

PADM 521: Institutional Development and Behavior

Spring Semester, 2020
Social Science Building 3030
khuang@unm.edu
Office Hours: Monday 1-3 pm

Instructor: Kun Huang, Ph.D. Associate Professor
Monday 7-9:30 p.m.
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Course Description

Welcome to PADM 521. As a core course in the MPA curriculum, PADM 521 focuses primarily on the organization and management of public and nonprofit organizations and systems. Most of the material covered is drawn from the literature in organization studies and management, public administration, and nonprofit management. We will examine the generalizability of concepts, which have been studied most often in a business context, to public and nonprofit organization and management. Key areas of discussion within this course will be: organizational effectiveness, organization and environment, strategic management, bureaucracy, organizational structure and culture, inter-organizational collaboration, and change management. The course contains academic and practitioner-oriented case materials and assignments in an effort to help you bridge the gap between theory and practice and to encourage you to think how organization theory might apply in a variety of public and nonprofit settings.

Course Objectives/Learning Outcomes

By the end of this course, the successful student will be able to:

1. appropriately and effectively apply management theory and organizational analysis to various public and nonprofit organizational settings
2. demonstrate knowledge of organizational behavior and major organization theories relevant to public administration
3. demonstrate knowledge of strategic planning and strategic management
4. demonstrate knowledge of information and network management
5. demonstrate the ability to identify organizational challenges
6. develop analytic and writing skills to express oneself effectively in major public organization theories.
7. work effectively in a group

Grading

2 Article extracts (qualitative and quantitative, 15" each)	30%
2 case analysis (15" each)	30%
10 Reading reflection posting (5 postings, 5 responses, 2" each)	20%
Discussion lead	10%
class participation*	<u>10%</u>
	100%

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92
B+ 87-89, B 83-86, B- 80-82
C+ 77-79, C 73-76, C- 70-72
D+ 67-69, D 63-66, D- 60-62
F 59 points and below

Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and the case studies. Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions. A grade of "A" on class participation may be earned by attending all class sessions in their entirety and consistently contributing to class discussions and activities in a way that demonstrates thoughtful consideration of the readings. Participation grades will be negatively affected by missing more than one class session, being disengaged during class, returning late from breaks, coming to class late or without having prepared course readings (read and considered). Please notify the instructor of medical or family emergencies in a timely fashion so that these will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

Decorum Guidelines for Distance (Zoom) Students

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance.

Students that do not meet these expectations may be dropped from the class. These expectations include:

Working Digital Equipment – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

Appropriate Location – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

Appropriate Dress – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

Other Activities – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

Non-Discrimination and Services for Students with Disabilities

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

Academic Honesty and Conduct

I will follow University of New Mexico policy for academic misconduct. Both intentional and unintentional plagiarism is prohibited. University policy states that each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments as well as claiming credit for work not done or done by others. When a violation of the regulation occurs in connection with a course, the faculty member is authorized to take whatever action is deemed appropriate, but no penalty in excess of an "F" in the course and the involuntary withdrawal of the student from the class may be imposed. Whenever this penalty is imposed; the instructor may report the case in full detail in writing to the Dean of Students, who may impose additional sanctions or refer the matter to the Student Conduct Committee for a determination of whether additional sanctions are warranted.

You are required to submit all your writing assignments through UNM Learn. On UNM Learn SafeAssign compares submitted writing assignments against a database of

submitted papers and internet resources and issues an "Originality Report" identifying overlap between the submitted work and other works. This allows the instructor and/or the student to check for potential plagiarism and can create opportunities for students to learn how to properly cite sources or how to paraphrase more appropriately.

When a paper is processed an "Originality Report" is created. A percentage will be generated showing how much of the submitted work overlaps with work in the existing database. You will see the percentage score after your submission. *SafeAssign does not distinguish between uncited and properly cited sources however.* Blackboard gives these rough guidelines:

- *Scores below 25 percent:* These papers may include some quotes or common phrases. Reference is also counted toward the score. There is low probability of plagiarism
- *Scores between 25 and 40 percent:* These papers include extensive quotation or paraphrased material. They may include plagiarism but the Originality Report should be checked to see if sources were properly cited.
- *Scores over 40 percent:* A high probability that text in these papers was copied or paraphrased from other sources. Again the text may be properly cited but a very high score, even if properly cited, may indicate a lack of original work or analysis by the student.

