

University of North Texas at Dallas
Spring Semester 2015
SYLLABUS

PADM 5020: Leading and Managing Public Organizations	
3 Credit Hours	
Department of	Public Leadership
School of Liberal	Arts and Sciences
Instructor Name:	Dr. Larry D. Terry II
Office Location:	DAL 2 - 323
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Email Address:	larry.terry@untDallas.edu
Office Hours:	Monday, 5:00-6:50 Wednesday 3:00-4:00 Thursday 2:00-4:00
Virtual Office Hours:	Tuesday-Thursday 10:00 a.m.-3:00 p.m.
Classroom Location:	Online
Class Meeting Days & Times:	
Course Catalog Description:	Survey of contemporary theories and applications of managing high performance public organizations. Focus on leadership approaches, strategy, decision making, change management, networks and collaboration, privatization, and groups and teams.
Prerequisites:	Prerequisite(s): <u>PADM 5010</u> (may be taken concurrently).
Co-requisites:	n/a
Required Text:	<ol style="list-style-type: none"> 1. Van Wart, M. (2011). <i>Dynamics of Leadership in Public Service: Theory and Practice</i> (2nd ed.). Armonk, NY: M.E. Sharpe. 2. Others as assigned by instructor on Blackboard
Recommended Text and References:	n/a
Access to Learning Resources:	UNT Dallas Library: phone: (972) 338-1616; web: http://www.untDallas.edu/our-campus/library UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com
Course Goals or Overview:	
	<p>This graduate-level course will explore the phenomenon of leadership broadly defined, and more intensely within the context of the public sector. Too often, running the public sector is conceptualized as mundane management, demanding persistence in task and little imagination. Conversely, the public sector is also seen as never-ending politics focused exclusively on self-interest. Recent events in public affairs and public administration, from the unfortunate civil unrest in Ferguson, Missouri to the budget crises that have crippled all levels of government, have reiterated the need for a renewed emphasis on sound public leadership. Grounding such discourse in the proverbial "manager/leader" debate does little to produce constructive solutions, or offer a more comprehensive understanding of the dire need for leaders who are going to protect the values of the United States Constitution and the public interest.</p> <p style="text-align: center;">While a great deal of the literature on public sector leadership focuses on the roles,</p>

	responsibilities, and expectations of the individual within the public organization, what seems to be neglected in both theory and practice is the need for bureaucrats to serve as trust-building, collaborative members of the community and citizens they serve. As such, this course will be divided based on the distinction mentioned above, focusing on public leadership within the organizational context, while also emphasizing the bureaucrat as community leader. 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 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.
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Learning Objectives/Outcomes: At the end of this course, the student will	
1	Create working definition of public leadership and be able to distinguish it from other forms of leadership .
2	Explain how the concept of values and administrative conservatism play a role in public/administrative leadership.
3	Describe the role of strategic planning in public leadership and examine the various components of a real strategic plan.
4	Distinguish between the basic principles of “leadership” versus “managerialism”.
5	Identify the various types power and social power public leaders have access to and explain how they affect their ability to manage organizations and communities successfully.
6	Distinguish between various decision making models and apply them to real organizational issues.
7	Compare/contrast the various forms of organizational change and recommend concrete solutions to “change-related” organizational/leader/manager issues.
8	Discuss the various ethics-based models of leadership and illustrate their presence/absence in a practical leadership/managerial/organizational scenarios.

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	January 20-25	Introduction	Student Introduction
2-3	January 26-February 8	Module 1: Public Leadership, Values, and The Administrator as Conservator	Discussion Board 1; Case Study Analysis 1
4-5	February 9-February 22	Module 2: The Strategic Planning Process in Public Organizations and the Role of Leaders vs. Managers	Discussion Board 2; Case Study Analysis 2
6-7	February 23-March 8	Module 3: Administrative Leadership, Social Power, and Conflict Resolution	Discussion Board 3; Case Study Analysis 3
8	March 9-March 16	Midterm: Due Sunday, March 15 @ 7:00 p.m. CST	Midterm
9	March 16-22	Spring Break	Relaxation!!!
10-11	March 23-April 5	Module 4: Decision Making, Managerialism and Transactional Leadership	Discussion Board 4; Case Study Analysis 4
12-13	April 6-19	Module 5: Leading and Managing Organizational Change	Discussion Board 5; Case Study Analysis 5
14-15	April 20-May 3	Module 6: Defining and	Discussion Board 6; Case Study Analysis 6

		Developing Ethical Practices in Public Leadership	
16	May 4-May10	Module 7: Strategic Planning Assessment Review	Review
17	May 11-15	Strategic Plan Assessment Due May 11 @ 7:00 p.m. CST	n/a

Course Evaluation Methods

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

Midterm – This exam is an essay format and will be posted on Blackboard on **March 9, 2015** and is due **March 16, 2015 at 7:00 p.m. CST.**

Final Project: Strategic Plan Assessment (Due May 11, 2015 at 7:00 p.m. CST) – In order to fulfill the course objectives this semester students will be required to conduct an analysis of a strategic plan of the public or nonprofit organization of their choice. Leaders in public and nonprofit organizations must understand the components of a strategic plan in order to blend “futuristic thinking, objective analysis, and subjective evaluation of goals and priorities to chart a future course of action that will ensure the organization’s vitality and effectiveness in the long run” (Poister and Streib, 2005, p. 46). Using Bryson’s (1988) framework (which will be provided to you on Blackboard during Module 2) as the basis of your assessment, students are required to write a 10-12 page paper that analyzes their selected strategic plan and incorporates all relevant readings on the matter. The specific requirements of this assignment will be given on at a later date.

Class Participation/Discussion Board – A healthy class experience is dependent upon not only the instructor, but also instructor-student and student-student interactions. Given the course’s online delivery format, we substitute face to face interaction with discussion board assignments based on any given module’s readings. Students will be required to complete seven (7) discussion board assignments that will generally consist of one original post of 250 words analyzing the readings and two posts in which you engage with your classmates. The second component of the discussion board requirement asks students to respond to two (2) of your classmates’ posts in roughly 125 words. In this format, it is important to respond critically and analytically, and not just by simply stating “I agree with you”. If a student argues that leaders need to rely more on power through alliances and networks, as opposed to authority and structure, and you disagree, why? What did you read that lead you to your conclusion and response and how can you provide evidence from the text to substantiate your claims? For example, you might state “According to Morgan (p. 27), alliances and networks provide power through...” as a basis for your response. This is an important part of our discussion and facilitates deeper comprehension of the material. Your first post will be a “Student Introduction” discussion that allows each of you to begin developing an online community.

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 six (6) 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 500-600 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:

Instrument	Value (points or percentages)	Total
Midterm	1 midterm at 55 points	55
Final Project (Strategic Plan Assessment)	1 paper at 50 points	50
Discussion Board	7 posts at 5 points	35
Case Study Analysis	6 assignments at 10 points	60
Total:		200

Grade Determination:

A = 200 – 180 pts; i.e. 90% or better

B = 179 – 160 pts; i.e. 89 – 80 %

C = 159 – 140 pts; i.e. 79 – 70 %

D = 139 – 120 pts; i.e. 69 – 60 %

F = 119 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 *beginning* of the class 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 received 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_Integrity.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. 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.