POLS 545: Organization Theory and Behavior

Spring 2016
3075 Faner Hall
Monday: 2:00 p.m. – 4:30 p.m.

Instructor: Randall S. Davis, Ph.D.
Office: 3136 Faner Hall
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Course Description and Objectives

Policy makers and citizens alike often criticize public organizations for under performance. While the image of under performing public organizations may be over exaggerated, future public administrators must be equipped with tools that can increase individual and organizational productivity. Organization theory provides a set of conceptual tools to aid the practitioner in enhancing the performance of individuals and organizations. Although organization theory and behavior are linked in practice, each perspective views performance from a slightly different vantage. Organization theory examines how organizational design and structure influence performance while organizational behavior focuses on the conduct and behavior of individuals within the context of formal organization. This course reviews key concepts in organizational theory and behavior to provide you with the theoretical foundations necessary to understand performance related problems in public organizations. Though the focus of this course is broad our primary goal is to provide a skill set that fosters your ability to:

- To articulate and apply a public service perspective.

The specific course learning objectives attached to this competency includes:

- Developing the ability to contrast the values and/or systems that define public administration from those that characterize the administration of private organizations.

- Building understanding that allows you to evaluate the meaning of "public service" and identify the practices necessary for public organizational performance.

- Providing the framework necessary for you to identify the professional norms and/or best practices that characterize public sector work.
**Required Readings**


There will also be required reading posted in the online course environment.

Each student is also expected to subscribe to Government Management Daily, a service in partnership with the American Society for Public Administration (ASPA) that collects news feeds related to management in public sector organizations. These stories convey some of the most pressing issues public managers currently face, and they provide us an opportunity to assess the accuracy of the perspectives of public managers. Students are required to follow @GovManagement on Twitter and/or establish an email subscription to Government Management Daily.

I also require students to follow me on Twitter (@SIU_PAProf). I will periodically share stories that I feel are relevant to class material.

**Teaching Philosophy**

It is my goal to assist students in developing the ability to think critically about the major topics and issues related to organization studies. Meaningful class participation by all is necessary for facilitating the student’s ability to think critically. I encourage students to actively participate in the learning process by using several different instructional formats throughout the course of the semester. However, given the seminar format of this class, I expect active participation from all members.

**Grading and Requirements**

Final Grades will be based on the following activities:

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Points</th>
<th>Percentage</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Exercises</td>
<td>150</td>
<td>15%</td>
<td>Dates to be determined</td>
</tr>
<tr>
<td>Case Memos</td>
<td>300</td>
<td>30%</td>
<td>See Schedule on D2L</td>
</tr>
<tr>
<td>Organizational Analysis</td>
<td>350</td>
<td>35%</td>
<td>Due May 9th by 4:45 p.m.</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>200</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
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</table>
Writing Exercises

Throughout the semester I will administer six in-class writing exercises. The dates of the writing assignments are not predetermined, and each will cover only the reading for the topic under discussion. It is possible that additional writing assignments will be administered for extra credit. However, under no circumstances will make-up questions be provided for students who were not present when a writing exercise was administered. The questions are written very broadly and should encourage reflection and synthesis. The primary objective of these exercises is to encourage you to organize your thoughts on the topic prior to class, and should facilitate a robust discussion of the subject matter.

Case Memos

EACH STUDENT WILL TURN IN FOUR 500 to 1,000 WORD MEMOS EXAMINING A CURRENT EVENT CASE RELATED TO ORGANIZATIONAL STUDIES.

Each student will be responsible for writing and presenting four detailed memos analyzing case studies drawn from current events. The cases are provided in D2L. Memos should be written in a specific format. Please visit http://owl.english.purdue.edu/owl/resource/590/1/ for a set of guidelines discussing how to effectively write a memo. Note that memos do not follow the formatting of traditional academic papers. However, you are expected to draw from all course readings for that topic to formulate your recommendations. Fully substantiated recommendations are based on what we believe we have learned from research, you should make reference to this in an effort to lend credence to your recommendations. Any evidence you wish to include from academic research should be included in your memo, with proper citation, as an enclosure or attachment.

Also, look to the relevant concluding points in the Thompkins text to guide your memos. However, remember that while the content of the case is important I urge memo writers to search for more generic principles and recommendations that can apply to other contexts outside of the specific case you examine. All memos should be turned in to D2L, and electronically distributed, to the entire class 24 HOURS prior to the class session. Cases and case memos constitute required reading for everyone in the course. All memos should be addressed to all other members of the class.

One additional memo will be accepted as extra credit on a week you are not formally assigned a memo. Additional memos should be clearly labeled as extra credit, turned in to the extra credit folder on and the writer could be awarded up to 10 points for an extra credit memo. Finally, extra credit memos must also be turned in 24 hours prior to the class session discussing that topic. There is no presentation associated with extra credit memos.

Presentations

Each student will be responsible for presenting the major elements of their memos to the other
members of the class. The presentation of recommendations is a formal exercise. Presentations should effectively summarize the content of the memo, the conclusions presented in the memo, and the presenter should engage in a competent professional discussion. Each presentation should last approximately 5 minutes. Following the presentations we will engage in a mock staff meeting to simulate collectively developing potential solutions to ethical problems. All class members will engage in this process. We will go around the room and each student will comment on the case. It will be valuable to collect your thoughts prior to coming to class for the day.

Organizational Analysis

EACH STUDENT WILL TURN IN A 2,500 to 3,000 WORD PAPER ANALYZING AN ORGANIZATION OF THEIR CHOICE.

