

**University of North Texas at Dallas**  
**Summer Semester 2015 (5W1)**  
**SYLLABUS**

<b>PADM 5099: Organization Theory, Behavior and Change in Public Service</b>			
<b>3 Credit Hours</b>			
<b>Department of</b>	<b>Public Leadership</b>	<b>School of Liberal</b>	<b>Arts and Sciences</b>
<b>Instructor Name:</b>	Dr. Larry D. Terry II		
<b>Office Location:</b>	DAL 2 - 323		
<b>Office Phone:</b>	(972) 338-1590		
<b>Email Address:</b>	larry.terry@untdallas.edu		
<b>Office Hours:</b>	<b>Monday-Thursday, 10:00-3:00</b>		
<b>Virtual Office Hours:</b>	Tuesday-Thursday 10:00 a.m.-3:00 p.m.		
<b>Classroom Location:</b>	Online		
<b>Class Meeting Days &amp; Times:</b>			
<b>Course Catalog Description:</b>	Survey of historical and contemporary theories of organizations, human behavior within the organizational setting, and managing change in the public service context.		
<b>Prerequisites:</b>	Prerequisite(s): PADM 5010 (may be taken concurrently).		
<b>Co-requisites:</b>	n/a		
<b>Required Text:</b>	<ol style="list-style-type: none"> <li>1. <b>Bolman, Lee G., and Deal, Terrence E. (2008). <i>Reframing Organizations: Artistry, Choice, and Leadership</i></b></li> <li>2. <b>Others as assigned by instructor on Blackboard</b></li> </ol>		
<b>Recommended Text and References:</b>	n/a		
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 338-1616; web: <a href="http://www.untdallas.edu/our-campus/library">http://www.untdallas.edu/our-campus/library</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>		
<b>Course Goals or Overview:</b>			
	<p>This graduate-level course will examine organization theory, behavior, and change from a broad perspective, but will also place a special emphasis on organizations in public service. While our government agencies, departments, and other social service institutions are complex enough for independent scrutiny, this class will also go great lengths to investigate the role the external environment plays in influencing organizational dynamics. From the management of human resources and building trust among employees and the public, to determining an appropriate organizational structure or establishing ethical conduct, public organizations are manipulated both positively and negatively by the internal and external environment, and thus both will serve as the guideposts for this course. Case studies and other scholarly sources will be used to provide practical understanding of the theoretical concepts.</p> <p>Although this is an elective, the course will be taught based on the assumption that the student has a firm grounding in the foundational concepts of public service and administration, most notably those discussed in PADM 5010. Also, because this class is online and will not incorporate any traditional face to face interaction, sharing personal work-related experiences from government, non-profit and other organizations is highly encouraged and will enhance our learning community about the realities and practices of leadership and administration.</p>		

<b>Learning Objectives/Outcomes:</b> At the end of this course, the student will be able to:	
1	Understand the role differentiation and integration play in organizational effectiveness, and apply the various options for dividing and coordinating labor to a practical organizational setting.
2	Explain how structural imperatives impact an organization's ability to function effectively.
3	Distinguish between five structural configurations available to organizations and their internal components.
4	Describe how human needs impact organizational effectiveness, and distinguish between Theory X and Y and Model I and Model II as organizational approaches to managing human behavior.
5	Demonstrate knowledge of the various basic HR strategies available to managers within organizations.
6	Differentiate between the various forms of power that exist within organizations and apply them to various organizational scenarios.
7	Describe how the various symbols inherent to organizations impact behavior and performance.
8	Identify the various elements of organizational culture and apply them to and apply them to an organizational setting.
9.	Differentiate between the various concepts related to change in public service organizations.

## Course Outline

Each week begins on a Monday, and ends on a Sunday. This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor in class and via Blackboard.

