Leading and Managing Public Organizations
University of North Texas
Fall 2016

Instructor: Lisa Dicke, Professor
Office: Chilton Hall 204G
Class Schedule: Tuesdays, 2:00 - 4:50 p.m., BLB 073
Office Hours: Tuesday 11:00-1:30 p.m., Wednesday 4:00-5:30 or by appointment
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Purpose:

This course provides students with an introduction and overview of the major concepts, functions and applications associated with the management of people, resources, and information in contemporary public organizations.

Required Texts:


Other readings as assigned.

UNIVERSITY POLICY ON DISABILITY ACCOMMODATION: The Department of Public Administration, in cooperation with the Office of Disability Accommodation (ODA), complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. The ODA is responsible for verifying that a student has a disability (as defined by the ADA). Students seeking a disability accommodation must consult with ODA before requesting an accommodation from a professor or instructor. Once the ODA establishes that a student is disabled, the ODA will provide the student with a letter which will recommend accommodations that the instructor should consider making.
Course Work:

There will be two exams, one written assignment, a “Svara” assignment and one memo. Each exam covers unique material (i.e., the final is not comprehensive).

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam (100):</td>
<td>20%</td>
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<tr>
<td>Final exam (100):</td>
<td>20%</td>
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<tr>
<td>Written Assignment (100):</td>
<td>20%</td>
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<tr>
<td>Svara (45), Memo (30):</td>
<td>15%</td>
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<tr>
<td>Classroom Participation (50):</td>
<td>10%</td>
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<tr>
<td>Blackboard Participation (75):</td>
<td>15%</td>
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Exams

Exams (Oct. 25 & Dec. 13-Sage Hall room), will consist of essay questions. Good answers provide purposeful, justifiable and logical arguments, clear definitions for key concepts, and demonstrate knowledge and command of the topic area. In addition, it is important that answers specifically address the question(s) asked on the exam and demonstrate retention and application of classroom reading materials. Exams will cover material presented in the assigned texts, supplemental readings and class discussions.

Svara questions: Competency—clear written communication and demonstration of critical thinking skills (straightforward and accurate depictions, various points of view identified, consideration of alternative courses of action and predicable consequences depicted. Informed substantiations in place).

Memo: Competency—work place relevancy, clear written communication (key points sifted from incidental material, points accurately identified).

The short answer answers to the questions pertaining to the Svara book (Sept. 27–45 points), will be graded based on accuracy and demonstration of critical thinking skills (see above). Memo (Oct. 11– 30 points), is a one page summary of an article or reading. This assignment will provide you with an opportunity to develop concise writing skills. A good memo provides a clear depiction of the major points in the article. The presentation style should be accessible and brief.

Written Assignment (Due November 15) Hard copy and email an electronic one.

You are to find three articles on the same general subject from three DIFFERENT scholarly journals (published in the last 5 years) that relate to at least one of the topic areas covered on the syllabus. The written assignment is NOT a review of the articles but rather should answer a question that you pose. Use the material to provide a full or partial answer to your question! Thus, your paper should include:

* A clearly stated question that fits into the field of leading or managing a government or nonprofit organization.

Some examples (please note the question marks): How are city managers demonstrating a commitment to public service ethics on a day-to-day basis and why do
some fail to do so? Are larger nonprofit boards of directors more effective at raising funds for their organizations than small boards? Do male and female managers lead public sector organizations in the same ways?

*Select evidence and information from the articles to provide at least partial answers to the question(s) that you pose. Your question is to be submitted to the instructor, in writing, on or by September 27.

Your paper should include a title on the cover sheet and an attached bibliography. The paper itself should run approximately 6 pages, double spaced, and 12 point type. The articles are to be referenced fully and accurately in your bibliography. A hardcopy of each article is to be submitted with your completed paper. I would like you to use the APA citation style.