Tentative Schedule, Topics and Assignments.

Jan 27 (Week 1)

History and Unique Distinctions between Public and Nonprofit Management

Feb 6 & 10 (Week 2 and 3)

Establishing goals and effectiveness.

**Case 1: Investing in excellence
(case analysis of Investing in Excellence due on Feb 6th)
Reading reflections due on UNM Learn.
Discussion lead needed**

Feb 17 & 24 (Week 4 and 5)

Organizations and Their Environments

**Reading reflections due on UNM Learn
Discussion lead needed**

Mar 2nd (Week 6)

Organization Structure and Behavior

**Reading reflection due
Discussion lead needed**

March 9 Spring break, no class.

Mar 16 (Week 7)

Managerial Networking and Interorganizational Networks.

Reading reflection due.

Discussion lead needed

March 23 (week 8)

Organization Culture and Leadership

Case 2: Hospital Consolidation (case analysis of Hospital Consolidation due)

Discussion lead needed

March 30th Managing change and organizational innovation

2 Article extracts due

Discussion lead needed

April 6th Strategic Management (Week 9)

Reading reflection due.

Discussion lead needed

April 13th (Week 10) Collaboration and Competition

Reading reflection due.

April 20th (Week 11) Toxic Node Simulation.

April 27th (week 12) Dark Networks and Resilience

Reading reflection due.

Case 3: TBA. Case analysis due.

No final exam for this course.

All readings listed above are required and should be prepared for discussion on the date indicated. All the readings, including cases, will be available on-line through the university's UNM Learn. You should be able to access UNM Learn to download readings and syllabus now.

Assignments and Student Evaluation

Case Analysis

The purpose of the case analysis is to critically and systematically analyze a case. The requirements for case analysis are as follows:

- Use the following memo heading format: To: Professor Huang, From:, Date:, Re:

- Paragraph 1: Succinctly state the situation and identify the problem. Why are you writing this memo?
- Paragraph 2: Briefly state your recommendation(s). Be specific.
- Body paragraphs: State the relevant arguments in support of your recommendation. Why are you making this recommendation? What are the likely consequences or impacts of your recommendation? Address at least one potential weakness of your recommendation. What else could be done and why aren't you recommending that course of action?
- You should draw on your knowledge of general public policy and management principles, course readings (especially those assigned for that week) and possibly class discussions. Be clear about the basis for your recommendation by referencing at least two scholarly source. You may cite course readings or other quality sources such as peer reviewed journal articles or books. Include the author's name and date in parentheses for all sources and full reference information if citing an outside source. use APA citation and reference, for examples and guideline of APA in-text citations, see <https://guides.libraries.psu.edu/apaquickguide/intext>
- **Unless it is absolutely necessary, avoid direct quotation from the case. Use your own words to paraphrase the expressed ideas in the case.**
- Submit the case analysis double-spaced, not to exceed 4 pages in length in person per the course schedule.
- You can choose 2 out of 3 case sessions you want to write about. If you turn in more than 2 case analyses, I will count only the 2 papers with the highest grades.
- Grading will be based on your presentation of a logical argument, the extent to which you follow the guidelines above, and clear writing.

Reading Reflection Postings

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark re-entry to the academic world. Your mind will want to wander while you are preparing for class meetings. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for **weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 1-2 readings. **DO NOT USE newspaper articles as your seed reading, only use Academic Journal articles. Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public managers and/or policymakers.** Post your reflection to the corresponding UNM Learn discussion string by midnight the Sunday before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met.

Reading Reflection Posting Responses

You are required to further online discussion by commenting upon your colleague's postings for five weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference).

