University of Colorado Denver  
School of Public Affairs  

PUAD 5002 EXMPA-Organizational Management and Behavior  
Maymester 2015  

Classes Meet (In Person):  
May 28 1:00pm-5:00pm  
Dinner that evening with the class  
May 29 9:00am-5:00pm  
May 30 9:00am-5:00pm  
May 31 9:00am-5:00pm  
Web work: May 18-May 27th  
June 1-June 4th  
Lawrence Street Center Classroom 500  

Associate Professor Jessica E. Sowa  
School of Public Affairs  
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Phone: (303) 315-2155  
E-mail: jessica.sowa@ucdenver.edu  
Office Hours: By Appointment  

Purpose of the Course:  
This course examines contemporary theory and practice in the management of public and nonprofit organizations and the processes of organizational change and development. This is a core course for the Executive Master of Public Administration.  

Course Objectives:  
Upon the completion of the course, students should have:  
- A broad theoretical and practical understanding of the management of public and nonprofit organizations, including  
  o Organizational theory, including similarities and differences among public, private, and nonprofit organizations  
  o External factors affecting public and nonprofit organizations  
  o Strategic and business planning  
  o The art and practice of building a learning organization  
  o Measurement and evaluation of organizational performance  
  o Organizational culture  
  o Leadership and motivation  
  o Teamwork in organizations  
  o Understanding and managing change
The ability to use this knowledge in understanding, analyzing, and making recommendations for the improvement of organizations in the real world
Self-knowledge about your own strengths and weaknesses as applied to work in public organizations
Improved critical thinking skills developed and applied through class discussions and course assignments
Improved oral and written communication skills

Teaching Method and Required Materials:

The teaching method used in this course is based on an active learning model. As this course is offered in an intensive/hybrid format, this model requires that students prepare before the class by reading the substantive materials, preparing the cases assigned, and come to class ready to engage in lively conversation. We will also be using many group exercises, organizational assessments, and in-class assignments to help you engage with this material. All of these exercises are designed to help you understand how these organizational and management challenges and concepts operate in practice and prepare you to implement these concepts, theories, and practices when you return to your agencies and organizations.

You need to become comfortable with ambiguity; few of the issues and topics we address in class have a “right” answer. You will need to develop your analysis skills to understand the different facets of organizational dilemmas in the public and nonprofit sector and apply multiple perspectives to understanding these dilemmas.

Required Texts:

(Try to get the 5th, but the 4th would also probably work)

In addition, this course will utilize Canvas as the web-based platform for the hybrid activities of the course.

Assignments:
You will be graded on the following components:

Organizational Strength/Challenge Memo 10%
Participation-In Person and Online 35%
Final Paper 25%
Journal Article Analysis 15%
Case Study Paper 15%

As this course is offered in an intensive format, discussion in class will be one of the primary ways in which you will learn—you are expected to contribute to discussion for your own benefit and the benefit of your classmates. Simply attending class is not sufficient for earning a high grade. At each class, I expect each student to be prepared to:
• Suggest questions for class discussion
• Engage in a thoughtful and critical evaluation of the readings and cases
• Contribute relevant examples from your own experience

Organizational Strength and Challenge Memo: Prior to the beginning of the in-person class meetings, students should write a brief memo on your experiences working in public and nonprofit organizations. You should address the following information:

• The mission and purpose of the organization (provide web link if available)
• Your experience working at the organization (e.g. length, duration, promotions)-include whatever information is necessary to frame your experience there
• Two to three of the major strengths of the organization
• Two to three of the major challenges facing the organization

We will use this memo throughout the class to engage in the material and develop solutions to address this challenge. This paper also will inform your final paper. More information on this assignment, along with the grading rubric for this assignment, will be posted on the Canvas site.

