

PADM 6310 Organization Theory

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Description and rationale

We will discuss theories that attempt to address why organizations work as they do. These theories offer frameworks, perspectives or lenses through which we can better understand organizations from a manager's or employee's point of view. The theories we will explore represent different slices of an organization's reality and thus provide tools for the practitioner's use. Ultimately, the theories covered in this course will not only review research and the history of thinking concerning how we regard organizational life but the accumulated wisdom about what we practitioners can do to, with, and through organizations. Modern work organizations are an invention of the industrial age and as such usually possess within them the artifacts of modernity or the industrial age as well as postmodernity. Today we may not take Taylorism or structural theory seriously as important factors in shaping modern organizations but every organization carries with it remnants of Taylor's and structural writers' thinking. Therefore it is important to understand these theories to inform our views of how to manage organizations and better apprehend their inner workings.

In addition to theories about organizations a large part of the course will emphasize behavioral aspects. We will devote some time to assessing your leadership style and how this provides a "window" on public organizations. Office politics, system politics, and conflict management and other operational aspects of work organizations will also be discussed. These topics will help you to navigate, manage, strategize and influence public organizations as an employee.

Relationship to MPA student learning outcomes and program competencies

While this course includes many detailed learning objectives associated with ICT and the public sector, it also fits into the framework of five overarching Student Learning Outcomes (SLOs) which describe what TSU MPA graduates should be capable of as professionals. A set of more specific Program Competencies (PCs) operationalize each of the five SLOs. The table below shows the relationship between these program-level expectations and those course elements that will be evaluated this semester. Toward the end of the semester, you will be asked to fill out an online survey regarding how your knowledge, understanding, and ability to apply these competencies changed due to your work in this course. Your participation helps us to improve the quality of our curriculum to better serve our students, alumni and other stakeholders.

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

MPA PROGRAM COMPETENCY	MPA STUDENT LEARNING OUTCOME	RELATION TO COURSE ASSESSED ELEMENTS
<p>PC 1 Each MPA graduate will be competent to lead and manage in public, nonprofit or public affairs governance</p>	<p>SLO 1.1 Analyze organizational behavior to improve systems and manage performance</p>	<p>DIAGNOSTIC PROJECT</p>
	<p>SLO 1.2 Apply theories that can inform leadership and management in organizations</p>	<p>DIAGNOSTIC PROJECT; DISCUSSION MEMOS</p>
<p>PC 2 Each MPA graduate will be competent to participate in and contribute to the policy process</p>	<p>SLO 2.2 Understand institutional, legal, and political dynamics of the policy process</p>	<p>MODULE QUIZZES; DISCUSSION MEMOS</p>
<p>PC 3 Each MPA graduate will be competent to analyze, synthesize, think critically, solve problems and make decisions appropriate to public or nonprofit administration settings</p>	<p>SLO 3.3 Apply systematic research processes to novel problems and produce research in written format</p>	<p>DIAGNOSTIC PROJECT</p>
<p>PC 5 Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workforce and citizenry</p>	<p>SLO 5.1 Clearly and accurately express problems, concepts, analysis, and recommendations in written or oral communications.</p>	<p>DIAGNOSTIC PROJECT; DISCUSSION MEMOS</p>
	<p>SLO 5.2 Prepare written and oral communications in appropriate voice, medium and depth for a variety of audiences and stakeholders</p>	<p>DIAGNOSTIC PROJECT; DISCUSSION MEMOS</p>

Delivery

SPRING 2019: Delivery method is hybrid: A. Online in eLearn, TSU's learning management system. B. In classroom discussion sessions (find dates in the Course Calendar below).

Audience

This course is a required core course in the MPA curriculum and a potential elective for PhD students in public administration.

Ph.D. students enrolled in this class will be assigned with additional readings and specific class activities that will encourage them to analyze class' materials in connection to other Ph.D. courses.

Course schedule

The course schedule is at the end of this syllabus. You are responsible for keeping up with assignments, readings, and due dates. While due dates will not change, I reserve the right to adjust content pacing based on class progress. Any substantive changes will be announced in eLearn in the News area on our course home page. You are responsible for reading all News posts and checking in to eLearn frequently (at least several times per week) during the semester to stay current in the course activities. Detailed learning objectives are provided in each content module in eLearn, and should be your primary guide as you read assigned materials in what to focus on and what to study. It is strongly recommended that you build a set of study notes as you work through each module based on these learning objectives.

Instructor

Dr. Angela Paez (PÄ ês)

Email. anicho10@Tnstate.edu . I will do my best to reply your emails within the next 24 hours during the business week and before noon on Monday for weekend emails.

