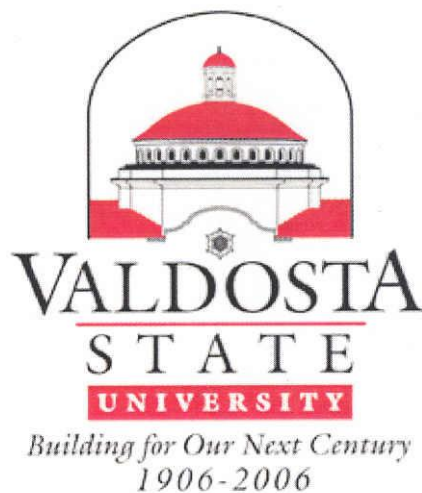


VALDOSTA STATE UNIVERSITY  
DEPARTMENT OF POLITICAL SCIENCE  
MASTER OF PUBLIC ADMINISTRATION PROGRAM  
ONLINE TRACKS  
DOCTOR OF PUBLIC ADMINISTRATION  
(Concentration/Elective)  
[www.valdosta.edu/mpa/students](http://www.valdosta.edu/mpa/students)



PADM 7170

ORGANIZATIONAL THEORY AND BEHAVIOR

Summer 2013

Dr. Robert Kellner

Work: (229) 333-5706

Facsimile: (229) 333-7419

E-mail: [rkellner@valdosta.edu](mailto:rkellner@valdosta.edu)

Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the personnel at the VSU Special Services Office. You may contact that office by telephone at 229-245-2498, FAX 229-245-3873. You may also reach them via email at <http://www.valdosta.edu/ssp/>. Also, please discuss this via email with your instructor(s) at the start of each class.

## PADM 7170: ORGANIZATIONAL THEORY AND BEHAVIOR

**(Online—each student *must* use their VSU BlazeView course account for and communication relating to this course; personal e-mail accounts cannot be used. Click on the BlazeView logo on our homepage to begin accessing your course [this should be up by August 16<sup>th</sup> at the start of the course.]**

### Course Description

An Introduction to major theories concerning management in the public sector, including analysis of individual behavior in an organizational context. Emphasis is on the politicized environment.

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### E-MAIL PROTOCOL:

Much, and in some cases all, of the contact between student and instructor in this course will be via e-mail; students should also be communicating with one another through this medium. All e-mail communication must:

1. be through the course e-mail system—your instructor will not normally respond to e-mail relating to the course if it comes from [jsmith@yahoo.com](mailto:jsmith@yahoo.com),<sup>1</sup>
2. be properly addressed—if I'm responding to Ms. Smith, I should begin my e-mail with "Ms. Smith," not just start responding; you should do the same,
3. follow proper "Netiquette"—proper language, tone, etc.,
4. all threaded discussions and other assignments must be in by 12 midnight on the date indicated (normally the last date for the unit involved) in order to receive credit, unless other arrangements have been made,
5. e-mails to the instructor will normally be answered within two working days (weekends and holidays are not working days),
6. **Any attachment** sent to the instructor **must** include the sender's name as part of the file name—for example, if John Smith is sending me his first written assignment as an attachment it should read: **Smith\_J\_PADM 7170\_First\_Written.doc**, (where "First\_Written" is the name of the assignment, i.e. "Case Analysis." **Any attachment that doesn't include the name of the student sending it will not be considered as**

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<sup>1</sup> There are a number of good reasons for this, including the tendency of such ISP in boxes to fill up and the fact that students change internet service providers/addresses frequently.

**having been submitted. All attachments submitted for grading must be in MS Word.**

7. I will notify the class if I am going to be out-of-touch for any reason—for example, if I will be at a professional conference.

### Required Texts

The following texts are required for this course and may be obtained from the Valdosta State University Bookstore. Texts may be ordered online with a credit card by accessing the Valdosta State University homepage ([www.valdosta.edu](http://www.valdosta.edu)) and following the instructions under the bookstore site.

Asimov, Isaac. 1991. *Caves of Steel*. New York: Random House.

Denhardt, Robert B. 2011. *Theories of Public Organization*. 6<sup>th</sup> ed. Belmont, CA: Thompson/Wadsworth.

