Course Instructor: Professor Yvonne D. Harrison, PhD
Course Meeting Schedule: Wednesdays August 29-Dec 12th, 5:45 to 9:25 p.m.
Course Meeting: HS 014
Office Location: Milne 217
Office Hours: Wednesdays, 4-5 pm (Milne 217);
              Saturdays 9-12 pm (Starbucks on Western)
Office Phone: 518-442-5276
Email: yharrison@albany.edu

Course Description:

With the global economic recession, organizations throughout the world have had to respond more rapidly to changing conditions in the environments in which they operate. These conditions have also made it more difficult for leaders of public and not for profit organizations to serve multiple interests with resources that either shrink or remain stagnant. In the absence of a single model of organizational effectiveness, this course explores three questions Tompkins (2005) raises in his 2005 book, Organization Theory and Public Management:

1. What defines an effective organization and what values and methods will bring it into being?
2. How can an organization's many work activities be coordinated and controlled so that organizational objectives are accomplished?
3. What can managers do to encourage high levels of motivation and performance in times of uncertainty?

The Tompkins text and course draw on Quinn and Rohrbaugh’s (1983) Competing Values Framework as a conceptual framework to review organizational effectiveness criteria and theory within the four schools of organization thought. Quinn et al, the authors of the Master Manager, also use the CVF to illustrate leader effectiveness criteria and the leadership competencies associated with effective management within the four schools of organization thought. Finally, the course utilizes the popular management consulting work of Kets de Vries (2003) to illuminate common organizational, management, and leadership effectiveness challenges.
Required Texts:

The following required texts and course materials are available from the UAlbany bookstore.


Required Readings:

Cases and other assigned readings can be accessed online in Blackboard.

Course Goal, Learning Outcomes, and Leadership Competencies

The goal of this course is to produce competent public and not for profit leaders who are self aware and capable of helping people, teams, and organizations achieve higher levels of effectiveness.

The learning outcomes below include the measureable things that you will do (means) in this course as well as the results (ends) of learning.

• To reflect critically on public administration and management situations and events in order to gain mastery of public administration and management concepts.
• To engage in the course content by reading texts, discussing cases, situations, and events and making persuasive oral and written arguments for courses of action based on evidence.
• To appropriately apply knowledge in written assignments, class facilitations, tests and application exercises.
• To develop management and leadership competency (knowledge, skills, behaviors).

Through class activities and assignments, the course emphasizes five leadership competencies required by public administration programs accredited by NASPAA, the Network of Public Affairs Schools in North America. The following leadership competencies will serve as a guide for the development of the behaviors and skills expected of professional public and nonprofit sector managers:

1. To lead and manage in public governance.
   a. Plan and manage projects, both individually and in teams, to meet goals
   b. Prioritize activities in a manner consistent with goals; and
   c. Coordinate actions recognizing competing interests of the individuals, groups, and organization(s) involved.
2. To participate in and contribute to the policy process.
   a. Promote improvement by developing new insights and innovations;
   b. Align policy objectives and priorities with their organization’s mission and values;
c. Participate in the development of networks to build strategic relationships to achieve goals; and
d. Balance conflicting interests and demands from multiple constituencies.

3. To analyze, synthesize, think critically, solve problems and make decisions in public governance.
   a. Analyze information to define and evaluate problems.
   b. Identify potential solutions to problems.
   c. Communicate recommendations in a profession manner that is well-documented and will stand up to scrutiny.

4. To articulate and apply a public service perspective.
   a. Promote principles of equity, representativeness, responsiveness, transparency and fairness.
   b. Demonstrate these values in interactions with diverse constituencies; and
   c. Act in a manner that...
      i. Demonstrates a sense of duty, ethics, and integrity
      ii. Manages conflicts of interest, and
      iii. Builds public trust

5. To communicate and interact productively with and for others in a diverse and changing workforce and citizenry.
   a. Present information in writing and orally, that is concise, accurate, clear, and informed by evidence.
   b. Tailor presentation to diverse audiences.
   c. Pursue, develop, and weigh diverse perspectives; and
   d. Demonstrate civility, sensitivity, and respect for others.