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Office hours. Wednesday 1:00pm– 4:00pm. 4th floor, TSU Avon Williams Campus. Other times as needed by appointment. **Please make appointments in advance whenever possible, to assist in planning and make the best use of your time. I will make every effort to work with you. Please do not hesitate to contact me at any point during the semester.**

eLearn or computer account problems

Call the Help Desk 24 hours a week, 7 days a week at 615-963-7777. You may also email them at helpdesk@tnstate.edu.

Required Texts

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2016). *Managing human behavior in public and nonprofit organizations*. Sage.

Denhardt, R. B (2015). *Theories of public organization*. Cengage learning.

Other required resources are made available to you in the eLearn modules

Library resources

You will need to conduct research using legitimate and credible sources for this course. We have an excellent learning environment available downstairs in the first floor Avon Williams Campus library, with quiet spaces for study as well as a computer lab just outside the library. The public administration collections are largely housed in this library, with extensive print books and journal collections (in addition to the resources available off campus through the Library e-journal and e-book collections. The Library is open before and after class meeting times most evenings (hours). You are strongly encouraged to take advantage of these resources, as well as seeing assistance from our Embedded Librarian, Professor VanHooser (bvanhooser@tnstate.edu). The Library catalog and links to full-text journal database (“Periodicals – Full Text Finder”) are available online.

Instruction methods

In a hybrid class we will articulate two methodologies: online and in-classroom. For the online portion of the class, the primary methods of instruction will be directed readings assessed by module writing assignments. For the in-classroom portion we will discuss class readings by addressing a discussion prompt previously posted for your analysis and preparation. In order to facilitate the articulation of theory and practice in this class, students will work on a Diagnostic Project during the semester. Materials for this class will be posted on the **TSU eLearn** page for this course (<https://elearn.tnstate.edu/>). Also check the News area of the site for course announcements. Note that the eLearn server is distinct from the tnstate.edu server: so even if www.tnstate.edu is down, you should try to access eLearn using the address above directly. If for any reason you find that the server is not functioning or the drop box is not receptive, make sure you email the assignment to me at anicho10@tnstate.edu to avoid rejection of the assignment

due to lateness. Because such events can occur at any time it is advisable to post early to avoid penalties.

All assignments will be posted using the eLearn Dropbox. I encourage you to complete the Desire2Learn Orientation offered to you. It will help you progress through the semester much quicker and learn more effectively. The instructor will contact you using your *mytsu* address.

How to prevent getting locked out of eLearn

Password issues are the most common issue people encounter. Go to www.tnstate.edu/password and follow the instructions to set up your profile ASAP – you have to do that ahead of time, not wait till you are locked out. Since I am providing you with this information at the beginning of the semester, I do not expect to hear that being “locked out” is a reason for missing quizzes or assignment due dates. You set up security questions (just like you would do with an online bank or other secure account). Then when you experience a lock-out, you can go to this page and unlock your account. If that doesn’t help, the Help Desk phone number you should use is at all times is 615-963-7777. You can also try emailing helpdesk@tnstate.edu for assistance, but try phoning first.

Course policies

Grading

Submitting work on time

Assignments are due to the appropriate eLearn dropbox by 11:59PM on the due date, with the exception of the final exam for which the due date/time are indicated in the course schedule.

Remember that if the www.tnstate.edu website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu/>. If you are unable to submit to eLearn, you must submit your discussion posts or other assignment BY EMAIL TO YOUR INSTRUCTOR BY THE DUE DATE/TIME. Plan so that last-minute computer issues do not derail your submission of assignments on time.

I reserve the right not to accept late work for a grade. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. The value I emphasize in making decisions about late work is equity, which includes weighing the efforts of students who also had demands on their time, but submitted work on time nonetheless. Most of the students in our program work full-time, and many have family commitments. Forgetting a deadline or not planning well to allow completion of work, given other demands on your time, is not a sufficient reason for not submitting an assignment on time. Job expectations and non-emergency family events are also time commitments you should seek to plan around, not appeal to at the last minute as an excuse. Hybrid courses offer students some desired flexibility in terms of not having as many on-

ground sessions – but the format requires careful time management, self-motivation and attention to deadlines.

Course elements and weights in course grade

Assignment	Percentage of the grade
Diagnostic project	75
Diagnostic reflection: 12%	
Adopting an organization: 8%	
Draft of the project report: 10%	
Plan of action: 10%	
Project report (final report): 20%	
Diagnostic workshop: 15%	
Module discussion memos – 6 memos, lowest grade drops= 5 memos X 5% each	25

Diagnostic project

The theories and concepts taught in this course will only contribute to your professional success if you apply what you have learned in the classroom to your everyday experiences. The objective of the diagnostic project is to give you some practice in looking at your life through an organizational behavior lens.