Ott, J. Steven, Sandra J. Parkes, & Richard B. Simpson. Eds. 2008. *Classic Readings in Organizational Behavior*. 4<sup>th</sup> ed. Belmont, CA: Thompson/Wadsworth.

### Expected Outcomes

This course is designed to provide students with an overview of the major theories concerning human behavior in organizational contexts. Each student should gain a basic understanding of those theories and be able to apply them in his or her present or future work setting. Upon completion of the course, each student should be able to:

- Demonstrate an understanding of the intellectual heritage of public administration and public organizations, including writings by the key scholars who helped shape the field.
- Demonstrate through written work and course discussions how theory and practice in public administration form the basis for how organizations function.
- Demonstrate knowledge of key movements and theories in public administration which constitute the core of organizational theory and behavior.
- Demonstrate an understanding of key principles in organization theory, including but not limited to leadership, motivation, team work, power, change, and development.
- Demonstrate knowledge of the importance of diversity in public administration and organizational theory, as well as the necessity of valuing and promoting diversity.

### Assessment Measures/Grading

Grades will be based upon the following:

|                                  |     |
|----------------------------------|-----|
| Think Piece:                     | 35% |
| <i>The Caves of Steel</i> Paper: | 40% |
| Discussion/Participation         | 25% |

Discussion/participation grades will be based upon your threaded discussion participation and any additional e-mail communications. For the threaded discussions, grades will be determined as follows:

|  |               |
|--|---------------|
| Respond to each question:  | C - 70 to 79  |
| Above, plus demonstrate awareness of & analytic ability in applying readings/lectures to answer: | B - 80 to 89  |
| Above, plus interact/comment on other students' submissions:                                     | A - 90 to 100 |

Late assignments will be penalized by one letter grade unless the student makes arrangements with the instructor in advance or can verify a bona fide emergency.

**Each student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). Plagiarism will result in a failing grade for the assignment, and in some cases, for the course. In extreme cases, plagiarism will result in dismissal from the program.**

**NOTE: Each student should examine each paper completed in this course to see if it may be useful to include as an artifact in your portfolio. If you haven't begun to assemble your portfolio, you should do so now!**

#### Course Policies

Each student is expected to be familiar with and abide by the rules and regulations governing the MPA and DPA Programs. These rules and regulations may be found in the appropriate *Handbook* which may be accessed through the MPA homepage ([www.valdosta.edu/pa/](http://www.valdosta.edu/pa/)).

#### Grading Rubric –Discussions

All discussion is to occur during the dates listed for the unit on the syllabus. Discussions submitted outside of the unit dates will not be graded. The discussion grade is based on three components: 1) the initial response is worth 70-80 points; 2) the quality of the response is worth up to an additional 10 points. The quality of the response can be aided by citing other sources beyond the textbook; and 3) I expect each student to respond to a minimum of two other posts for up to 10 additional points. I do not consider "Good post" or "I agree with you" and similar statements to be responses. The discussion itself is graded on a 100 point basis and the seven discussions will account for 25% of your grade.

## A Note on Submission

Since this is the first term in which we have used Desire2Learn as the platform for BlazeView, we will all have some adaptations to make. If you experience any technical difficulties, then you will need to contact the BlazeView helpdesk at VSU at: (229) 245-6490 or select the “**Email: Contact Us**” option on the main page of BlazeView. **Any student who does not follow this procedure will have his/her assignment counted as “late” in accordance with the policy mentioned above.**

## Course Syllabus

Each student is expected to read all materials prior to their assigned dates, and is to be prepared to discuss any reading upon request (via email).

The readings combine organizational theory and organizational behavior. While this is one of the more artificial distinctions in public administration, it does reflect a difference in approach to the study of organizations. Each student should attempt to integrate the theoretical work contained in Denhardt with the behavioral studies found in Ott. The reading assignments make some attempt to do this for the student, but each student should keep in mind that any of the readings could be placed with a different chapter from Denhardt's text than they are placed within this syllabus. Try to synthesize the text and readings into a coherent whole. The novel, as a case study, is designed to assist each student in this process.

Note that the readings from Ott, & Denhardt are identified by chapter. Each student should also read the editor's introduction to each chapter, preferably prior to the start of the course.