Any of the journals listed below may be used although you are not limited to this selection! However, your articles need to be taken from scholarly journals not magazines (such as Time or Newsweek), books or material “lifted” from the Internet. Please note that a typical journal article runs 10 pages or so. One, two, three or four page articles are not acceptable for this assignment.

| Academy of Management Journal | Nonprofit Management |
| Administration and Society | Nonprofit and Voluntary Sector Quarterly |
| American Review of Public Administration | Organizational Dynamics |
| Harvard Business Review | Public Administration Review |
| Journal of Applied Behavioral Science | Public Management |
| J-PART | Public Performance and Management Review |
| Academy of Management Review | Sloan Management Review |
| Administrative Science Quarterly | State and Local Government Review |
| International Journal of Public Administration | Public Administration Quarterly |
| International Journal of Organizational Theory & Behavior | Public Personnel Review |

PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT THE GRADING USED IN THIS COURSE!!

Classroom Participation and Blackboard Participation:
Classroom participation refers to your active presence in the weekly class sessions. To secure the full amount of points, a student will demonstrate familiarity with the reading materials in his/her remarks and contribute to the weekly discussions in class in a thoughtful way. Blackboard participation refers to the quality of your commentary on weekly postings in the discussion area. Each week a new, short, reading from a professional or news related source will be posted in the course content area. Your postings are due by noon on the Monday preceding each class day (minus those the day prior to a scheduled exam). For example, the posting for class period Tuesday, Sept. 6 is due by noon on Monday, Sept. 5. Each posting should run approximately 100-150 words. See the Blackboard course content and discussion areas. Let your instructor know if you have any questions about this assignment.

Assignments and Course Expectations
Reading assignments, lectures, and class discussions will be used to facilitate mastery of the course content. Grades will be based on examinations, written assignments, and on the quality of class participation. Examinations will test demonstrated knowledge and integration of the course material. The exams will consist of essay questions.
Policies and Procedures: In addition to any UNT policies, students should be aware of the following

General expectations: I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written assignments and examinations. If you are using a computer or other technology to take notes, this is fine. It is not ok, however, to surf the web, text others, or read or send emails during class time. If you choose to ignore this, plan to retake the class at a later date as it will result in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).

Attendance: Attending class sessions is an important part of the learning process. An excessive amount of unexcused absences (3 or more) will result in a one-full level grade point deduction of the student’s overall score (i.e., from an A- to a B-).

Examinations: Students must take examinations when they are given to the class; makeup exams will be scheduled only for extraordinary circumstances. No one can be excused from an exam without notifying the instructor prior to the scheduled exam. If you miss an exam, I will assume that you have chosen to receive a "0" for your grade on that exam. The final exam will not be returned to students but may be reviewed by the student after the instructor has submitted final grades.

Withdrawals: Students have the right to withdraw from courses. Please note the dates on the academic calendar regarding drop dates. The earlier you drop a course, the more refund that you will receive. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please recognize that it is to your benefit to do so as early as possible.

Behavioral Expectations: Student Behavior in the Classroom:

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr. Among inappropriate behaviors in the classroom are activities such as surfing the web, texting, etc. when class is in session.

Academic Honesty: I sincerely trust and expect that academic dishonesty will not be an issue in this course. Unfortunately, it has become a very serious problem on many campuses. An act of academic dishonesty will result in a zero on the assignment and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination or other assignment for the work in question.
These are my guidelines concerning what constitutes a violation of ethical standards for course work. Any of these violations will be considered academic dishonesty and treated as such. These guidelines are in addition to any University-wide guidelines concerning academic honesty or dishonesty that may be in effect.

1. **Cheating.** The giving or receiving of unauthorized assistance on any academic work.

2. **Plagiarism.** Presenting the language, structure or ideas of another person or persons as one's own original work. Please note that plagiarism will not be tolerated! Failure to reference is plagiarism. Referencing the ideas of others over and over again without adequate analysis or discussion also constitutes plagiarism. Massive amounts of quoting and referencing without adding to the discussion is plagiarism. The idea in using the work of others is to help YOU show your reader the arguments, findings or other information useful for answering the questions associated with the topic. You are expected to bring something to the table yourself, however. Please see me if you have any questions about plagiarism!

