

**POLI 532: ORGANIZATION THEORY AND BEHAVIOR IN PUBLIC &
NONPROFIT INSTITUTIONS**

Fall 2021

Mondays, 6:00 pm – 8:40 pm

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Course Description: This course focuses on the types and levels of management that must be integrated in the pursuit of public sector excellence. These levels involve the behavior of individuals, pairs of individuals, supervisors/subordinate relationships, client/administrator relationships, and small groups acting under political, legal, and ethical constraints. Institutional and psychological factors will be analyzed. The purpose of this course is to help practitioners of public administration understand the various challenges inherent to working within units of organization, and to learn to identify and respond to these challenges with practical knowledge supported by rigorous theoretical analysis.

Course Learning Objectives: The primary course learning objectives are as follows (with emphasis levels in brackets, High or Medium):

- Develop core competencies in public service management and leadership, guided by ethical and accountable practices, and powered by theory-based skill development. [H]
- Understand the role of public administrators in the policy-making continuum, including problem identification, design and assessment of policy alternatives, appropriation and authorization processes, implementation, and the use of evaluative techniques and procedures. [M]
- To identify and solve complex problems, make effective decisions, lead organizations, manage public and nonprofit resources, and effectively communicate outcomes using theoretical support, strong research methodology, and critical thinking skills. [H]
- Synthesize the theoretical underpinnings of public administration with the practical content of ethical and accountable practice in public and community service work through service projects, research, and career applications. [M]
- Communicate and collaborate productively with diverse populations in the workplace and in the larger community. [M]

Course Materials:

Required (available at the Bookstore):

- Pearce, J. L. & Sowa, J. E. (2019) *Organizational Behavior: Real Research for Public and Nonprofit Managers*. Irvine, CA: Melvin & Leigh Publishers (**PS on the syllabus**)
- Besides the text, various readings will be posted on the course's Blackboard site, which will be noted with (BB) next to the titles. Make sure to check the folder for that day's readings, in case I swap out articles due to current events or class interests.

Recommended (helpful to your development in the profession):

- Membership in the American Society for Public Administration (ASPA), available online

at www.aspanet.org. This professional organization connects scholars and practitioners of public administration, and membership is low-cost while you are a student (\$40.00 per year). You will receive access to ASPA emails, as well as Public Administration Review and Public Administration Times.

- Regular access (digital subscriptions, RSS feeds, Twitter follows) to local, national, and international newspapers, including:
 - National and international: *The Economist*, *The New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Financial Times*
 - Local: *The Boston Globe*, *The Boston Herald*

Course Structure

- Due to the unique times we are currently in, this class will be different from previous semesters. But I am dedicated to making sure that just because we are in a pandemic, you will still get a high-quality education. To make this work:
 - All of the lectures will be available online. You are expected to watch them before class.
 - Although students are expected to be in class, absences will be generally excused.
 - Due to the constantly changing nature of the coronavirus pandemic, it is possible that class will be moved to an online format. If this happens, the professor will work with students to change the class in a way that meets everyone's needs.
 - Mask mandates will be based on the best science of the time, as well as university guidance.
 - All of the lectures will be available on the course website. You are expected to watch them before class.

Course Requirements

- **Participation: 1.5 points per week/15 points**
 - Each week, students will attend class and take part in conversation. If students are unable to come to class, e-mail the professor with the following information:
 - What you learned in the readings.
 - How the two themes of the modules connect to your work or nonprofit or public organizations in general.
 - Questions you still have.
 - You are allowed to miss one class/e-mail over the course of the semester.
- **Case Studies: 5 points per case/35 points**
 - In certain weeks, students are expected to write a response to the case studies (maximum two pages) as indicated in the syllabus. Each response paper should answer the questions in the textbook. Students should come to class prepared to discuss the case study as well. Please note, case studies should be submitted even if you do not plan to be in class. All of the case studies should be submitted to Blackboard **before class**. Grading information can be found in Appendix A.
- **Racial Equity Impact and Stakeholder Analysis: 25 points**
 - Students will analyze a decision being made by a government or nonprofit organization and analyze how it impacts the local stakeholders as well as local racial or other ethnic groups. This paper and presentation is due on **Nov. 15**. More information is in Appendix B.

