). **Grades**

1. Application Paper (Due December 1)…………………................50 points

2. Reflective Journal Weekly Entries……………………………….15 points

3. Annotated Bibliography (Due October 6)…………………..……15 points

4. Group Case Studies………………………………………………10 points

3. Class Participation & Online Discussion…………………………10 points

 TOTAL: 100 points

**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.

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

**Supplemental Text:**

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

**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 be prepared by completing assigned readings ahead of time. In the event of significant schedule changes, students will be notified of the changes by the distribution of a new schedule.

**WEEK 1**

**August 25** Introductions & Expectations

 **Random Groups Assigned**

**STRUCTURAL/MACHINE FRAME**

**WEEK 2**

**September 1**

Bolman & Deal Chapts 1-5

**Watch Videos:**

[Power of Reframing Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5766924184001)
[Structual Frame Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767349196001)

**Individual Assignment**: Go to this link and follow the instructions:

<http://www.leebolman.com/frames_selfrating_scale.htm>

**WEEK 3**

**September 8**

<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>

*Assignment Due: Identity of organization you intend to research and emailed to me for prior approval.*

**HUMAN RESOURCE FRAME**

**WEEK 4**

**September 15**

Bolman and Deal Chapts 6-8

**Watch Videos:**

[Human Resource Frame Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767344091001)
[Management Theory Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767349266001)
[Human Resource Practices Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767366866001)

**Individual Assignment:**

Go to this link and rate your management style:

<https://www.businessballs.com/freepdfmaterials/X-Y_Theory_Questionnaire_2pages.pdf>

***WEEK 5***

***September 22***

<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**

**WEEK 6**

**September 29**

Bolman & Deal Chapts 9-11

**Watch Videos:**

[Political Frame Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767360647001)
[Forms of Power Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767367536001)
[Skills of Manageras Politician Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767375259001)

**Individual Assignment:**

Go to this link and rate yourself:

<https://openpsychometrics.org/tests/MACH-IV/>

**WEEK 7**

**October 6**

<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)

**Group Assignment: Reforming Prisons Case Study (attached)**

**SYMBOLIC/CULTURAL FRAME**

**WEEK 8**

**October 13**

 Bolman & Deal Chapts 12-14

**Watch Video:**

[Symbolic Frame Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767418854001)

***WEEK 9***

***October 20***

<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**

**WEEK 10**

**October 27**

 Bolman & Deal Chapts 15-20

Watch Videos:

[Wrap Up Video](https://players.brightcove.net/622696559001/BJQ3kMlB_default/index.html?videoId=5767431201001)

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

**WEEK 11**

**November 3**

<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)

**Group Assignment: Chris Cunningham Case Study (attached)**

**WEEK 12**

**November 10** **Structural & Human Resource Frame Analysis Papers Due** (**Use quantitative and descriptive statistics; include an organizational chart and use terms/concepts from readings)**

**WEEK 13**

**November 17** **Political and Symbolic Frame Analysis Papers Due**

 **Include a “Stakeholder Analysis” & “Responsibility Charting**

**WEEK 14**

**November 24 NO CLASS/THANKSGIVING BREAD**

**WEEK 15**

**December 1** **Application Paper Due**

**Last Class**

 **Course & Peer 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*
* *Journal of Behavioral Public Administration*

**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.

#1 Group Case Study: Reforming Prisons (will be distributed by instructor)

#2 Group Case Study: Chris Cunningham (will be distributed by instructor)