Participation: To get the most of an intensive format class, participation in the multiple delivery formats is integral for success. Students need to be deeply engaged in the material and participate in reflection throughout the weeks we are working together. Therefore, participation, both online and in class, is emphasized and constitutes a large portion of your grade. Students will be required to post two questions (or more if you want-two is the requirement for full credit) by the end of the course day during the in-class portion of the class (May 28th, May 29th, and May 30th), which we will work into our discussions the following day. In addition, there will be an online case discussion during the final week of the class. More information on participation overall will be provided on the Canvas site.

Case study paper: You will write one case study analysis paper on the one of the two major cases assigned (the King County Library case or the Appalachian Mountain Club case). In two to three single spaced pages, this paper will address the following questions:
1. Statement of the problem or issue at the core of the case
2. Evaluation of actions taken in the case to address the problem or issue and possible next steps
3. Connection between the case and the material covered in class
More information on this assignment, along with the grading rubric for this assignment, will be posted on the Canvas site.

Journal article analysis: In order to be effective in practice, an important skill for managers is to be able to read and process the leading research applicable for their work. Each student in the class will need to identify a journal article from a provided set of journals, read that journal article, and conduct a structured analysis of the article. This will be completed during the time that we are meeting in person, to be turned in no later than June 1st. More information on this assignment, along with the grading rubric for this assignment, will be posted on the Canvas site.
Final Paper: Building off the organizational strength/challenge memo, your questions posted to the discussion board, and our class discussions, each student will be required to complete a final paper that examines an organizational dilemma in the public or nonprofit sector, applying the theories addressed in class to provide a comprehensive analysis to this problem and an action plan for addressing it. More information on this assignment, along with the grading rubric for this assignment, will be posted on the Canvas site.

The grading scale used for the assignments (and the class) is the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C</td>
<td>79-75</td>
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<tr>
<td>C-</td>
<td>74-71</td>
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<tr>
<td>F</td>
<td>70-Below</td>
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A grade of a B means the student has met general expectations for graduate student performance and demonstrates competence in the subject matter studied. A grade of an A means that the student has exceeded expectations and demonstrated superior competencies. A grade of a C indicates the student needs more work to achieve competence in the study area. The modal grade is generally between A- and a B+.

My Policies and Procedures:

1) I do not discuss grades or class performance over e-mail. You are welcome to e-mail me with questions concerning course material or assignments; however, to discuss your performance in class and/or grades, you must telephone me or come to my office to discuss the matter in person. With respect to email, I prefer to answer detailed questions about course material in person. If the question submitted over email is particularly detailed, I will instruct you to ask me the question in person either during class break or in my office hours. I will answer all emails within 2 BUSINESS DAYS.

2) Incompletes are reserved solely for emergency situations. I recognize that students often have a variety of pressures in their jobs and lives. However, to receive an incomplete in the class, you must have completed a majority of the course material (~65-75%) with a passing grade. Therefore, if you are experiencing challenges in completing the course, come speak with me sooner rather than later to discuss options.

3) I follow university procedures concerning academic integrity and plagiarism. Please see http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx

4) Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Resources and Services at (303) 556-3450 (TTY-(303) 556-4766. The Office is located in NC 2514. Accommodations need to be requested in advance and will not be granted retroactively.
## Course Schedule and Readings