- **Final Paper: 25 points**
 - Students will write a paper, maximum 20 pages, regarding **three** organizational theories discussed in class. In this paper, the student should bring in at least one journal article **per theory** showing how they are applied in the research and what is learned. They should also talk about how the theories can be applied to their organization. This paper is due **Dec. 6**. A grading rubric can be found in Appendix C.

Classroom Policies

- **Academic Honesty:** Plagiarism or cheating of any kind will not be tolerated. I will strictly enforce all University policies regarding academic honesty and student conduct. Please see me with any questions about citations or sources. I will provide you with handouts (posted to the BB) on how to avoid plagiarism. BSU's academic honesty policy can be found here: <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>.
- **Accommodations:** Any students in need of accommodations for their coursework should contact both Disability Resources and me immediately upon entering the course, so that we can work together to ensure the student's needs are met.
- **Conduct:** To best debate the ideas in the course and learn from the materials and each other, it is crucial that we maintain civility within the classroom. This includes not speaking out of turn; using respectful language; acknowledging differences in both backgrounds and opinions; and listening to each other's unique insights. We as a class will not tolerate any speech or actions that degrade any of our fellow scholars.
- **Technology:** Cell phones, tablets, and laptops can pose a distraction to yourself and others, even when used strictly for note-taking. I ask that you come prepared to take notes by hand. Cell phones should remain in silent mode and stowed away (off the desk) during class. Failure to properly adhere to the technology policy can negatively affect that day's participation grade.
- **Submitting Work:** All work is to be submitted via Blackboard. No papers which are handed in or e-mailed will be accepted.
- **Penalty for Late Work:** I expect all required assignments to be completed by the time they are due. For any written work, the penalty for a late turn-in is 1 point per day. If you experience a health issue that prevents you from submitting work on time or attending class, please make sure to contact me and provide me with documentation. Make-ups for exams and assignments will not be allowed unless there is a documented reason for absence. Please contact me with any problems or issues before your work is affected; it is always easier to make arrangements before a deadline than after one!
- **Discussing Grades:** If you would like your grade changed, please e-mail me a one-page memo discussing why you feel your grade should be changed. When I agree to review a paper, please note that your grade may go either up, down, or stay the same based on a second reading.
- **Contacting Me:** I am excited to get to know each and every one of you during this semester, so please stop by my office hours with any questions, or just to chat! Feel free to email me with any questions – I will respond by the next business day (M-F) unless a holiday or travel plans cause delays. When emailing, please remember to practice professional communication and include a proper subject, salutation, and message.

Additionally, please note that I will only discuss your course performance in office hours to protect your privacy. Regardless of my posted office hours, you may always ask for an appointment at another time, and I will do my very best to find a mutually convenient meeting time.

- **Syllabus as Course Rules:** Your enrollment in the course is your acceptance of the terms laid out in this syllabus; if you have any questions, please do not hesitate to ask. I may alter or adjust assignments or due dates throughout the semester, but only with advance notice to the class.

Course Schedule and Assignments:

Week	Readings	Cases
Week 1: Sept 8	Syllabus Due to the Jewish holiday, there will not be in-person class on the 8th. Instead, there will be an introduction to the class lecture available on the course website.	NO CASE STUDIES
Week 2: Sept 13: Introduction to Org Behavior	PS: Chapter 1 & 2 “Firing My Friend, The Founder”	“A Day in the Life of Two Public and Nonprofit Managers”
Week 3: Sept 20: Hiring & Networks	PS: Chapter 3 Brass, D.J., Galaskiewicz, J., Greve, H.R., & Tsai, W. (2004) Taking Stock of Networks and Organizations: A Multilevel Perspective.	“We Need Some Training”
Week 4: Sept 27: Feelings & Neo-institutionalism	PS: Chapter 4 Ashworth, R., Boyne, G. & Delbridge, R. (2009) “Escape from the Iron Cage? Organizational Change and Isomorphic Pressures in the Public Sector”	“The Stressed-out Nonprofit”
Week 5: Oct 4: Performance & Public Service Motivation	PS: Chapter 5 Christensen, R.K., Paarlberg, L., & Perry, J.L. (2017) “Public Service Motivation Research: Lessons for Practice”	NO CASE STUDIES
Oct 11: No class: Indigenous Peoples’ Day		

