PMP 8431: Leadership and Organizational Behavior
Georgia State University
Fall semester 2015
Mon. 7:15-9:45pm, Room 201, Classroom South

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Office Hours: Mondays 4:30-5:30, Wednesdays 3:00-4:00, and by appointment

Course Overview:
This course provides students with an overview and introduction to the theory and practice of organizational behavior as it relates to public administration, particularly (1) knowledge and theories of organizations, (2) theories and styles of leadership, and (3) applications of those theories to leading and managing organizations.

Course Objectives:
Upon completion of this course, you will be able to:
1. define and assess major theories of organizational behavior and leadership;
2. apply those theories to better understand and address managerial and organizational issues in contemporary public and nonprofit organizations;
3. formulate and communicate your own leadership style, philosophy and core values and better understand how to tailor your leadership approaches to meet a variety of situational and organizational needs;
4. engage in constructive academic and professional dialogue with your peers.

Readings:
There is one required book for this course. It is available for purchase/rental at the Georgia State University bookstore. You may also buy the book online on a number of sites, including amazon.com.


In addition to the textbook, students are expected to read the additional articles and chapters assigned for each day. These readings are available on the course website. You are expected to have read the material assigned for each day prior to that day’s class. Students are responsible for all of the readings assigned for each session.

Brightspace:
The principal means of communication for this course is Brightspace - the university-wide learning management system. You can access the course syllabus, class lecture notes, course projects, discussion boards, and grades at the course website in Brightspace.
If you are not yet familiar with Brightspace, you should learn and become familiar with the system early in the semester. Georgia State University maintains an online Brightspace Resource Center at the following link: [http://gsuideas.org/files/d2l/learner/en.1.html](http://gsuideas.org/files/d2l/learner/en.1.html)

**Course Structure:**
The class will combine (1) lecturing by the instructor, (2) interactive discussions of readings, (3) small-group discussions of cases and issues, (4) student presentations and discussion, and (5) possibly presentations by guest speaker(s).

**Course Requirements:**
Your grade in this class is comprised of five parts:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Class discussion</td>
<td></td>
<td>Ongoing</td>
</tr>
<tr>
<td>Team case analyses</td>
<td></td>
<td>5-6 times during semester</td>
</tr>
<tr>
<td>Prepared discussion questions</td>
<td></td>
<td>5 times during semester</td>
</tr>
<tr>
<td>Leadership profile</td>
<td>10%</td>
<td>Nov. 30, 2015</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
<td>Oct. 12, 2015</td>
</tr>
<tr>
<td>Consultancy project</td>
<td>30%</td>
<td>Various dates (see below)</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
<td>Dec. 14, 2015</td>
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</table>

**Participation (20%):**
We devote a large portion of class time to discussion of the day’s assigned reading, activities, and cases. As such, you are expected to come to class having done the readings well enough to ask questions and offer responses to the questions of others. The success of this class depends heavily on your consistent preparation and active participation. In this class, the only “excused” absences are those due to uncontrollable events (e.g., medical/family emergencies or critical personal events). If you decide it is in your best interest to miss or be late to class I will not take it personally, but it may negatively affect your participation grade. Please notify me ahead of time if you will miss class. Please also note that Georgia State University policy requires that instructors assign a WF course grade to all students who are on the class list but are no longer attending class past the semester midpoint.

Your participation grade includes three components: 1) participation in class discussions; 2) team case analyses, and 3) reading questions. The class discussion and team case analyses will count for 15% of your grade and the reading questions for 5% of your grade.

1) **Participation in class discussions**
What is active participation? Participation will take a variety of forms in this class, including large group discussions, small group work, activity sheets, short reflections, and so on. Merely being present in class does **NOT** constitute participation. In order to get your participation points for the day, you must actively try to engage with the material. Examples of active engagement include (but are not limited to): a genuine attempt to answer a question
(your answer does not have to be correct; you just need to make a serious attempt), a positive contribution to your small group’s discussion, an honest effort to complete an in-class exercise sheet, etc. Listening carefully to what your colleagues are saying in class and building on their ideas is critical. Listening for understanding is critical to good leadership. If you do not understand what your colleagues are saying, raise your hand, and ask them to clarify. Quality and clarity are more important than quantity – one insightful, concise comment that builds on the ideas of others and advances the learning could create more value than speaking five times in one session.

