Course Number: PAD 5350  
Semester: Fall 2019  
CRN: 18915  
Wednesdays: 5-8:00pm  
UTEП Blackboard: XL9O202010  
Course Title: Organizational Theory & Behavior: Topics in Public Management  
Instructor: Eric Boyer  
403 Kelly Hall  
ejboyer@utep.edu  
915-747-6145  
Office Hours: Mondays & Wednesdays, 3-5:00pm, or email me to set a time  

Student Learning Objectives:  

This course focuses on developing managers and leaders of public and nonprofit organizations and the methods they use to mobilize public resources to achieve important public purposes. The aim is to develop strategic thinking, to anticipate and take initiative in organizations, as opposed to reacting to outside events. The challenge of management of public and nonprofit organizations in the 21st century is increasingly complex, as leaders face demands from a wide range of stakeholders, rely on increasing numbers of partners across government and across the nonprofit and private sectors, and respond to the demands of citizens and the 24/7 news cycle.  

Leaders make decisions with consultation from others, and often on their own. The aim of this course is to improve your competency for identifying resources to aid in your own decision-making, and to develop a “toolbox” of methods, analytic frameworks and examples to guide your work with others. Your job, and my goal for this course, is to think about management and leadership issues from a more critical perspective, and to examine your own values and approaches to leading change, innovation, and ongoing learning in the organizations, programs, or divisions that you will manage.  

Your role as the manager is the central theme of this class. You will examine theories, analytical concepts, and frameworks for framing an understanding of management problems and opportunities. The scholarly approaches to administration provide different lenses for interpreting, identifying, and leading in complex management situations. The tools developed in this class will help you in developing your own ability to critique the management situations that you work within and advise the work of others.  

The outcomes of this course will not be immediate, but self-sustaining. The primary goal of our investigations is to lay the foundations of questions and curiosity that inspire your own learning throughout your career.
The objective of this course is to empower members of the class with the abilities to:

- Identify the institutional and operational realities of managing and leading in the public sector;
- Analyze the respective roles of the public, nonprofit and for-profit sectors and how they collaborate and interact to provide public goods and services;
- Demonstrate an understanding of emerging issues and challenge in public management;
- Display an understanding of core concepts in organization theory and organizational behavior;
- Adapt core concepts from organization theory and organizational behavior to real-world problems in public and nonprofit management;
- Describe and analyze forms of collaboration and interaction among the public, nonprofit, and for-profit sectors, including advantages and hazards of various organizational schema;
- Identify and analyze the problems, issues and challenges of working and leading in a multi-sector environment;
- Draft professional memos with succinct, actionable recommendations for supervisors, clients, or other professional audiences;
- Develop and present analyses of organizational problems and solutions in professional presentations and analytic writing.

Course Format:

Recognizing that students have different learning and working styles, this course will utilize a variety of learning and teaching formats. We will use lectures, discussions, case studies, examples from current events, examples from students’ own personal professional experiences, and written assignments. The professor will utilize the UTEP Blackboard system to distribute class materials. The classroom sessions will include a combination of classroom discussion, lecture, and group activities. Members of the class are expected to bring examples of administrative challenges in the news to each class session, questions and observations from the weekly course readings, and examples of potential applications of course materials to their own personal experiences.

Because students learn from each other, as well as from the instructors, students are expected to attend all of the required classes. If, due to illness or emergency, you are unable to attend class, please call or email the instructor. Unexcused absences will be handled according to departmental policy. To the extent that missing class affects your
ability to participate in class discussions, excessive absences will substantially affect your grade. Students missing class are responsible for retrieving notes and assignments from classmates. Students are responsible for maintaining access to the blackboard site for this course and their UTEP email accounts. Students are responsible for keeping up to date on email communication from the professor and fellow members of the class through their UTEP email accounts.

Students are expected to deliver their work on time. If, due to illness or personal emergency, you believe your work will be late, you are advised to discuss the matter in advance with the instructor. Late work will normally be penalized at least one-third grade (e.g., from an A- to a B+).