<p>Week 6: Oct 18: Encouragement & Critical Theory</p>	<p>PS: Chapter 6 Alvesson, M. & Deetz, S. A. (2006) “Critical Theory and Postmodernism Approaches to Organizational Studies”</p>	<p>“You Cannot Have It Both Ways”</p>
<p>Week 7: Oct 25: Social Environment & Stakeholder Theory</p>	<p>PS: Chapter 7 Wellens, L. & Jegers, M. (2014) Effective governance in nonprofit organizations: a literature based multiple stakeholder approach</p>	<p>“The Manager is No Longer Invited to Lunch”</p>
<p>Week 8: Nov 1: Teams & Power/Conflict</p>	<p>PS: Chapter 8 Jehn, K.A. (1995) “A Multimethod Examination of the Benefits and Detriments of Intragroup Conflict”</p>	<p>“Wow! This Team Might Actually Get Some Changes Made”</p>
<p>Week 9: Nov 8: Culture & Organizational Identity/Identification</p>	<p>PS: Chapter 9 Miscenko, D. & Day, D. V. (2016) Identity and identification at work</p>	<p>“Why Can’t We Just Get Along”</p>
<p>Week 10: Nov 15: Presentations</p>	<p>Racial Equity Impact Assessment and Stakeholder Analysis presentation</p>	<p>NO CASE STUDY Racial Equity Impact Assessment and Stakeholder Analysis due</p>
<p>Week 11: Nov 22: Power & Resource Dependence Theory</p>	<p>PS: Chapter 10 Mitchell, G.E. (2004) Strategic Responses to Resource Dependence Among Transnational NGOs Registered in the United States</p>	<p>NO CASE STUDIES</p>

Week 12: Nov 29: References & Transaction Cost Economics	PS: Chapter 12 Meyer, S.J. & Pena, R. (2019) A Critical Analysis of Community Philanthropy in South Africa	NO CASE STUDIES
Week 14: Dec 6: NO CLASS: FINAL PAPERS DUE		

Appendix A: Case Study

For 7 classes, as designated, the students are expected to write a response to the case study indicated in the syllabus. The student should also be prepared to discuss the case study in class. Each case study should be **no more than 2 pages**. Spacing and structure is up to the student. In each case study paper, the student should aim to:

- Show an understanding of the case.
- Provide your perspective on what you would do in the case.
- Answer the questions that are provided by the authors.

Appendix B: Racial Equity Impact Assessment and Stakeholder Analysis

Originally from Dr. Andrea Headly, McCourt School of Public Policy

Racial disparities exist in most policy areas, across many government programs, nonprofit organizations and service delivery outcomes. Racial inequities can be produced or exacerbated as a result of processes and decisions made at various points in the policy process, particularly around policy implementation and management (even when they are seemingly “race-neutral”). As such, it is important to continuously reflect on how decisions in the public sector may inadvertently lead to differential and disparate outcomes across racial groups.

Racial Equity Impact Assessments (REIA) allow for a systematic way to assess and prevent potential disparities from arising as it pertains to the impact of policies, practices, programs, plans and budgetary decisions. By addressing these important questions, you can better understand where racial disparities may appear, why they are occurring and determine how best to proceed.

In practice, it is important to get participation from a diverse group of community members and organizations when answering these questions to avoid any blind spots. That said, as part of this assessment, you will also incorporate a stakeholder analysis. Understanding stakeholders with a vested interest in the issues is imperative to the success of any policy implementation. Stakeholders are all those who need to be considered in achieving project goals and whose participation and support are crucial to its success. As part of the stakeholder analysis, you should complete a power versus interest grid. Power versus interest grids “array stakeholders on a two-by-two matrix where the dimensions are the stakeholder’s interest (in a political sense as opposed to simple inquisitiveness) in the organization or issue at hand, and the stakeholder’s power to affect the organization’s or issue’s future” (Bryson 2003, p. 14).