## Course Outline

Week	Date(s)	Module	Activities
1	June 8-14	<b>Module 1: Understanding Structure</b>	<b>Case Study Analysis 1</b>
2	June 15-21	<b>Module 2: People, Needs, and the Human Resources Frame</b>	<b>Case Study Analysis 2</b>
3	June 22-28	<b>Module 3: The Organization as a Political Arena – Understanding Power</b>	<b>Case Study Analysis 3</b>
4	June 29- July 5	<b>Module 4: Organizational Culture</b>	<b>Organizational Assessment Work</b>
5	July 6-10	<b>Organizational Assessment</b>	<b>Due July 10 8:00 p.m.</b>

## Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

### Organizational Assessment

This semester, each student will conduct an organizational assessment as a part of this course's assignment requirement. In order to gain a better understanding of organization theory and behavior in the public sector, each student will identify an organization in the greater Dallas/Fort Worth area and conduct an analysis. Much like the intended direction of this course, this assessment will have students analyze an organization both internally and externally. This class is organized around the four frames presented in *Reframing Organizations* by Boal and Deal, so students' organizational analysis should logically follow this format. For example, how is the organization structured? Is it a professional bureaucracy or in the divisionalized form? How does differentiation and integration play a role in the structure? From an HR perspective, does it operate under Model I or Model II assumptions about employee behavior? From a political perspective, what sources of power do organizational members (and the organization itself) have? From a symbolic perspective, what role do artifacts play in describing the organizational culture? More details will be given at a later date. The public organization selected for the project must be approved by the instructor. Students will be required to write a 10-12 page paper on their experience with the selected organization, and the most complete papers will integrate the semester's readings with their findings. **The paper is**

**due on Friday, July 10, at 8:00 p.m.** A more detailed breakdown of this assignment will be available on Blackboard in the “Course Information” link.

**Case Study Analyses** – The basis for any graduate level course is not only reading comprehension, but illustrating your understanding of the material in written form. Writing can serve two purposes: first, it can aid in your comprehension of the material (writing to learn); second, the more you write, the better you develop a style unique to your interpretation of core concepts, theories, and their application to practical public service scenarios (learning to write). In order to serve both purposes, we will have three (3) case study analyses that ask students to identify and apply concepts from the readings to “real world” cases. Each analysis will require students to compose a 500-750 word narrative that integrates the module’s primary readings with the leadership/managerial/organizational dynamics of a given case. In these analysis papers, students should be able to analyze any given case with the themes and concepts presented by the authors of the module’s selected readings.

**Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Final Project (Organizational Assessment)	1 paper at 70 points	70
Case Study Analysis	3 assignments at 10 points	30
<b>Total:</b>		<b>100</b>

**Grade Determination:**

- A = 100-90 pts; i.e. 90% or better
- B = 89-80 pts; i.e. 89 – 80 %
- C = 79-70 pts; i.e. 79 – 70 %
- D = 69 – 60 pts; i.e. 69 – 60 %
- F = 59 pts or below; i.e. less than 60%

## **University Policies and Procedures**

**Students with Disabilities (ADA Compliance):**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

**Student Evaluation of Teaching Effectiveness Policy:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

**Assignment Policy:**

Assignments in this class must reflect the following format:

- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name

- One inch margins (Top, Bottom, Left, Right); please note that you will have to go into your page setup to make this adjustment. Most MS Word programs have 1.25 inches as a default for Left and Right margins.

**Late Policy:**

Students are expected to turn in all assignments at the time indicated on the date the assignment is due. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will receive no higher than a grade of C. Student work *will not be accepted under any circumstances* more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment. A hard copy of all work must be handed in to the professor at the beginning of the class.

**Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at <http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic%20Integrity.pdf> for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

**Bad Weather Policy:**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

**Attendance and Participation Policy:**

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

**Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

**Blackboard:**

A number of our required readings will be posted on Blackboard. Please print them out and read them before the date in which we will discuss them. They are housed in the module folder for that particular week. Please let me know if you have any issues finding them.

**Incompletes:**

A semester grade of incomplete will be given only under extreme and unusual situations. Additionally, to be fair to all students in the course, when the work is completed, the student will not receive higher than a B for the course, regardless of how many points were earned in the course. More importantly, an incomplete will only be granted for

students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester's end. An incomplete is not a substitute for a poor grade.