Diagnostic Reflection

For this assignment, you will reflect on an organizational challenge that you experienced (a situation that poses challenges or offers opportunities for improvement in an organization). I use the term “organizational” quite broadly; you can write about an experience at a summer job, on a sports team, a school work group, a volunteer project, or any other situation in which you worked with other people for the purposes of completing a collective task. Once you have selected an organizational problem, you should describe and diagnose the problem using concepts from the course, outline the factors that contributed to the situation, and discuss how the concepts could have helped you and/or others deal with the situation more effectively. This is your first approach to the organizational challenge that you will address in your project. I don’t expect this report to be an extensive analysis of the challenge (700-800 words); I would encourage you to focus on providing information on aspects like: When/where did this situation occur? Describe the challenge: Why is this a challenge? Has it changed over time? What are the possible elements that are in tension in this challenge? (human resource management issues,

budgetary issues, contextual issues, conflict between situations and the organizational mission, etc). Think about this assignment as an initial “feasibility assessment” of whether this organizational challenge will be a good fit for this project.

The reflection will be graded as follows: 100 points total; 30% - writing quality; 30% - evidence that initial basic research was conducted to assess feasibility and appropriateness; 40% - appropriateness of the idea for the course and assignment.

Adopting an Organization

In this part of the project you will focus on the organization you wish to adopt. In your proposal please identify the organization (or specific unit) you wish to adopt, a brief summary of why that organization is being proposed, and who could possibly function as a liaison. Please keep in mind that as part of the final deliverable you are required to support your arguments on primary data from the organization you are proposing: policy documents, handbooks, interviews, or observations. The liaison will help you gain access to relevant data and employees. Given the goal of this assignment, please be mindful when you contact individuals in your proposed organization. It is helpful to describe the goal of this assignment as a proposal to face challenge rather than a diagnosis of an “organizational problem”. Also, keep in mind that some of your data will be disclosed to the rest of the class during the workshop at the end of the course so it would be advisable to avoid sensitive and/or confidential information. The assignment will be graded as follows: 100 points total; 30% - writing quality; 30% - evidence that initial basic research was conducted to assess feasibility and appropriateness; 40% - appropriateness of the idea for the course and assignment.

Draft of the project report

In this assignment you will report on your progress towards the elaboration of the final diagnostic report. The more well thought-out your draft, the smoother the development of the subsequent analysis will be. This paper should consist of 4 to 5 pages, of 12-pt. text, single-spaced, 1” margins, with headings and subheadings.

Your draft should include the following sections:

- a. Describe the organizational challenge you are proposing to analyze. Make sure to explain the following:
 - In what context did the challenge emerge? E.g. during a specific project, on a daily basis, as a consequence of an external circumstance, etc.
 - Why is this challenge relevant? How does it relate to the organizational mission?
 - Who are the key parties involved in this situation?
- b. A preliminary list of OB concepts that you will use to address the challenge. Think about this section as a glossary of relevant concepts and a brief definition of each concept. Please include appropriate references using the (author, year) format. A good glossary should have between 5-8 concepts.

- c. List the types of data you are gathering to support your final deliverable: policy/ organizational documents, interviews (in person, via phone, or Skype), or observations. If you are conducting interviews please provide information on who the interviewees are (will be), their role in the organization, and the main themes you will explore in your interviews.

*If you are conducting interviews: Please keep in mind that you are going to be asking for that person's time in terms of one or possibly two detailed interviews plus even a few follow-up clarification questions by email – so you are going to need to be very sensitive and professional in your approach. Make it clear that this is for a paper in a graduate course and be ready to take “no” for an answer. If a manager agrees to meet with you, please maintain the utmost in professionalism, representing yourself and our program well. Also keep in mind that there may be sensitivities about organizational challenges so be mindful of the questions you ask. We will address this topic in class; if you have questions or if you are planning to start your interviews early in the semester please talk to me.

The assignment will be graded as follows: 100 points total; 30% - writing quality; 30% - evidence that initial basic research was conducted to assess feasibility and appropriateness; 40% - appropriateness of the idea for the course and assignment.

Plan of action

In this assignment you will focus on the plan action you will propose to address your organizational challenge. This paper should consist of 3 to 4 pages, of 12-pt. text, single-spaced, 1” margins, with headings and subheadings.

Your draft should include the following sections:

- a. A summary of the organizational challenge you are analyzing.
- b. Identify at least two aspects of the organizational challenge that, in your opinion, could be improved. Make sure you identify all relevant parties.
- c. Design a preliminary list of actions that address the aspects you described in section b. Please make sure your proposed actions are realistic and respond to the characteristics of the organization (size, budget, organizational culture, etc)
- d. How could you motivate relevant parties to get engaged in your proposed plan? Connect this motivation and communication strategies to the actions you described in section b.