For the purposes of this assignment, please choose a real decision or action currently being considered or recently made by a government agency or nonprofit organization of your choice that impacts public service delivery (e.g., decision to close a low performing school, decision to reallocate funding from police to mental health professionals, etc.). This can include the organization you work for. Once you have chosen a concrete decision or action consider the following questions (some questions may be more or less applicable given your context) and submit a written summary of no more than 5 pages, single spaced, 12-point font, 1-inch margins. References should be included and this will not count toward your page limit. All assignments should be submitted through Blackboard on the day it is due.

You will also be doing a presentation in class around your topic. This presentation should include a visual component (e.g. powerpoint or prezi). The presentation needs to be uploaded onto Blackboard as well.

Your 5-page written analysis should include this general information:

1. Background and Context
 - a. What is the policy/program/practice/plan that you are choosing to focus on? What is its intended purpose and/or what results are desired?

2. Stakeholders and Power versus Interest

- a. Who are the racial/ethnic groups that may be most impacted by and/or concerned with the issues related to this policy/program/practice/plan? How will each group be affected (advantaged or disadvantaged) by the issues this proposal seeks to address? How are they affected differently?
- b. Who are the top 3 important stakeholders that could impact the outcome of this policy/program/practice/plan and what are their interests here? Why do you need to address their needs? How are they likely to react to the current policy/program/practice/plan? Where do they fall on the power versus interest grid? What are their preferences and expectations with regard to this policy/program/practice/plan?
- c. Are the voices of all groups affected at the table? Have stakeholders from different racial/ethnic groups been informed, meaningfully involved and represented in the development of this policy/program/practice/plan? Who's missing and how can they be engaged?

3. Impact and Evidence

- a. Do current disparities exist by race/ethnicity around this issue or closely related ones? If so, what quantitative and qualitative evidence of inequity exists? What evidence is missing or needed? Have disparities been narrowing or expanding?
- b. If disparities exist, how did they arise? What factors may be producing and perpetuating racial inequities associated with this issue?
- c. How will current disparities then be affected by this policy/program/practice/plan (adversely or positively)? For this policy/program/practice/plan, what strategies are being used, and how will they be perceived by each group?

4. Recommendation and Implementation

- a. How could adverse impacts be mitigated or prevented? What positive impacts on equity and inclusion, if any, could result from a modification or revision to the policy/program/practice/plan? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts (in culturally appropriate, inclusive ways)?
- b. Is the modification realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement? Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

Grading Rubric

<p>Description of the policy context and focus area</p>	<p>Student fully describes the key policy/program/practice/plan and policy context in a meaningful way. The student includes supporting facts and evidence as to why this is important.</p>	<p>Student somewhat defines the key policy/program/practice/plan and policy context but some important details are left out, leaving the reader missing information.</p>	<p>Student does not describe the key policy/program/practice/plan and policy context at all or describes it in a manner that confuses the reader.</p>
<p>Stakeholder identification</p>	<p>Student clearly articulates the various racial/ethnic groups that are most impacted and demonstrated those impacts. Stakeholder individuals and organizations have been clearly listed and their motivations, preferences and expectations articulated – their importance is clear to the reader.</p>	<p>Student provides some articulation of why certain racial/ethnic groups are impacted over others but does not demonstrate a firm grasp or understanding of the potential impacts. Stakeholders are loosely argued as important, but lack a compelling argument.</p>	<p>Student is too vague with identifying how racial/ethnic groups could be impacted and has not articulated the importance of the stakeholders identified. Obvious and important omissions are made.</p>
<p>Substantive analysis and recommendation</p>	<p>Student presents innovative/interesting discussion around impacts and provides clear and convincing evidence to support their arguments and predictions. The student makes a strong case for a course of action that is feasible to address adverse impacts and promote equity. Student displays deep grasp of class material, theoretical</p>	<p>Student presents a clear discussion around impacts but does not present it in an innovating, interesting or captivating manner. The student does not make a strong case for one action over the other to mitigate or prevent harm. Class material is incorporated but not cohesively woven throughout.</p>	<p>Student presents surface-level understanding of impacts, doesn't convincingly provide evidence to support, makes recommendations that are not feasible, or simply repeats material discussed in class and reading (without demonstrated mastery of comprehension, independent thought or critical analysis).</p>

	concepts, and makes creative connections between different aspects of the course		
Structure and Writing	Student's writing is clear, succinct, and logical. No superfluous sentences or tangential material included. References are properly cited. There are no spelling or grammatical errors.	Student's writing is clear, but student misunderstands what is necessary for a public manager, leading to some tangential/unnecessary material. Some references are properly cited. There are some spelling or grammatical errors	Student's writing is unclear, structured inappropriately. The reader has to refer back and forth throughout the menu because the flow is not logical. References are not properly cited or are missing. There are many spelling or grammatical errors.