I will do everything I can to ensure that everyone has the space to participate in the class. Should you be shy or reluctant to speak in class, I encourage you to come meet with me to discuss the readings, the course in general, your reluctance to speak, and so on. In short, a wide variety of your activities will be counted as participation.

2) **Team case analyses**
The class will be divided into groups of 3-4 members that will convene in class 5-6 times during the semester to discuss short cases. Each student will be expected to: (1) participate in the small-group discussions; (2) lead (i.e., facilitate) at least one discussion; (3) record and report to the full class on the results of at least one discussion; and (4) submit a memorandum on one of the cases.

The memo will analyze the case and recommend what to do in the space of one page (single-spaced) based on the team’s discussion. The student responsible for a given memo must submit the memo on the Brightspace website before the following class.

Suggested format for the memo (not required):
- Summary of the case (1 paragraph)
- Analysis of what went wrong in light of the readings (1 paragraph)
- Recommendation on what to do/what should have been done (1 paragraph)

Grading criteria for the memo (rubric will be posted on Brightspace):
- Quality of the analysis
- Use of the readings in the analysis
- Quality of writing (coherence, flow, logic, grammar)

3) **Prepared discussion questions**
Five times during the semester, each student will have to prepare and submit two discussion questions about the day’s readings ahead of class. You may choose any date to submit your questions, as long as you submit five sets of two questions by the end of the semester. Two analytic questions about the assigned readings are due no later than noon (12pm) on the day of class and should be submitted on the Brightspace website. Questions will be graded on a pass/fail basis.

Discussion questions should be critical (e.g. Does the author assume X as an enabling condition to this theory? My experience exhibits Y which seems to be an important, yet neglected factor in this issue. How would the author account for such an occurrence?). Points
of clarification (e.g. What does the author mean by X?) should be included, but do NOT count toward your two questions since they do not foster discussion. Generally, any information that can be found in a five-minute google search does not count toward your question allotment.

The quality of these questions will help the instructor gauge student understanding of the readings and are also intended to lead student discussion of readings. Questions which bring together more than one reading (e.g., two readings for the same day or readings from prior classes) are strongly encouraged.

Examples of types of discussion questions:
- Critique a reading (e.g., your question could highlight assumptions that the author makes, flaws in logic or methodology, significance of the argument, etc.)
- Use one reading to analyze another reading or case study, or to make a broader point
- Examine an item in the news through the lens of the readings
- Apply the readings to your own work or life experience

In general, strong questions will:
- Analyze the implications, limitations, or larger context of the author’s points, in ways that demonstrate understanding and substantive engagement with the text; and/or
- Relate this session’s reading to a reading from a previous session in innovative ways that demonstrate understanding of the significance of both readings; and/or
- Use the readings as a springboard to effectively consider larger course themes.

**Leadership profile (10%):**
The personal leadership profile for this course is a creative profile of 3 to 5 pages (double spaced) that conveys your identity and distinctiveness as a leader. It must be submitted in class on or before Monday, November 30 (at the start of class).

The purpose of this profile is for you to reflect on yourself as a potential leader. It reveals your leadership vision, philosophy, core values, and frame preferences. It should address your strengths and your weaknesses (and how you might address those weaknesses). It should also refer to the class readings where appropriate.

Suggested format for the leadership profile (not required --- for example, some of you may find that telling “your story” chronologically is more effective):
- Introduction (tell your reader what you will do in this paper and how it will be organized)
- Biography/personal background (history of leadership roles, career interests, interest in future leadership, etc.)
- Your leadership style(s), actual or possible (should be the core of the paper; make sure to draw on course ideas and concepts)
- Conclusion (insights you have gained about yourself as a leader or potential leader)

Grading criteria for the leadership profile (rubric will be posted on Brightspace):
- Integration of major theories, ideas and themes identified through readings, activities, and discussions;
Depth of personal reflections, including descriptions of the ways in which readings, class activities and discussions raise new questions, clarify your experiences and thinking, and challenge your assumptions;

- Clear articulation of the ways in which new learning may be applied in your current and/or future professional settings(s);
- Clear and concise writing, accurate use of conventions for citing works consulted, and adherence to timelines.