Final deliverable:

The report should be single-spaced in 12-point Times New Roman font with 1” margins around. The paper must be 6-8. Throughout the report, please use specific references to course readings and/or lectures to add credence to your diagnoses and recommendations. Make sure you include a well-crafted reference list at the end of the report. The report should answer the following questions, using data from your interviews, observations, and/or surveys to support each answer:

- a. EXECUTIVE SUMMARY –summarizing the organizational challenge problem and proposal.
- b. INTRODUCTION – description of the challenge: What is the organizational setting/context? What is the nature of the challenge? What are the likely causes based on OB concepts?
- c. CONNECTING THEORY AND PRACTICE: How can OB concepts be applied and extended to solve the problem? Please make reference to class readings and two additional sources to support your arguments.
- d. DESCRIPTION OF YOUR PLAN:
 - o What specific action steps should the organization take to solve the problem?
 - o Who are the main parties (stakeholders) in your plan? How can you ensure their buy-in?
 - o What are the potential barriers and obstacles to following your recommendations?
 - o What are the risks and possible unintended consequences of following your recommendations?
 - o How will you communicate your findings to your clients and overcome potential resistance?
- e. PROPOSED ACTIVITY: Describe the class activity you are proposing to lead during the Diagnostic Workshop.
- f. CONCLUSIONS: Provide a brief analysis on how OB concepts apply to the organizational challenge you described and your own interpretation on how theory and practice meet (if they do). This is a very important section of the project - you should demonstrate synthesis across ideas from the course and your diagnosis - do not skimp here, or treat this as an "afterthought".
- g. REFERENCES (they will not count against the word limit). Here you include the bibliographic data for literature cited in APA format; you must also use APA-style author-date citations throughout the text. Texts from the class may be used as references but make sure you include at least 2 references that are not part of our syllabus.

The assignment will be graded as follows: 100 points total.

Content: Does the final deliverable include all required sections? Does the content respond to what was described for the diagnosis? Are OB concepts clear and they apply to the organizational challenge under analysis? 60%

Written expression: Does the diagnosis demonstrate written communication practices (organization, clarity, spelling, grammar) expected of a professional public/ non-profit administrator? 40%

*Points will be deducted if the work does not follow adherence to standards for attribution of sources: no citation were provided when necessary, paraphrasing without citation, direct quotes without citation, etc.

Diagnostic Workshop

The final stage in this project is designing a presentation where you convey the key findings from your work (5 minutes) and deploy an activity (no more than 10 minutes) that illustrates how those in attendance (the rest of the class) can leverage your findings to improve the organization.

The presentation will be graded as follows:

Content of the presentation: Are the key findings clear? Is the activity and its goals clear? Are OB concepts clear and they apply to the organizational challenge under analysis?. 50%

Organization and communication: Is the presentation organized and clear? Does the presenter engage with the audience? 30%

Use of communication aids: slides, posters, videos, graphs, etc. 20%

Discussions: I believe that subject matter is best learned when examined, critiqued and analyzed. Discussions are one method of accomplishing this. A variety of discussions will be scheduled during the term. We will meet in the classroom to discuss a prompt that I will post via eLearn before our in class-room session. The goal of this prompt is to provoke thinking through the class material in a critical way so you decide if you agree or disagree with the prompt. In classroom discussions are a scenario for cooperative action so the students have the opportunity to develop arguments together that then they will use to write a short memo (500-600 words) in response of the prompt (see due dates on eLearn). The memos should follow this structure:

Paragraph 1: State your position (agree or disagree) and summarize your arguments.

Paragraphs 2-4: Include supporting evidence: class concepts (arguments discussed in class and the readings – include references using (author, year) format; examples from current events or your professional experience; explain clearly how these arguments and concepts support your position.

Last paragraph: Conclusion. Re-state your position and key argument(s).

Discussion memos will be graded as follows: 100 points total; 30% - class attendance and participation (based on class readings). 30% - writing quality. Does the memo communicate clearly a position with regard to the prompt? Agree or disagree. Are the arguments clear? 40%- Appropriateness of the idea for the course and assignment. Do you draw on class readings to support your arguments?

Scale (text descriptions adapted from TSU Catalog)

- A: 90% - 100% - Excellent: work of exceptional quality which indicates the highest level of attainment on an assignment.