In addition to the memos each student will conduct an organizational analysis for a local government in the state of Illinois. Students are free to choose any municipality they see fit. However, the student should make sure that they have access to necessary documents prior to beginning the analysis. Document collection should not require contacting the local government agency. At a minimum students will want to make sure that they have access to:

- An organization chart
- A mission statement
- City code
- The city’s budget

Each of these documents will provide important and necessary information for carrying out the assignment. The organizational analyses are designed to use the concepts of organization theory to describe a real world organization. Organizational analyses should include the following headings:

- **Agency Description:** This section is designed to inform the reader of the agency you have selected. Relevant questions to address in this section are: What is the name of the municipality, where is it located in the state, what is the size of the city, what is the governmental form, what are its population characteristics, how is the city council structured, what are the patterns of resource flow, how is the organization structured?

  Note: Relevant demographic information can be found on the U.S. Census website. Explore the website including the following link for an interactive map: http://www.census.gov/2010census/popmap/

- **Goals Description:** This section should include important information about the agency’s goals and priorities. Identify the mission of the organization and the way in which the agency translates the mission into more specific goals. Carefully articulate the level of specificity for organizational goals. Additionally, you must discuss how the
mission and goals of your agency differ from the goals that traditionally characterize private sector organizations.

- **Performance Expectations:** This section should relate organizational structure (described in section 1), environmental dynamics (described in section 1), and internal organizational goal characteristics (described in section 2) to the agency’s potential to perform well. In this section it is important that you identify how the practice of setting agency goals contributes to the overall performance of the organization. Important questions to address in this section include: what does organizational performance mean in the context of public service, is setting specific goals enough to ensure performance, what other practices might be necessary to transform resources into performance? You should be able to trace the path of resources beginning with external oversight authorities, through mission and goal development, to performance potential.

- **Conclusion:** This section should discuss how the norms associated with professional government management contribute to agency performance. Professional competencies that foster agency performance fall broadly into two categories: influencing organizational structure and encouraging employee cooperation. Relevant questions to address in this section include: what specific behaviors are/should be associated with each of these categories, should managers emphasize one over the other, what are some of the contingencies that influence the relative emphasis placed on each?

### Course Policies

**Attendance** – Attendance is crucial for success in this course. The content covered during class will help you succeed on all course assignments, and students are expected to actively engage the learning environment. Attendance is required at all classes, and the professor will not distinguish between excused and unexcused absences. The final attendance and participation score will be calculated based on the percentage of classes attended and the quality of participation during class.

**Cell Phones and Laptops** – To ensure that all students receive the maximum benefit from the course please silence all cell phones and email alerts before class. Cell phone activity, including talking and text messaging, could result in the student being asked to leave the class. While the internet is a useful tool that enhances learning, it can also provide significant distractions during class time. The professor encourages internet use for class purposes; however, unauthorized use of the internet during class time can impede your progress in the class. This course is built on meaningful dialogue between the students and professor, and I will call on people at random. Please be ready to respond.

**Late Assignments** – All assignments are due on the date posted in the syllabus unless the student can present documentation regarding a serious illness or family emergency. One-third letter grade will be deducted from the assignment for each day the assignment is late. Assignments more than five days late will not be accepted.
Plagiarism/Citation – Plagiarism occurs when an individual uses the exact words from another author without properly quoting or attributing the ideas to that author. All students are expected to properly cite the authors from whom they quote or paraphrase, in APA format, and all students are expected to write papers in their own words. Plagiarism is a serious offense. Evidence of plagiarism will result in a score of zero for that assignment, and could potentially result in failure of the course.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Students with Disabilities – The Americans with Disabilities Act (ADA) provides protection of civil liberties to those individuals with disabilities. Any student who believes they are entitled to protection under the ADA should contact the professor privately so reasonable accommodations can be made to create an environment conducive to student learning.
Schedule of Classes and Assignments

*The schedule of classes and assignments is tentative, and may change according to scheduled university holidays, elevated student interest in particular topics, or inclement weather cancellations.

Introductions, Administrative Matters, and The Practical Utility of Theory (Jan. 25)

Reading:

**Online Selections**


Reading:

**Organization Theory and Public Management**

- Chapters 1-3

**Online Selections**


Part II: The Bureaucratic Organization (Feb. 15 & Feb. 22)

Reading:

**Organization Theory and Public Management**

- Chapters 4-6

**Online Selections**


**Part III: Human Relations, Human Resources, and Neoclassical Theories (Feb. 29 - Mar. 21)**

Reading:

*Organization Theory and Public Management*

- Chapters 7-9; 12-13

**Online Selections**


Reading:

*Organization Theory and Public Management*

- Chapters 10-11

**Online Selections:**


Part V: Institutionalism in Organizational Analysis (April 11 - April 18)

Reading:
Organization Theory and Public Management
• Chapter 15

Online Selections:


Part VI: Economic Theories of Organization (April 25 - May 2)

Online Selections:


IMPORTANT DATES *

Semester Class Begins: ..........................................................01/19/2016
Last day to add a class (without instructor permission):.................... 01/24/2016
Last day to withdraw completely and receive a 100% refund: ..........01/31/2016
Last day to drop a course using SalukiNet:.............................. 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): .........................................................02/12/2016
Final examinations: ........................................................................05/09–05/13/2016

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016
Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course in credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARIsm
Student Conduct Code http://srr.siu.edu/student_conduct_code/
MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Care is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Care: (618) 453-5714, or siucares@siu.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusivexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring : http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin

ADVISEMENT: http://advisement.siu.edu/

PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/

SIU ONLINE: http://online.siu.edu/