Course Learning Activities

- In-Class Readiness Assurance Tests (RATs) (4)—20 % (10 % individual; 10 % team)
- Learning Integration Questions (4)—40 % (10 % each)
- Team Facilitated Class Case Discussion (1)—10 %
- 360 Degree Leadership Assessment and Development Plan—10 %
- Semester Project—Team-Based Competing Values Group Effectiveness Assessment and Recommended Practices Presentation and Report—20 %

Evaluation of Course Learning

The rubric below consists of performance criteria in three dimensions: Cognitive (critical thought), Content (theories and concepts), and Competency (application of knowledge and skills). The evaluation criteria in the Cognitive dimension come from Bradley’s Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Additional levels and criteria were added to provide a holistic framework to evaluate knowledge development and application consistent with the learning outcomes and leadership competencies emphasized in the course.
Level Three: A—Highest Level of Reflection

Cognitive (3.34 points)
a. Views things from multiple perspectives;
b. Observes multiple aspects of the situation and places them in context;
c. Assertions based on reasoning and evidence; and
d. Has a reasonable assessment of the importance of the situation and decisions facing the leader, group, and organization.

Content (3.33)
a. Content meets assignment requirements;
b. Concepts, terms and acronyms are clearly defined;
c. Document is organized and formatted in APA (e.g. includes an introduction, headers to separate content, conclusion); and
d. Uses Standard English writing conventions (e.g. grammar and style).

Competency (3.33)
a. Communicates professionally (e.g. oral and written communication; respects people, puts effort into submission);
b. Produces work on time:
c. Applies knowledge appropriately; and
d. Engages in individual, class, and team work

Level Two: B—Moderate Level of Reflection—Some Deficiencies in Cognitive (2.5), Content (2.5), and Competency (2.5) Dimensions

Level Three: Less than B—Low Level of Reflection—Numerous Deficiencies in Cognitive (1.5), Content (1.5), and Competency (1.5) Dimensions

Table 1

Course Schedule

<table>
<thead>
<tr>
<th>Unit/ Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Learning Activity</th>
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<tbody>
<tr>
<td>August 31</td>
<td>Introduction to Public Management</td>
<td>Personal Story Map</td>
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<td>Course Syllabus, Design and Methodology,</td>
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<td>Assignment Guide</td>
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<td>Review</td>
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<td>Sept 7</td>
<td>Introduction to Organizational Theory</td>
<td>Tompkins, Chapter 1-3</td>
<td>Practice RAT</td>
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<td>And “Public” Organizations Public and</td>
<td>Quinn, Introduction</td>
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<td>Salamon, What is the Nonprofit Sector and why do we have it?</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>Sept 14</td>
<td>Theory of Bureaucracy: Administration and Government</td>
<td>Tompkins, Chapter 4</td>
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<td>Quinn Module 2, 1-3</td>
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<td>Kets de Vries, Chapter 1-2</td>
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<td>Sept 21</td>
<td>Scientific Management Administrative Management Theory</td>
<td>Tompkins Ch. 5-6</td>
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<td>Quinn Module 2, Competency 4-5</td>
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<td>Sept 28</td>
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<td>Module 2 Learning Integration Questions Competencies 1-5</td>
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<td>RAT Module 2</td>
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<td>Facilitated Class</td>
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<td>Discussion Theme: Theory of Stability &amp; Control</td>
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<td>Oct 5</td>
<td>Human Side of Organizations Pre-Relations Theory</td>
<td>Tompkins, Chpt. 7</td>
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<td>Quinn, Module 1: Competency 1-3</td>
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<td>Kets de Vries, Chapter 3</td>
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<tr>
<td>Oct 12</td>
<td>Human Relations Theory</td>
<td>Tompkins, Chpt. 8</td>
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<td>NO CLASS</td>
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<td>MEETING</td>
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<td>Oct 19</td>
<td>The Natural Systems Perspective</td>
<td>Tompkins, Chapter 9</td>
<td>RAT Module 1</td>
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<td>The role of humor</td>
<td>Module 1, Competency 4-5</td>
<td>Module 1 Learning Integration Questions</td>
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<td>Kets de Vries, Chapter 4</td>
<td>Group Facilitated Class Discussion</td>
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<td>Theme: Theory of Commitment &amp; Cohesion</td>
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<td>Oct 26</td>
<td>Structural Functional Perspective The Open Systems Perspective</td>
<td>Tompkins, Chapter 10-11</td>
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<td>Socio-Technical and Structural Contingency Theory</td>
<td>Module 4, Competency 1-3</td>
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<td>Understanding Emotions</td>
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<td>Nov 2</td>
<td>Promoting Change and Encouraging Adaptability Quality Management</td>
<td>Tompkins, Chapter 14</td>
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<td>Theory Hubris and the Fool</td>
<td>Module 4, Competency 4-5</td>
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<td>Kets de Vries, Chpt. 5</td>
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<td>Nov 9</td>
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<td>Nov 16</td>
<td>Participative Management Theory Human Resources Theory Adult Learning</td>
<td>Tompkins, Chapter 12-13</td>
<td>360 Degree Leadership Assessment and</td>
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<td>Theory and Professional Development The Impostor Syndrome</td>
<td>Quinn, Module 3, Competency 1-3</td>
<td>Development Reflection</td>
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<td>Kets de Vries, Chapter 6</td>
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### Nov 23
**NO CLASS MEETING**