- B: 80% - 89% - Good: work above average which indicates a high level of achievement.
- C: 70% - 79% - Work of average quality representing substantial fulfillment of the minimum essentials of an assignment.
- D: 69% - 60% - Poor: representing passing work but below the standards of graduation quality. Some minimum essentials not completed.
- F: 59% and below - Failure: representing unacceptable performance on an assignment. Few to no minimum essentials completed. May be assigned for plagiarism or academic dishonesty by the instructor (for an assignment or the course; see TSU Catalog, *Academic and Classroom Conduct*).

Provisions for extra credit

Any extra credit opportunities are available to all students; please note that no make-ups will be offered for extra credit and I do not make special provisions for individual students to receive extra credit.

A total of up to 1 percentage point total on the final grade is available:

- **1 percentage point on the final grade:** 0.5 point for turning in your University course evaluation in myTSU (Banner Services link; Fall/Spring) and 0.5 point for turning in the Department End-of-Course Survey receipt (Fall/Spring/Summer) by the date announced in class to the appropriate eLearn dropboxes. Receipts do not show the instructor how you answered items on the surveys, only that you completed them on a given date and time.

Attendance

- Attendance in an online course is recorded by log-in and submission of required work on time according to the syllabus and course schedule. A student's lack of timely participation in course requirements is an indicator of non-attendance, and faculty are required to report this status to the University at specific dates during the semester in accordance with rules concerning Financial Aid. See also the policy below on dropping or withdrawing from a class.
- **Only official, documented excuses will be accepted for missing an exam without prior arrangement.** If you anticipate missing an exam for a reason known in advance, you must notify the instructor as far in advance as possible to determine alternative. This is much preferable to missing the exam without notifying me. The make-up exam may differ from the regular exam. **In particular, since this is an online course, please reserve the evening of the final exam shown in the course schedule on your calendar at the beginning of the semester.** If you are taking other courses, check to ensure there is not a time conflict with your final in those courses. If so, contact me immediately and alternate arrangements will be made to allow you to take both exams.

Syllabus and course schedule

I reserve the right to adjust this syllabus and topic pacing as the semester proceeds based on class progress and development, with notice to students. The course schedule is at the end of

this syllabus. You are responsible for keeping up with assignments, readings, and due dates. Any substantive changes will be announced in our eLearn course homepage News area. Enable notifications in eLearn so that you receive an email or text when an update is posted there (click on your profile icon in the upper right corner of the eLearn window, you will see an option for Notifications settings).

Accommodation and accessibility

Please see the University policy statement on individual accommodation included towards the end of this syllabus. Regardless of accommodation status, if you have an accessibility issue with any materials provided in eLearn or other items please notify me of the issue as soon as possible.

Dropping or withdrawing from a class

I cannot withdraw you from the class myself; if you want to withdraw, you need to complete the required actions in [myTSU \(at the Banner Services link\)](#) by the last date of possible withdrawal (you are responsible for knowing this date, always see the appropriate [TSU Academic Calendar](#)). Faculty are, however, obligated to report non-attendance or stopped attendance at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take the proper actions to withdraw by the deadline, and you remain on my roster at the end of the semester, you will receive a course grade based on what you completed plus zeros for the course elements you did not complete. This often results in an F. Incompletes may be given only after consultation with me, with documentation of the official reason, and for students *who completed coursework satisfactorily past the point of the withdrawal deadline*; they are rare and meant for unusual circumstances that arise very late in the semester.

Quality of written work

As students and as professionals in training, I expect you to adhere to a high standard in your written work. Leave yourself time to reread and revise written work before the due date. Grammar and spelling errors distract the reader and lessen your credibility, in the classroom as in the workplace, and will affect the evaluation of your work.

Learning environment

You are expected to conduct yourself with civility and professionalism online, so that a learning environment is maintained for all. When writing emails to others in this course – peers or instructors – please use a business-appropriate tone and [follow the usual business email etiquette](#). This is a core course in a professional program, and you should maintain the same standards you would adhere to in the workplace.

Academic honesty and plagiarism

I will follow University procedures in dealing with any instances of plagiarism, cheating, and other types of academic dishonesty in this course (see TSU Student Handbook and Graduate Catalog). You should be aware that penalties can range from a lowered grade on an assignment from what it otherwise would have been, to no credit for an assignment, and on, up to dismissal

from the program. My actions regarding plagiarism will depend on the severity of the individual case. In a severe case, I may elect to assign a grade of zero for the assignment, or pursue other options according to TSU policy as described in the TSU Student Handbook. In summary, you are expected to do your own work and follow academic standards rigorously in crediting the ideas, words and findings of others.

I expect that you have read carefully and understood all resources I provide to you here and in eLearn regarding avoidance of plagiarism, including the Statement of Academic Responsibility for Written Work as well as this handout (from the Writing Center at the University of Wisconsin-Madison) before you turn in any written work in this class, and I expect you to reflect that understanding in your writing process and written work. Plagiarism guidelines apply for online discussion work, written exam work, as well as for “papers.”