Appendix C: Final Paper (25 points)

The purpose of this paper is to take the theories which you have learned and apply it to an organization. Theory is only useful when one can use it to better understand organizations and apply it to their work. For this paper, students are expected to take three theories or modules of this class and apply them to their organization. They are also expected to find journal articles from academic journals¹.

Topic	Low	Medium	High
Theory/Concept 1 (7 points)			
Student provided an explanation of the theory or concept	Student provided a very short explanation of the theory or concept (0.5 points)	Students provided an explanation of the theory or concept (1 point)	Student was able to clearly explain what the theory/concept is and how it relates to the class (2.5 points)
Student explained how the theory or concept relates to an organization.	The student quickly mentioned an organization (0.5 points)	The student explained the organization but did not connect to the theory (1 point)	The student clearly applied the theory/concept to the organization and explored how the theory/concept acts out in the professional world (2.5 points)
Student provided a journal article from an academic journal that builds on what was learned in class.	The student found an article that was not from an academic journal (0.5 points)	The student provided an article from an academic journal but did not discuss it (1 point)	The student explained why they chose the article from the academic journal and connected the article to the class, the organization, and the theory/concept (2 points)
Theory/Concept 2 (7 points)			
Student provided an explanation of the theory or concept	Student provided a very short explanation of the theory or concept (0.5 points)	Students provided an explanation of the theory or concept (1 point)	Student was able to clearly explain what the theory/concept is and how it relates to the class (2.5 points)
Student explained how the theory or	The student quickly mentioned an	The student explained the organization but	The student clearly applied the

¹ Acceptable journals include, but are not limited to, *Public Administration Review*; *Public Administration*; *American Review of Public Administration*; *Journal of Public Administration Theory and Research*; *Administrative Sciences Quarterly*; *Nonprofit & Voluntary Sector Quarterly*; *Nonprofit Management & Leadership*; *VOLUNTAS*; *Review of Public Personnel Administration*; *Journal of Behavioral Public Administration*; *Administration & Society*; *World Development*; *Governance*; *International Public Management Journal*; *Administration & Society*.

concept relates to an organization.	organization (0.5 points)	did not connect to the theory (1 point)	theory/concept to the organization and explored how the theory/concept acts out in the professional world (2.5 points)
Student provided a journal article from an academic journal that builds on what was learned in class.	The student found an article that was not from an academic journal (0.5 points)	The student provided an article from an academic journal but did not discuss it (1 point)	The student explained why they chose the article from the academic journal and connected the article to the class, the organization, and the theory/concept (2 points)
Topic/Concept 3 (7 points)			
Student provided an explanation of the theory or concept	Student provided a very short explanation of the theory or concept (0.5 points)	Students provided an explanation of the theory or concept (1 point)	Student was able to clearly explain what the theory/concept is and how it relates to the class (2.5 points)
Student explained how the theory or concept relates to an organization.	The student quickly mentioned an organization (0.5 points)	The student explained the organization but did not connect to the theory (1 point)	The student clearly applied the theory/concept to the organization and explored how the theory/concept acts out in the professional world (2.5 points)
Student provided a journal article from an academic journal that builds on what was learned in class.	The student found an article that was not from an academic journal (0.5 points)	The student provided an article from an academic journal but did not discuss it (1 point)	The student explained why they chose the article from the academic journal and connected the article to the class, the organization, and the theory/concept (2 points)
Other (4 points)			
Spelling and Grammar	There were many errors in spelling and grammar (1 point)	There were some errors in spelling and grammar (2 points)	There were no errors in spelling and few grammatical errors (4 points)