Public Organizations Syllabus
Fall 2013

I. Course: 20:834:522 Public Organizations; Monday, 5:30 p.m. to 8:10 p.m.

II. Credits: Three

III. Faculty: Robert Shick, Ph.D. Room 336, SPAA Office Hours: by arrangement Voice: 973-353-5336; Fax: 973-353-5097; e-mail: Blackboard or rshick@newark.rutgers.edu

PLEASE TURN OFF CELL PHONES AND PAGERS DURING CLASS

IV. Course Description

Organizational behavior is a field of study that explores how individuals, groups and organizational structure impact the behavior of individuals working within organizations. Unlike other academic fields of study, which describe such relationships and behavior, the field of organizational behavior attempts to use this knowledge in order to improve the performance of organizations. As such, the field of organizational behavior is focused on changing behavior within organizations to improve organizational effectiveness. Although there are all types of social organizations, for the purpose of this course, we will focus on improving the performance of formal organizations that are engaged in economic transactions, specifically public and nonprofit organizations.

In this course, we will use a variety of different theoretical frameworks to explore the structure and process of individual and group behavior within organizations. In doing so, we will take a winding route - beginning with a historical perspective on public organizations and the development of the field of organizational behavior. We will then review the building blocks of organizational behavior: the motivations behind individual behavior; the relationships among individuals in groups and teams; and then how the characteristics of the structure of the organization influence the behavior of individuals within the organizations.

It has been said, that as managers we have a need for a full tool chest. After all, if you only have a hammer, every problem tends to become a nail. Taking his recommendation to heart, we will explore a diverse range of perspectives that will encourage us to explore how various mindsets or conceptions influence our views of organizations and how we approach their analysis. During our exploration of these diverse perspectives, we will continually refer back to
our original building blocks of organizational behavior and consider the best methods to improve organizational effectiveness.

V. **Course Objectives**

The objectives of the course are for students to be able to demonstrate their knowledge of:

- The different theories of organizational behavior
- Bolman and Deal’s four frames
- The unique organizational and management characteristics of government and nonprofit organizations
- How to apply Bolman and Deal’s four frames to diagnose the performance of organizations
- How to develop new courses of action to resolve organizational management difficulties
- Understand and be able to apply the concepts in Denhardt, Denhardt, and Aristigueta to managing organizations
- The role of leadership in an organization’s performance

V. **Attendance and Participation Policy**

Attendance and participation are essential to the learning process. Students are expected to attend all class sessions, come to class on time and be prepared to discuss the readings for that day. Prior notice of unavoidable absences is expected.

VI. **Required Texts/Other Resources**


Washington Post, On Leadership Video Archive
http://www.washingtonpost.com/wp-dyn/content/linkset/2009/10/23/L12009102302860.html

New York Times, Sunday Business Section, Leadership Column

Harvard Business Review, Management Tip of the Day
VII. **Students with Special Needs**

If a student feels he/she needs accommodation for a disability, please make that known to the instructor. Every reasonable effort will be made to accommodate needs. The University has resources to support students with special needs.

VIII. **Grading Policy**

The grade of “A” is reserved for outstanding work, which encompasses, excellent content in terms of writing and analysis, timely submission of assignments, professionalism of results, and contributions to class discussions.

Grades will usually be given in letter form, and then translated into a number format. Final grades are based on a weighted average of each component of the course.

A    (93 or above)  
B+  (88 – 92.9)  
B    (84 – 87)  
B-   (80 – 83.9)  
C+   (76 – 79.9)  
C    (72 – 75.9)  
F    (Below 72)

IX. **Plagiarism and Cheating**

Plagiarism is ANY form of taking others’ work without giving them credit. This means it is important to know the differences between quoting, paraphrasing and summarizing. It is also important to know how to cite material properly. A style guide will help prevent several forms of plagiarism related to written assignments. A style guide identifies what needs to be cited and explains how various types of sources should be listed (see text requirements). Please refer to the *Diana Hacker, A Writer’s Reference, Sixth Edition* previously mentioned for the appropriate rules for citing material in APA style. *Most papers will have references at the end of every paragraph except in sections that represent data description (secondary data must be sourced), analysis, and interpretation of material presented and conclusions.*

Plagiarism is a form of cheating, but there are other forms as well. Cheating in the capstone courses often takes the form of not contributing one’s fair share to the team effort, that is, not completing assignments, being late with assignments, missing team meetings and not communicating with your teammates. Plagiarism and cheating can result in failing the course. Your paper may be analyzed using plagiarism software; which specifically identifies material taken from other sources, and the names of those sources. Plagiarism is a very serious matter, which will have a significant affect on your grade.
X. **Course Products and Assessments**

- Short Reaction Papers to Readings (3) 30%
- Case Analysis 20%
- Organization Analysis 30%
- Presentation of Organization Analysis 10%
- Class Participation and Attendance 10%

XI. **Schedule**

**Week 1**

*Introduction to Course*
- Course overview
- Goals and objectives
- Syllabus
- Requirements for Course
- Browsing the text books
- Beginning concepts

**Week 2**

*Organizations as a Way of Thinking and Acting, Knowing and Managing Yourself, and Fostering Creativity*
- D/D/A – Chapters 1,2, and 3

**Week 3**

*The Power of Reframing, Simple Ideas, Complex Organizations, and Working in Groups and Teams*
- B/D – Chapters 1 and 2, D/D/A – Chapter 10

**Week 4**

*Getting Organized, Structure and Restructuring, and Organizing Groups and Teams*
- B/D – Chapters 3, 4, and 5

**Week 5**

*People and Organizations, Improving Human Resources Management, and Interpersonal and Group dynamics*
- B/D – Chapters 6,7, and 8

**Week 6**

*Managing Stress and Motivating Yourself and Others*
- D/D/A – Chapters 4 and 6

**Week 7**

*Communicating Effectively with Others*
- D/D/A – Chapter 7

**Week 8**

*Power, Conflict, and Coalition, The Manager as Politician, and Organizations as Political Arenas and Political Agents*
- B/D – Chapters 9, 10, and 11
Week 9  
*Power and Organizational Politics and Managing Conflict*

- D/D/A Chapters 8 and 11

Week 10  
*Organizational Symbols and Culture, Culture in Action, and Organization as Theater*

- B/D – Chapters 12, 13, and 14

Week 11  
*Decision Making and Organizational Change*

- D/D/A – Chapters 5 and 12

Week 12  
*Integrating Frames for Effective Practice, Reframing in Action: Opportunities and Perils, Reframing Leadership, and Leadership in Public Organizations*

- B/D – Chapters 15, 16, and 17 and D/D/A – Chapter 7

Week 13  
*Reframing Change in Organizations, Reframing Ethics and Spirit, and Bringing It All Together*

- B/D – Chapters 18, 19, and 20

Week 14  
*Epilogue: Artistry, Choice, and Leadership, Representing the Organization “On the Outside,” and Managing Behavior in the Public Interest*

Week 15  
*Reserved for Extra Class*

**NOTE:** Courses are dynamic environments wherein the work at hand influences the pace and process of completion. The instructor reserves the right to make adjustments in the schedule based on the dynamics of the class and the nature of projects. (In other words, the weekly schedule may change based on the needs of the class, but there will always be a discussion before changes occur.)