- Organizational Cultural Perspective and Symbolic Management Theory
- Leadership and Abuse of Power
- Tompkins, Chapter 15
- Kets de Vries, Chapter 7
- Quinn, Module 3, Competency 4-5

### Nov 30

- Module 3 Learning Integration Questions
- RAT Module 3 Group Facilitated Class Discussion Theme: Productivity and Profitability

### Dec 7

- Tompkins, Ch. 16
- Quinn Conclusion
- Kets de Vries Conclusion
- Semester Project Report and Team Semester Project Presentations

### Academic Practices and Policies

#### Office Hours

*University*: Milne Hall 217, Wednesday 4-5 pm  
*Community*: Starbucks on Western (across from the Uptown Campus), Saturdays 9 am-12 pm.

#### Writing Support

The University at Albany provides writing support with many phases of the writing process – brainstorming, organizing, drafting, revision, and editing. It is staffed by friendly and informative writing consultants who believe that anyone can learn to write well and any draft can be developed to serve its writer well. Writing consultants prize lively conversation in a supportive and challenging environment that inspires students to produce their best writing. Primarily not a remedial service, the Writing Center encourages students to visit early and often in their writing process.

#### Use of Technology

Blackboard will be used to facilitate course communications and learning. I have uploaded the syllabus to the site and created folders for you to submit assignments. In turn, I will use BB to respond to questions as well as to review and evaluate course learning.
If you experience technical difficulties accessing Blackboard, please contact me and/or ITS Helpdesk. They will work hard to ensure that you can connect and interact with the course learning management system. You can check your system settings (e.g. browser and JAVA script) in the Blackboard web site. There is a function on the top right hand corner of the web page to assess system and compatibility issues.

We will be using the iclicker polling technology. You do NOT need to purchase an iclicker as they will be assigned for use during class. In the event that you keep your iClicker or fail to return it, a $40.00 fee will be assessed.

You are encouraged to use personal technology to enhance learning. Personal use of technology that is unrelated to course learning is not permitted (e.g. email, social media applications); will result in a low competency grade.

• Disability

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 have helped students to become much more aware of their needs and their rights. Both the ADA and Section 504 of the Rehabilitation Act protect any individual with a physical or mental impairment that substantially limits that person in some major life activity, and any individual who has a history of, or who is regarded as having, such an impairment.

These terms are further defined as follows:
• Physical or mental impairment: in order to meet ADA guidelines, impairment must be categorized as a physiological or mental disorder.

• Substantially limits: impairment substantially limits an individual in a major life activity if the person cannot perform the life activity at all, or if the individual is limited in the condition, manner or duration of that activity.

• Major life activity: examples of the kind of activities that would be considered “major life activities” include, but are not limited to, walking, seeing, breathing, learning, working or performing manual tasks.