Course Requirements (Also please see grading criteria attached to this syllabus):

1. Reading Response Papers (25%): Each person in class will complete **TWO** reading response papers (2-3 pages, double-spaced). Each paper is based on readings from one weekly session, to summarize the key points of the readings and to discuss their potential application to practice. This paper needs to be submitted through SafeAssign on Blackboard site for the course. The structure of the paper should involve:
   a) *Background* (outlining the fundamentals of the 1-3 concepts from the week’s reading and why they are important);
   b) 1-2 applied *scenarios* where the concepts could play out in an organization or crisis; and
   c) *Summary* of 1-3 take-away lessons, which can be bullet-points.

   You can choose readings from any week of class for your response papers.

2. Partner Case Study Project (Memo, Presentation, and Paper) (50%): For this assignment, you will work with a partner from class. The aim is to demonstrate your mastery of course themes in respect to a real-world problem. The structure of the paper should include both a thorough review of course material related to your case, and an application of that material to your case. Some of research on the case itself is expected, but the primary contribution of this paper is the application of one or more course themes to a real-world problem. This assignment will involve a) summarizing the paper idea to the instructor in 1-2 single-spaced page memo (10%), b) presenting the paper’s findings to the class in a 10-15-minute presentation (10%), and developing a written 6-8-page paper (double-spaced) to hand-in at the end of the semester (30%). The case study should involve research into a real-world issue or management problem from the public or nonprofit sector, as well as background research on course topics to guide the analysis and recommendations. This paper needs to be submitted through SafeAssign on Blackboard site for the course.

3. Class Participation (25%): Students are expected to keep up with the readings and actively participate in the class. Part of this participation will involve identifying
topics and/or themes from the readings that relate to your current professional position, or a potential position in your future to add to each week’s discussions. You should also arrive to each class session with an idea to discuss from the news on a topic that relates to management. You may consider reading the Washington Post, CNN online, the Wall Street Journal, or another major news source. For the online session, students are expected to: 1) complete the required weekly readings, 2) complete two of posted discussions, ask a question of two peers, and 3) respond to any questions asked of you (see Blackboard Discussion Board).

Required Reading


Journal articles, book chapters, case studies and other required and recommended material not in the assigned books will be available on Blackboard or handed out in class.

I. THE CONTEXT OF PUBLIC MANAGEMENT AND EMERGING ISSUES – OCTOBER 23, 2019


Recommended


II. ORGANIZATIONAL STRUCTURE & ORGANIZATIONAL CULTURE – SEPTEMBER OCTOBER 30, 2019


Recommended


III. MANAGING TEAMS & LEADERSHIP – NOVEMBER 6, 2019

[READING RESPONSE PAPER #1 DUE 17:00 MT]


Recommended


IV. PERFORMANCE MEASUREMENT / STRATEGIC MANAGEMENT – NOVEMBER 13, 2019


Recommended


V. KNOWLEDGE MANAGEMENT – NOVEMBER 20, 2019
[ONLINE SESSION]


Recommended


VI. CITIZEN INVOLVEMENT & SOCIAL MEDIA – DECEMBER 4, 2019
[READING RESPONSE PAPER #2 DUE 17:00 MT]


Recommended


VII. MANAGING ORGANIZATIONAL CHANGE & INNOVATION – DECEMBER 11, 2019


Recommended


VIII. PARTNER PRESENTATIONS – DECEMBER 16, 2019

IX. FINAL PARTNER PAPER DUE – DECEMBER 18, 2019
Course Policies

1. **Incomplete:** A student must consult with the instructor to obtain a grade of “I” (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the contract for incompletes and submit a copy to the Program Director. Please consult the Student Handbook for the complete policy on incompletes.

2. **Submission of Written Work Products Outside of the Classroom:** It is the responsibility of the student to ensure that an instructor receives each written assignment, even those submitted online through SafeAssign.

3. **Submission of Written Work Products after Due Date: Policy on Late Work:** All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. **Academic Honesty:** Please consult the “policies” section of the student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

4. **Changing Grades After Completion of Course:** No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

5. **The Syllabus:** This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.

6. **Accommodation for Students with Disabilities:** In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services at UTEP.

7. **Instructor’s Policy on Grade Contestation:** Students wishing to contest a grade are required to draft a brief memo explaining the reasoning behind their dispute, and to then schedule a meeting with the instructor to discuss it.
Grading Criteria

A
Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

B
Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

C
Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

F
Unacceptable: Work fails to meet minimal expectations for course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.