Academic honesty is the foundation of the scholarly pursuit of knowledge; if you are not sure what constitutes plagiarism or how to handle a specific instance of crediting another individual’s work, feel free to bring these questions to me. In general, should you have questions about academic honesty, your performance, or any other issue concerning this course, I encourage you to talk with me as soon as the concern arises throughout the semester. Problems in this area sometimes arise because of feeling pressured as a deadline approaches; promptly bringing questions and problems to the instructor can help to prevent this situation. Plagiarized work is never an improvement on whatever original work with correct citations you can generate on your own. This course is part of your training as a scholar and a professional, and only evaluation of your genuine effort can serve the learning objective. Also note that ethics is listed first among the core values of our MPA program in the mission (below), and that you are being prepared to “promote trust and public value.” Plagiarism, even unintentional, and academic dishonesty are inconsistent with these statements.

Ethics and professional preparation

The focus of this course is on concepts and practical aspects of ICT in the public sector. In application of this and other content learned in your program of study, you should be guided by the ethical standards of your field. I encourage you to consult the ethical code of the professional organization(s) relevant to your field of interest, and to continue to seek out information on their application throughout your studies. The ASPA code of ethics is an excellent place to start.

- American Society for Public Administration Code of Ethics

MPA Program Mission, including values statement

The MPA program of the College of Public Service at Tennessee State University prepares individuals for professional public, nonprofit, and healthcare sector careers. The program develops leaders and managers to promote trust and public value in the community.

- We educate by providing the key knowledge, skills and abilities our students require to serve in diverse public, nonprofit and healthcare settings.

- We work by conducting research and service activities supportive of these educational and instructional purposes which emphasize analytical thinking, problem solving and decision making and;
- We serve a diverse and ever-changing public, nonprofit and healthcare environment as a source of consultation with knowledge of public policy & public management issues to the community.

Through these endeavors, we create value with the community, our community partners, students and University by bringing expertise to bear in real organizational settings. In carrying out each of these core activities, we seek to reflect and instill distinctive public service values of: Ethics, Equity, Responsiveness, Diversity, Cultural Competency, Efficiency and Transparency.

Disability accommodation statement

TSU is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition which might interfere with his/her class performance or attendance may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or www.tnstate.edu/disabilityservices. You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor as soon as you receive it. Accommodations will only be provided after the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

Student ID

TSU students at all levels are expected to have their IDs with them any time they are on campus, and security officers may ask you to show it when you enter the building ([ID office and policy](#)). You may obtain your ID at AWC by appointment early in the semester; call 859-963-7001 to make an appointment.

TSU Graduate School Policies – a reminder

All TSU graduate students are subject to a set of policies regarding admission, retention, graduate probation and suspension, definition of good standing, admission to candidacy (i.e. for MPA and certificate students, this refers to the completion of the Program of Study form with your advisor) and a variety of other matters. You are responsible for knowing and abiding by these policies, described in the front portion of the [Graduate Catalog](#). Departmental/program level policies also apply, described in the College of Public Service section of the Graduate Catalog, and you should know and abide by these policies as well. Many helpful resources, required forms and FAQs are made available to you regarding our program on the [CPS website](#); these include the [MPA handbook](#) and the [PhD handbook](#); and program information for the graduate certificates in [public policy](#), [healthcare administration and planning](#), and [nonprofit](#)

management. Students should seek advising regarding course selection prior to each semester to ensure they are on track given their program of admission.

A few things to keep in mind from Graduate School policy are summarized here for convenience (NB: this document does not supersede the applicable Catalog, and not all policies are summarized here). You will not complete any program or degree to which you have not been admitted, meeting all admissions conditions. You may not complete the program of study, sit for the comprehensive exam, or receive a degree or certificate if you do not have a cumulative TSU graduate GPA of 3.0 or better. You may only take a given course once to replace a grade, and the second grade replaces the first. You may only retake a total of two courses counting towards satisfaction of program curricular requirements. Grades of D or F count towards the GPA but do not count towards meeting certificate or degree curricular requirements (note that the PhD has more stringent GPA requirements for good standing; see the CPS section of the Graduate Catalog). Incomplete or "I" grades turn to an F automatically within one semester if the student does not satisfactorily complete the agreed-upon course activities determined by the instructor on the required timeline. Courses completed more than six years previous cannot be counted towards MPA completion. Certificate completion must take place within three calendar years. Program of study for the MPA degree should be completed when the student has completed 9 but no more than 15 credits in the program (must be in good standing; have no conditions outstanding on admission; no I grades outstanding). Program of study for a certificate should be completed as soon as the second semester of certificate coursework begins (same other conditions apply as for the MPA). Students must apply for graduation inside myTSU (Banner Services link; create separate graduation applications for MPA and certificate, if applicable) at the beginning of the semester in which they intend to graduate, by the deadline specified on the University website. If a student does not actually graduate in that semester, they must reapply in the subsequent semester in which they plan to graduate. See Catalog for details and information on other program elements such as comprehensive exams.