## Reading Schedule

### **Part One: Foundations of Public Organization Theory**

Unit 1: May 9-16: The Study of Organizational Behavior: An Overview

*Those who cannot learn from history are doomed to repeat it.*

*George Santayana*

*What we do about history matters. The often repeated saying that those who forget the lessons of history are doomed to repeat them has a lot of truth in it. But what are 'the lessons of history'? The very attempt at definition furnishes ground for new conflicts. History is not a recipe book; past events are never replicated in the present in quite the same way. Historical events are infinitely variable and their interpretations are a constantly shifting process. There are no certainties to be found in the past.*

*Gerda Lerner*

- 1) Argyle, Nolan J. 1994. The Emergence of the American Administrative State: The Intellectual Origins. In A. Farazmand (Ed.) *Handbook of Bureaucracy* (pp. 385 - 398). New York: Marcel Dekker.

- 2) Argyle, Nolan J. "Systems Model Explained."
- 3) Denhardt, Chapters. 1 & 2.
- 4) Asimov (read the novella early, so you can begin to apply the course material to it)
- 5) Ott, Introduction.
- 6) Unit 1 Notes

Unit 2: May 17-26: Management and "Science": Foundations of American Organization Theory  
*Ignorance is the mother of admiration.*

*George Chapman*

- 1) Denhardt, Chapter. 3
- 2) Unit 2 Notes

Unit 3: May 27 – June 5: The Science of Human Behavior & the Rational Organization  
*So he had grown rich at last, and thought to transmit to his only son all the cut-and-dried experience which he himself had purchased at the price of his lost illusions; a noble last illusion of age.*

*Balzac*

- 1) Denhardt, Chapter. 4.
- 2) Ott, Chapters 2, 3.
- 3) Unit 3 Notes
- 4) Think Piece Due June 3<sup>rd</sup>

## **Part Two: From Organizational Theory to Organizational Behavior**

Unit 4: June 6 - 15: The Humanist Approach to Organizational Theory  
*Nobody can make you feel inferior without your consent.*

*Eleanor Roosevelt*

- 1) Denhardt, Chapter 5.
- 2) Ott, Chapter 1.
- 3) Farnholm, Mathew R. 2004. Different Perspectives on the Practice of Leadership. *Public Administration Review*, 64. pp. 577-590.
- 4) Unit 4 Notes

Unit 5: June 16 - 25: Organizational Dynamics: The Interplay of Groups and Structure  
*A committee is a cul-de-sac down which ideas are lured and then quietly strangled.*

*Sir Barnett Cocks*

- 1) Ott, Chapter 4.
- 2) Unit 5 Notes

Unit 6: June 26 – July 7: Organizational Politics: Internal and External

*Like Moliere's hero who had talked prose all his life without knowing it, most persons administer all their lives without knowing it.*

*Herbert A. Simon, Donald W. Smithburg, & Victor A. Thompson*

- 1) Denhardt, Chapter. 6.
- 2) Ott, Chapter 5.
- 3) Unit 6 Notes

**Part Three: Critiquing the Fields of Organization Theory and Behavior**

Unit 7: July 8 - 17: Rational Action and Organizational Change

*We trained hard . . . but it seemed every time we were being formed up into teams we would be reorganized. I was to learn later in life that we tend to meet any new situation by reorganizing; and a wonderful method it can be for producing the illusion of progress while producing confusion, inefficiency, and demoralization of our subordinates.*

*Petronius Arbiter  
Athenian Navy  
210 BC*

Denhardt, Chapter. 7.

- 1) Ott, Chapter 6.
- 2) Asimov, complete novella
- 3) Unit 7 Notes
- 4) Caves of Steel paper due July 16<sup>th</sup>

Unit 8: July 18 - 25: Critiquing Organizational Behavior: Postmodernism & Caves

*This above all,--to thine own self be true;  
And it must follow, as the night the day,  
Thou canst not then be false to any man.  
Farewell: my blessing season this in thee!*

*Shakespeare (Hamlet, Act I, Scene III)*

- 1) Denhardt, Chapter. 8, Appendix: The Administrative Journal
- 2) Unit 8 Notes