Discussion Lead

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 3, peer reviewed public or nonprofit journals, or from high-quality practice/industry sources, such as Harvard Business Review, Nonprofit Quarterly) to enrich the class learning. Most of the readings assigned for this class are published in peer-reviewed journals. Most, if not all, of them are about public and nonprofit organizational management and behavior in the U.S. Organizations or networks operating in public, nonprofit and healthcare context or other countries have been published. Ideally, the discussion leaders should find articles that are directly connected or relevant to the assigned readings for the week. The co-leaders (2 or 3 students can jointly lead a discussion) need to provide a brief summary of the 3 outside readings, highlight the connections with the assigned readings, and raises three or four questions for the class to discuss. **Powerpoint presentation is required. The co-leaders should email the instructor their readings and two questions two days before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

Article Extracts

Please turn in four documents: two empirical article extracts and the corresponding quantitative (statistical analysis, hypotheses testing, using survey, experimental, existing datasets to test relationships between independent variables and dependent variables) research article and qualitative (interview, focus group, or archival data analysis, answering questions about how from the participants' perspective). **Meta-analysis and theoretical articles may count, but you will need instructor permission before proceeding.** The article needs to be from a peer reviewed public administration (for a list of PA journals, see https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyadministration) or nonprofit management journals (Nonprofit and Voluntary Sector Quarterly, Nonprofit Management and Leadership, or Voluntas, which publishes research on international nonprofits (published within 10 years)). I may need to see the article to check on your extract. The format of your extract can follow the sample extract or table format (at the end of this syllabus). You may use the table or type it up in a Word document, as in the posted article extracts.

Qualitative Article Extract

Instructions

Using the selected qualitative public or nonprofit research article, provide the information below. Qualitative research typically uses **interviews, quotes, text analysis, etc, to document and shed light on the perceptions of study participants** about management issues. Sometimes researchers build upon this limited evidence to make theoretical propositions or a conceptual model, which could be used for quantitative research. Unless otherwise stated, use your own words (ex. APA citation) to provide the information. Your responses should only require short answers to provide the requested information.

Required Information

APA Citation	
Research Problem, Purpose, and/or Questions	
List the key concepts of interest	
State the Theoretical or Conceptual Framework (if used)	
Description of the Setting(s)	
Type and Description of Qualitative Design	
Description of the Sample	Sample Criteria (<i>inclusion/exclusion criteria</i>)
	Sampling Method
	Sample Size
	Sample Characteristics (<i>choose the most important</i>)
Summary of Data Collection Procedures	
Data Collection Techniques	Appropriateness of the data collection procedures

	Appropriateness of measure(s) used
Data Analysis	Key Themes
	Discussion and interpretation of key findings
	Quality-enhancing strategies
Conclusions & Generalizability/ Application to Practice/Policy	
Strengths of the Study	
Weaknesses/ Limitations of the Study	

Instructions

Using the selected quantitative public or nonprofit research article, provide the information below. Quantitative research articles generally use prior empirical and theoretical research to build **testable hypotheses**, which typically posit relationships between variables and are then subject to **statistical testing** of empirical data to judge the merits of hypotheses.

Unless otherwise stated, use your own words (ex. APA citation) to provide the information. Your responses should only require short answers to provide the requested information.

Note: This assignment is an individual work.

Required Information

APA Citation	
Research Problem	
Research Purpose	
Research Questions	
Research Hypothesis(es)	
Description of the Setting(s)	
Brief Summary of Key Variables	Independent Variable(s)
	Dependent Variable(s)
	Potentially Confounding Variable(s)
State the Theoretical or Conceptual Framework (if used)	
Type and Description of Quantitative Design	
Description of the Sample	Sample Criteria (<i>inclusion/exclusion criteria</i>)
	Sampling Method

	Sample Size
	Sample Characteristics (<i>choose the most important</i>)

Required Information

Data Collection Techniques	Reliability and Validity of Measure(s)
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Summary of Data Collection Procedures	
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Data Analysis	Statistical Tests Used
	Summary of Key Findings
	Provide Test Statistics for Significant Findings and Effect Size(s) (<i>if applicable</i>)
	Policy Implications of Findings(if applicable)

Conclusions and Generalizability/ Application to Practice	
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Strengths of the Study	
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Weaknesses/ Limitations of the Study	
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