Course evaluations

Student course evaluations at TSU are conducted online (fall and spring). It is expected that all students in the course will complete the brief online evaluation process in order to provide important feedback to the instructor and the University, which will benefit future students.

Sexual misconduct, domestic/dating violence, stalking

TSU recognizes the importance of providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are "responsible employees", meaning that they are required to report incidents of sexual violence,

domestic/dating violence or stalking. **This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator.** Although I must report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU's Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or 963-7438. For more information about Title IX and TSU's SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: www.tnstate.edu/equity.

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or www.sacenter.org or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or www.tncoalition.org.

Harassment & discrimination

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, www.tnstate.edu/equity.

Useful links (current as of 8/20/2017)

- 1) IF you don't know your T-Number and/or username: www.tnstate.edu/tnumber
Enter your personal details and it gives you your username and T-Number
- 2) IF you have your username and T-Number, but don't know your initial password assigned by the system for myTSU/eLearn/Network:

If you've never altered your myTSU password, your initial myTSU password is based upon your T-Number:

"T" (upper case) + the first 5 digits of your T# + "tsu" (lower case)

Example:

If your T-Number is T12345678
...then, your password is T12345tsu

- 3) IF you need to reset/change your password at any time, or unlock your account if you get a “locked out” message: www.tnstate.edu/password
All new students should change their temporary initial password to a “real” password as soon as possible. All students must set up their profile in the password self-service system BEFORE they get locked out. It is easy to do this (making up one’s security questions, like you would do for online banking for example). Many of our students never need to log onto a campus computer, or only very rarely – so they will not receive warning messages that they are running out of time till password expiration till BOOM, locked out! Usually when something is due :) As long as you have set up the profile once ahead of time, no problem – the account can be unlocked and password reset can be completed in most cases at www.tnstate.edu/password without needing to contact the help desk.
- 4) IF you need to access your student email to set up forwarding, or to get your free Office software:
Your student email address takes the form username@my.tnstate.edu (for username, see (1) above). New students must change their temporary initial password to a new password BEFORE logging into [Office 365 Live student email \(my.tnstate.edu\)](http://my.tnstate.edu) email (see (3) above). *All* students do need to go into Office 365 mail at least one time to set up email forwarding to an address they will actually check; [here’s instructions for setting up Office 365 email forwarding](#). The Bursar, Registrar, and other University announcements will come to your student email, so you may miss vital information if you do not make sure you are getting those messages either through Office 365 directly or by setting up email forwarding. Office 365 has a LOT of great stuff in it for students besides email, including access to Office applications like Word and Excel – it really is worth checking out. *Once the temporary initial password is changed to a “real” password, the same username/password combination will work for ALL services: myTSU; eLearn; network/domain on campus; and student email at Office 365.*
- 5) IF you need to check registration, add/drop, unofficial transcript, programs admitted to, etc.:
FIRST login to <http://mytsu.tnstate.edu/>, THEN click the Banner Services link under “Student Applications”.
In summary, myTSU is the portal landing page with many different links and types of information on it, *Banner Services* is a link on the myTSU portal landing page where many essential student account and records tasks are carried out.
- 6) IF you need help figuring out how to register for courses and commit to attend (Confirmation of Registration): www.tnstate.edu/records/registration.aspx
After registering for courses, you must also make sure to do the last step on this page, *Confirmation of Registration*. This step is how you are *committing that you will attend* and is very important for financial aid. Just adding classes to your schedule during class

registration does not automatically do this step for you! Not confirming registration in this way can lead to schedule and/or financial aid problems.

Academic Calendar

Key dates are found on the TSU Academic Calendar: for the most detailed and up-to-date calendar visit http://www.tnstate.edu/academic_affairs/documents/AcademicCalendar.pdf. Note that individuals completing a degree (not solely a certificate) must arrange with the instructor to complete all coursework early – notify the instructor ASAP at the beginning of the semester if this applies to you. This rule is University policy whether you intend to “walk” at graduation or not.