<table>
<thead>
<tr>
<th>Pre-Class Web Based Work</th>
<th>Course</th>
<th>Assignment</th>
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<tbody>
<tr>
<td></td>
<td><em>Introduction-What are organizations?</em> What is management?/ Public versus Private Differences/ Organizational Structures and Environments</td>
<td>May 18-May 27</td>
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<td>1. Post bio in the Welcome to PUAD 5002 Discussion Board</td>
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<td>2. Listen to the posted lectures</td>
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<td>3. Finish reading the assigned Bolman and Deal Chapters (1, 2, 3, 4, 6, 8)</td>
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<td>5. Read the posted case study, Improving Decision-Making and Patron Service in the King County Library System, to be prepared to discuss throughout the in-person class meetings—we will use this throughout the four days</td>
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<td>6. Write your organizational strength/challenge memo for first day of class, May 28</td>
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<thead>
<tr>
<th>Day 1</th>
<th>Course</th>
<th>Assignment</th>
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<tr>
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<td><em>Organizational Purpose/ Strategic Planning and Business Planning/The Learning Organization/</em></td>
<td>May 28</td>
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<tr>
<td></td>
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<td>1. Discuss case study</td>
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<td></td>
<td>2. Strategic planning exercise</td>
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<td>3. Business planning exercise</td>
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<td>4. Organizational Learning Assessment</td>
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<td>5. Organizational Learning exercise</td>
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| Day 2     | Organizational Performance and Effectiveness/External Forces and Relationships/Collaboration and Inter-Organizational Relationships | May 29 | 1. Case Study Discussion  
2. Performance management activities  
3. Mapping your organizational universe  
4. Collaboration exercise(s)  
5. Post question(s) to the discussion board  
6. Search for journal article |
|----------|---------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------|
| Day 3    | Understanding People—Values and Motivations/ Understanding Yourself/ Leadership and Power in Organizations                     | May 30| 1. Read for today-Bolman and Deal Chapter 9-11  
2. Case Study Discussion  
3. Complete personal inventory  
4. Motivational exercises  
5. Leadership exercises  
6. Post question(s) to the discussion board  
7. Time to work on journal article review |
| Day 4    | Organizational Culture/Decision-Making/Working in Teams                                                                                | May 31| 1. Read for today-Bolman and Deal Chapter 5, 12-13  
3. Case Study Discussion  
4. Organizational culture exercises  
5. Decision-making exercises  
6. Team building exercises  
7. Post question(s) to the discussion board  
8. Finish up journal article review |
| Post-Class Web | Leading and Managing Change—Integrating the Frames                                                                                   | June 1-June 4 | 1. Finish the following chapters from Bolman and Deal- Chapters 15, 16, 18, |
| Based Work | 19, 20. 
2. Read the Appalachian Mountain Club case 
3. Post to the integrative case discussion board 
4. Case study paper due June 4th 
5. Final paper due June 8th – Due to challenges with Canvas, you will need to email this paper to me. I will confirm receipt of the paper. |

### Appendix: Quality Writing

*Borrowed with many thanks from Professors Jane Hansberry and Kelly Hupfeld*

In general, high-quality written work presents a cogent line of argument, supported by appropriate evidence, and leads to a clear conclusion. The reader should, after reading the paper, be able to restate your main point briefly and surely. To achieve this objective, the student should use these well-known techniques of good writing:

**Create an Outline:** Organize your thoughts by creating an initial outline of the paper. What is it you want to tell the reader? Your outline should have an introduction, a summary of your main points and sub-points, and a conclusion. (Note – for a very short paper, such as a journal reflection, you probably will not need to create an outline.)

**Introduce Your Intent:** Early on in the paper, the student should summarize the intent of the paper to give the reader context for what he or she is about to read. For the same reasons, from time to time summarize for the reader, and provide transitions from one section of the paper to another.

**Use Examples and Analogies:** Use illustrations that are appropriate to help clarify your meaning and prove your point. Try to strike a balance between lively and telling details (good) and overly complicated examples whose relevance is not made clear (bad).

**Be Logical:** Make appropriate connections between ideas and explain each important step in your argument. A good essay has a clear line of argument and comes to a clearly stated conclusion, marshaling appropriate evidence along the way.

**Use Clear and Understandable Language.** Work hard to make sure that each and every sentence expresses your meaning as you intended it. When in doubt, have other people read your work and tell you what is clear and what is confusing or awkward.
Truly excellent writing displays all of these characteristics plus sophisticated critical thinking, mastery of content at a level that allows for subtleties and particularly interesting connections, graceful and striking prose, and outstanding clarity of argument and conclusion.