• Qualified person with a disability: this is defined as one who meets the academic and technical standards requisite to admission or participation in the University’s programs and activities. This includes, but is not limited to, students with any of the following disabilities:

<table>
<thead>
<tr>
<th>AIDS</th>
<th>Head Injury</th>
<th>Multiple Sclerosis</th>
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<tbody>
<tr>
<td>Alcoholism/Chemical Dependency**</td>
<td>Hearing Impairment</td>
<td>Muscular Dystrophy</td>
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<tr>
<td>Cancer</td>
<td>Heart Disease</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Cerebral Palsy</td>
<td>Learning Disabilities</td>
<td>Perceptual Impairment</td>
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<tr>
<td>Diabetes</td>
<td>Mental Illness</td>
<td>Psychiatric</td>
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<tr>
<td>Epilepsy</td>
<td>Mental Retardation</td>
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</table>
If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged to register with the Disability Resource Center located in Campus Center 137.

• **Standards of Conduct**

“Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited” (SU Academic Honesty Policy, January 2004, p. 1). A non-exhaustive list of prohibited conduct drawn from this policy includes:

A. **Committing Plagiarism**

Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one’s own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person’s work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional.

B. **Cheating on Assignments**

Cheating is acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course. Examples of cheating include but are not limited to:

• Copying another person’s work;
• Allowing another person to copy one’s work;
• Having someone else complete one’s work; and
• Failing to complete assigned group work. If you are working in a group, it is the responsibility of the student to consult with the faculty member concerning what constitutes permissible collaboration in group work.

C. **Submitting False Data**

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

Whether the violation is intentional or not, breach of standards of conduct as outlined in the policy above is a serious situation that can result in a failing grade and other penalties as outlined in the University at Albany, SUNY policy on academic honesty.

• Personal Safety

The University at Albany Police Department (UPD) is responsible for maintaining the safety and well-being of all persons on campus. In the event of a dangerous or hazardous condition, such as physical danger due to potential violence or suicide, bomb threats, or similar situations, call UPD at 911 (from an on-campus phone) or 442-3131 (from a cellular phone or off-campus phone).

• Course Grading Policy

All assignments submitted after the due date and time will be marked late in Blackboard. Unexcused late assignments may be graded under certain circumstances. Please communicate in writing through the external email link in Blackboard as soon as is reasonable for the situation. Late assignments that are graded will have points deducted in the competency dimension. Unexcused late and missing assignments will receive 0 points.

Blackboard is programmed to translate numeric grades into calculated assignment grades based on the weight of assignments. For example, each assignment is evaluated on the 10-point scale based on the assessment rubric. Earning the maximum 10 points for an assignment will earn a percentage of your total score. Each assignment is converted into a percentage out of 100. If you earn 10 points, you will see 100% in the calculated grade column. If the assignment is weighted at 20% of the course grade, you will earn the maximum weight of 20% toward your final calculated course grade. You will be able to view both numeric (out of 10) and calculated grades (percentage) in gradebook. An overall course grade is simply the sum of all calculated grades to a maximum of 100. A corresponding letter grade will be issued based on the following scale:

A      94 ≥  Outstanding work. The type of work expected from students with a particular talent or expertise in the field. Demonstrates a consistently high level of reflection in cognitive, content and competency areas.

A-     90-93  Very good work. Shows a depth of knowledge and analytical ability normally attributable to someone with advanced study in the area. Demonstrates a moderate to high level of reflection in cognitive, content, and competency areas.

B+     86-89  Good work. Consistently demonstrates a moderate level of reflection in cognitive, content, and competency areas.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>B</td>
<td>83-85</td>
<td>Competent work. Generally demonstrates a moderate level of reflection the majority in the majority of cognitive, content, and competency areas.</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>Satisfactory work. Shows some lack of knowledge and ability in the area. Demonstrates a moderate to low level of reflection in cognitive, content, and/or competency areas.</td>
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<tr>
<td>C+</td>
<td>76-79</td>
<td>Acceptable work. Demonstrates a lower level of Reflection at times in cognitive, content, and/or competency areas.</td>
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<tr>
<td>C</td>
<td>73-75</td>
<td>Marginally acceptable work. Inconsistent level of reflection in cognitive, content, and competency areas.</td>
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<tr>
<td>C-</td>
<td>70-72</td>
<td>Minimally acceptable work. Consistently low level of reflection in cognitive, content, and competency areas.</td>
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<tr>
<td>D</td>
<td>&lt;72</td>
<td>Unacceptable work in all areas.</td>
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Please report any discrepancy between assigned numeric grades and your calculated course grade.