FAIRFAX, VIRGINIA
SPRING 2019

Course:	**PUAD 520-003:** Organization Theory and Management Behavior
Course Credit:	3 credits
Time and Location:	Mondays 7:20pm – 10:00pm, Innovation Hall Room 133
Professor:	Dr. Marie Carasco-Saul Schar School of Policy and Government Research Hall, Room 359 George Mason University 4400 University Drive Fairfax, VA 22030 Email: msaul@gmu.edu (preferred method of contact) Phone: 814-954-0445 emergencies only.
Office Hours:	Mondays before class 6:30pm – 7:00pm by appointment.
Course Goal:	To develop an understanding and application of the dynamic context, key dimensions, people, management and leadership strategies unique to public organizations.
Catalog Description:	Considers behavior in context of public organization, and consequent changes required in management. Focuses on such issues as perception, attitude formation, motivation, leadership, systems theory, communication and information flow, conflict theory, and decision theory.
Course Texts:	Rainey, H. G. (2014). *Understanding and managing public organizations*. San Francisco, CA: Jossey-Bass. Joyce, P. (2016). *Strategic leadership in the public sector (Routledge masters in public management).* New York, NY: Routledge.
Other Resources:	Videos and article readings as assigned https://library.gmu.edu/for/graduate

Course Objectives

Upon completion of this course, students should be able to:

1. Understand what makes public organizations unique
2. Describe the impact of political power and public policy
3. Summarize the key dimensions of organizational structure, and strategies in public organizations
4. Clarify issues of motivation, values and incentives
5. Discuss key issues in leadership, management, teamwork and organization culture
6. Demonstrate skills in managing organizational change and development
7. Learn foundational aspects of strategic planning and implementation in the public sector

Course Policies and Student Expectations

Academic Integrity: It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work." More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at http://oai.gmu.edu

When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Technology: The use of cell phones, pagers, and other communicative devices are not allowed in this class. Smartphones or other types of mobile devices should be placed on a silent/vibrate mode for the duration of the course. You should certainly give attention to emergencies and excuse yourself to make calls or for an extensive text exchange. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g., gaming, email, chat, etc.) will result in a significant deduction in your participation grade. Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

To preserve student privacy, students must use their MasonLive email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address. Also, I will not share or reveal, and students must not share or reveal, student email addresses with others inside or outside this class without students' express permission.

Social Media Policy: You are not to engage in sending or receiving text messages or any other form of social media during the class period. This includes a prohibition on sending images, video or audio recordings from class via social media. This includes live streaming of a lecture, class discussion, meeting with professor or other class-related events.

Disability Accommodations: If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; http://ds.gmu.edu) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence: George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to *Mason's Title IX Coordinator* per University *Policy 1412*. You may seek assistance from Mason's Title IX Coordinator, Jennifer Hammat, by calling 703-993-8730 or email *cde@gmu.edu*. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as *Student Support and Advocacy Center* (SSAC) at 703-993-3686 or *Counseling and Psychology Services* (CAPS) at 703-993-2380. The 24-hour Sexual and Intimate Partner Violence Crisis Line for Mason is 703-380-1434.

Student Evaluation and Grading

Overview of Assignments
Students will be evaluated on the basis of the quantity, quality, and timeliness of their efforts:

Assignments	Course Points
Library Scavenger Hunt	5
TED Talk + Group Discussion/Facilitation – To Be Assigned	15
Organization Theory Literature Review and Case Study Paper	35
Leadership Critical Incident Reflection Paper	35
Class Participation, Leadership and Attendance	10
Total	100

Grading System

Grade	Quality Points	Course Points
A+	4.00	97-100
A	4.00	93-96
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C	2.00	73-76
F	0.00	--

Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application. https://catalog.gmu.edu/policies/academic/grading/#text

Late Policy: Unless arranged and agreed to by the professor, handing in the assignments late will result in 25% reduction in overall grade for the assignment for each day late.