- Jan 14 Classes Begin
- Jan 14-18 Late Registration/Schedule Adjustment
- Jan 21 Holiday – MLK – No Classes
- Mar 4-9 Spring Break
- Mar 22 Last day to withdraw from a course and/or the University
- March 25 – April 20 Registration for Summer 2019
- April 25 – Aug 24 Registration for Fall 2019
- April 27 Last day of class
- April 29- May 3 Final examinations
- May 3 (Friday) Graduate Commencement Ceremony, 5:00 p.m., Gentry Complex
- May 6 Faculty must have posted all grades via “MyTSU”

Suggested readings

Frederickson, H. G., Smith, K. B., Larimer, C. W., & Licari, M. J. (2015). *The public administration theory primer*. Westview Press.

Peters, B. G., & Pierre, J. (Eds.). (2006). *Handbook of public policy*. Sage.

Rainey, H. G. (2009). *Understanding and managing public organizations*. John Wiley & Sons.

Tompkins, J. (2005). *Organization theory and public management*. Belmont, CA: Thomson Wadsworth.

Course calendar

This calendar simply shows you the dates by which particular module assignments and other required tasks are due. You should begin working through the modules as soon as the course begins. You will identify the readings as follows:

Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2016). *Managing human behavior in public and nonprofit organizations*. Sage. In calendar shows as: Managing.

Denhardt, R. B (2015). *Theories of public organization*. Cengage learning. In calendar shows as: Theories.

DATES	MODULE	TASK/ASSIGNMENT
Week 1. Jan 14 – 18	1 Introduction to the class	Review syllabus and material on eLearn In classroom: January 15 th - AWC Room 213
Part I – Foundations		
Week 2. Jan 21 - 25	2 Learning and Public Organizations. Organizational Behavior as a Way of Thinking and Acting	Theories, chapter 1. Managing, chapter 1.
Week 3. Jan 28 – Febr 1	3 The Intellectual and political foundations of Organization Theory	In classroom: January 29 th Theories, chapters 2 and 3. Diagnostic Reflection due: 1/29 (Dropbox) by 11:59pm
Week 4. Febr 4 – 8	4 Knowing and Managing Yourself. Fostering Creativity and Innovation. Managing Stress	Managing, chapters 2, 3, and 4. Discussion Memo # 1 due 2/4 (Dropbox) by 11:59pm

Week 5. Febr 11 - 15	5 The Rational Model and Organizational Decision-Making	Theories, chapter 4. Managing, chapter 5. In-classroom: February 12 th Adopting an organization due 2/12 (Dropbox) by 11:59pm
Week 6. Febr 18 - 22	6 Organizational Humanism and the New Public Administration. Motivation and Engagement. Leadership in Public Organizations.	Theories, chapter 5. Managing, chapters 6 and 7. Discussion Memo # 2 due 2/18 (Dropbox) by 11:59pm
Part II. Contemporary Dynamics and Models		
Week 7. Febr 25 – March 1	7 Power and Organizational Politics	Managing, chapter 8. In-classroom: February 26 th Discussion Memo # 3 due 3/1 (Dropbox) by 11:59pm
Spring break: March 4 - 8		
Week 8. March 11 - 15	8 Communicating Effectively with Others. Working in Groups and Teams. Managing Conflict	Managing, chapters 9, 10, and 11 Draft of the project report due 3/12 (Dropbox) by 11:59pm
Week 9. March 18 - 22	9 Policy Emphasis and the New Public Management	Theories, section on “New Public Administration”, chapter 7. (You are not required to read the entire chapter. Please focus on the section on NPA). Theories, chapter 6. In-classroom: March 19 th

Week 10. March 24 - 29	10 Beyond the Rational Model: Toward Democratic Public Organization Theory. Representing the Organization "On the Outside". Stakeholders	Theories, chapter 7 Managing, chapter 13. Discussion Memo # 4 due 3/25 (Dropbox) by 11:59pm
Week 11. April 1 - 5	11 Managing Behavior in the Public Interest	In-classroom: April 2 nd Managing, chapter 14.
Part III – The future		
Week 12. April 8 - 12	12 The Practitioner as Theorist. Organizational change.	Theories, chapter 8. Discussion Memo # 5 due 4/8 (Dropbox) by 11:59pm Plan of Action due 4/8 (Dropbox) by 11:59pm
Week 13. April 15 - 19	13 Towards your own approach to organization theory. Case study	Managing, chapter 14. In-classroom: April 16 th
	END OF COURSE	Discussion Memo # 6 due 4/22 (Dropbox) by 11:59pm Project Report – final deliverable due 4/23 (Dropbox) by 11:59pm Project presentation 5:30pm – 8:30pm Tuesday 4/30
	END OF COURSE	Submission receipts due for extra credit DROPBOX (myTSU course evaluations and Department end-of-course competency survey) Due by 11:59am Wednesday 5/1