3. **Falsification.** Any untrue statement, either oral or written, concerning one's own academic work or the academic work of another student, or the unauthorized alteration of any academic record.

4. **Original work.** Unless specifically authorized by the instructor, all academic work undertaken in a course must be original, i.e., it must not have been submitted in a prior course, “borrowed” from the Internet, or be submitted in a course being taken concurrently.
Course schedule:

Readings: Please note the variation in the amount of reading assigned for each week of class. Readings are grouped by date and topic area on the schedule. Be sure to allow yourself sufficient time to complete the readings prior to class.

**Tuesday, August 30 - Introduction and Overview:**

What is government? What are its purposes?  
What is management? Is management just another way of saying leadership?

**In class case discussion:** Gagging City Employees, Questions 1-4

**Tuesday, September 6 – The Perpetual Crisis in Public Management, Defining Effective Public Management, Communicating with the Public, the Media, and Stakeholders**

**September 6: Reading Assignment**

Cohen, Eimicke & Heikkila: Chapters 1, 2, 11  

**Blackboard posting:** Getting to Work. Governing, 2015. (Posted on Blackboard)

**In class case discussion:** Special Privileges for Officials

**Tuesday, September 13 - Toxic Workplaces, How to Find and Keep Good People, and Developing Effective Working Relationships**

**September 13: Reading Assignment**

Cohen, Eimicke & Heikkila: Chapter 3, 4  
Frost: Chapters 1, 2, 3, and 7 (Posted on Blackboard)  

Distribute assignment for Svara readings via Blackboard: Written responses due September 20.
Tuesday, September 20 – Ethics and Management in the Public Sector

September 20: Reading Assignment
Svara: Chapters 1 – 5
We will discuss Svara chapters 1 – 5 in the classroom on September 15. Written responses to the questions posted on Blackboard September 13 will be collected on September 27.

Tuesday, September 27: Ethics and Management in the Public Sector

Sept. 27: Reading Assignment
Svara: Chapters 6 – 11


In class case discussion: If it’s Legal, It’s O.K.

SVARA ASSIGNMENT answers to questions due and Question for Written Assignment Due!

Tuesday, October 4– Shaping Organizational Goals and Strategies, Managing and Implementing Strategic Plans

October 4: Reading Assignment
Cohen, Eimicke & Heikkila, Ch. 10


In class exercise: Strategic Planning 101

Tuesday, October 11 — Managing Employees

October 11: Reading Assignment


MEMO DUE—your choice of any reading from this week

**In class exercise**: Stress Management

**Tuesday, October 18** — Conflict Management / Negotiations
What is conflict and what is conflict management? What are negotiations?
Why negotiate?

**October 18: Reading Assignment**


**In class exercise**: Conflict / Negotiations

**Tuesday, October 25** -- *Midterm Exam* - Sage 333
Tuesday, November 1 - Structuring Systems, Tasks and Responsibilities, Organization Culture and Change

November 1: Reading Assignment
Cohen, Eimicke & Heikkila: Chapter 5


In class case discussion: Bad Feng Shui

Tuesday, November 8 - Gathering, Organizing and Managing Information

November 8: Reading Assignment
Cohen, Eimicke & Heikkila: Chapter 8


Freedom of Information Act http://www.foia.gov/about.html

Tuesday, November 15 - Leadership and Management Trends

November 15: Reading Assignment
Cohen, Eimicke & Heikkila: Chapters 6 and 7
Tuesday, November 22 - Performance Management

November 22: Reading Assignment
Poister: Chapters 1-3

Tuesday, November 29 - Performance Management

November 29: Reading Assignment
Poister: Chapters 4, 5, 6
Cohen, Eimicke & Heikkila: Chapter 9

Tuesday, December 6 –

December 6: Reading Assignment -- Performance Management
Poister: Chapters 7, 8, 9

Tuesday, December 13 – Final Exam- Sage 333/Sage 154