Guidelines for Papers: Format your paper according to Publication Manual of the American Psychological Association (APA), Sixth Edition. It should be typed and double-spaced on standard-sized paper (8.5" x 11") with 1" margins on all sides, with a 12-point type font such as Times New Roman. *You have two paper assignments in this course. Both papers should be 8-10 pages in length, not including the cover page or references.*

Leadership Critical Incident Reflection Paper
For this paper, you will consider a current or previous experience/incident that impacted who you are or would like to be as a leader. This could be a circumstance where you were directly

involved, or a situation where you were an observer. In addition to answering the questions below, research prevailing leadership theories and connect those theories (where appropriate) throughout your paper:

1) Describe a peak experience or high point for you as a leader (personal, professional or academic). Describe *the story*. Who was there? What was the situation? Where were you? What was going in the world/your life at the time?
2) What stands out most to you when you reflect on this situation? What was significant about this experience?
3) How did the incident impact you as a leader?
4) What is it in your "Being" that significantly underpins your success as a leader? (I define "Being" as who you are. By being I mean one's integrated self and it includes self-awareness or self-realization, personal values, and guiding principles.)
5) What knowledge about yourself (i.e. personality type, competencies, strengths) do you use that most to support your success as a leader?
6) What are the most important qualities or strengths you bring to the practice of leadership?
7) When have you felt that you could not express or fulfill a position of leadership? How might you handle the situation differently now?
8) What theories, concepts, models or principles have you added to your understanding of who you are as a leader? Which leadership style most aligns with who you are now? Which leadership style would you like to have and why?
9) How does your current leadership style align and/or leadership style aspirations align with the values and context of public organizations? What concerns come up for you?
10) What impact do you hope to have in public organizations? Consider your career aspirations.

This paper should be written in a narrative format, and not as a Q&A.

Organization Theory Literature Review and Case Study Paper
For this paper, each student will research one of the following topics in organization theory:
- Leadership in public/nonprofit organizations;
- Organizational change
- High-performing/Excellent organizations

This paper will explain the relevant literature and provide a real-world case study of the theory in action, and should reference at least 5 peer-reviewed journal articles. Two weeks before papers are due students will discuss the initial direction/progress of this paper.

Class Participation, Leadership and Attendance
Students are expected to attend all classes on time. Participation includes communications during class discussions/posts. It also includes students completing an individual assignment where they identify and share a current event relevant to a weekly area of focus. Additional details to follow with in-class sign-up sheet.

Course Outline and Assignments

Below is the ideal schedule for this semester. Changes or modifications may occur, for a variety of reasons. We will discuss any changes in due dates or assignments if the need arises. The chapters indicated in the textbook must be read prior to the week indicated (See week 2 below as an example).

WEEK	DATE	AREA OF FOCUS	READINGS THIS WEEK	DELIVERABLE/ASSIGNMENT
1	Jan 28	Introductions and course overview		
2	Feb 4	Understanding the Study of Organizations	Rainey (2014). Chapters 1 and 2	In-class discussion (on Rainey chapters 1 and 2)
3	Feb 11	Public Organization Distinctions and the Environmental Context	Rainey (2014). Chapter 3 and 4	Library Scavenger Hunt Due In-class discussion
4	Feb 18	Political Power and Public Policy	Rainey (2014). Chapter 5	In-class discussion
5	Feb 25	Organizational Goals and Effectiveness	Rainey (2014). Chapter 6	In-class discussion **TED Talks + Group Discussion/Facilitation**
6	Mar 4	Formulating and Achieving Purpose	Rainey (2014). Chapter 7	In-class discussion **TED Talks + Group Discussion/Facilitation**
7	Mar 11	**No Class – Spring Break**		
8	Mar 18	Organizational Structure and Technology	Rainey (2014). Chapter 8	In-class discussion
9	Mar 25	Motivating People in Public Organizations	Rainey (2014). Chapter 9	In-class discussion
10	Apr 1	Values, Incentives, and Work-Related Attitudes	Rainey (2014). Chapter 10	In-class discussion
11	Apr 8	Leadership, Managerial Roles, and Organizational Culture	Rainey (2014). Chapter 11 Joyce (2016). Chapters 1 and 2	In-class discussion
12	Apr 15	Understanding Communication and Conflict in Groups	Rainey (2014). Chapter 12 Joyce (2016). Chapters 3 and 4	**Leadership Critical Incident Reflection Paper Due**
13	Apr 22	Managing Organizational	Rainey (2014). Chapter 13	In-class discussion

WEEK	DATE	AREA OF FOCUS	READINGS THIS WEEK	DELIVERABLE/ASSIGNMENT
		Change and Development; Strategic Planning and Thinking	Joyce (2016). Chapters 5 and 7	
14	Apr 29	Advancing Effective Management in the Public Sector; Strategic Management	Rainey (2014). Chapter 14 Joyce (2016). Chapters 8	Online discussions **Student mini-presentations on progress with Organization Theory Literature Review and Case Study Paper Due**
15	May 6	**Last Day of Classes** Implementation, Monitoring and Evaluating	Joyce (2016). Chapters 9, 10 and 11	
16	May 13			**Organization Theory Literature Review and Case Study Paper Due**