Examinations (15% midterm and 25% final):
There are two online, open-book exams in this class: a midterm and a final. Each is scheduled for the regular class time, but may be completed wherever you wish. The final will focus principally on material from the second half of the course, but also in part on themes that extend across the full semester.

Consultancy project (30%):
In this project, students will fulfill the roles of “organization” and “consultant.” This project targets skills of self-reflection, analysis and interpretation. Students must apply theory to understand organizational problems and questions.

First, students will develop a 3-to-5-page personal case paper, which describes an organizational event or experience that was significant or challenging for them (personal case paper guidelines will be provided on Brightspace). The personal case should be a description, not an analysis or interpretation, of the events. Case descriptions are due Monday, September 28 in class (at the start of class). The instructor will assess the case descriptions, making sure that the organizational context is described sufficiently and appropriately.

On Monday, October 19, the approved case descriptions will be distributed to “consultants.” Each student will serve as a consultant and will analyze another student’s case description.

On Monday, November 16, the consultant will hold a meeting with the appropriate student in class. Prior to this meeting, the consultant will share an initial draft of the analysis with the student (two copies due at the start of class on November 9). The student will provide feedback on the report. Copies of the feedback (1-2 pages) should be provided to both the consultant and the instructor. The consultant will also use the meeting as an opportunity to ask additional questions about the case, if more information would be useful to complete the analysis.

The consultant will develop two products: (1) a written report for organizational leaders (approximately 10 pages); and (2) a 10-minute presentation to the “board of trustees” – an in-class presentation of the analysis to the student.

The consultant’s report and presentation should provide a theoretically-grounded analysis of each problem/question provided by the organization based on our four frames of analysis. The report and presentation should also explore the implications of the analysis. For example, the report/presentation may contain strategies to enhance organizational performance, a redefinition of the original problem presented to the consultant, and/or an identification of key questions that
the organization should consider. Thus, the report/presentation will contain both analysis and interpretation.

Project schedule:
- September 28. Personal case descriptions submitted to instructor for approval.
- October 19. Case descriptions distributed to consultants.
- November 9. Consultant’s initial draft of the report is shared with appropriate student and instructor.
- November 16. Meeting between consultant and appropriate student.
- November 19 (Thursday). Last day for student to submit written feedback to consultant (and instructor) on their draft report.
- December 7. Consultant’s final presentation to “board of trustees” (i.e. the appropriate student).
- December 10 (Thursday). Consultants’ reports are due online. Please also provide one copy to appropriate student.

How the project will be assessed:

<table>
<thead>
<tr>
<th>You as Organization</th>
<th>You as Consultant</th>
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<tbody>
<tr>
<td>• Case Description</td>
<td>• Presentation to “Board” (5% of course grade)</td>
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<tr>
<td>• Feedback to Consultant (10% of course grade for both together)</td>
<td>• Written Report (15% of course grade)</td>
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</table>

The “case description” and “feedback to consultant” will receive a non-graded assessment:
- Case descriptions must identify key organizational problems/questions, and sufficiently explain the context surrounding each problem/question.
- Feedback should relate to the validity of the consultant’s analysis.
  - Specifically, focus on content validity → did the consultant use theory in a way that illuminated all of the important dimensions of the problem/question?
  - Also focus on internal validity → are the consultant’s conclusions justified (supported by sufficient evidence)?
  - Finally, focus on pragmatic validity → is the consultant’s analysis consistent with your understanding of the organization?

Grading criteria for the consultant report include (rubric will be posted on Brightspace):
- Application of concepts – concepts from readings and class discussions are used in the analysis; concepts are applied appropriately to the problem/question
- Strength of support for analysis – sufficient evidence is used to support analysis, and the evidence is related to the problem/question
- Appropriateness of interpretation – the interpretation is grounded in the analysis; the interpretation is logically linked to the analysis
- Logic and coherence – analysis would be understood by a general public administration audience, components are linked by effective transitions, and mechanical errors are limited
- Integration of peer’s feedback.

The consultant’s presentation to the “board of trustees” will be evaluated by his/her student partner.
Grading Policy:
As noted above, your final course grade will consist of the following:

- Participation 20%
- Leadership profile 10%
- Midterm exam 15%
- Consultancy project 30%
- Final exam 25%

Final course percentage-to-letter grade conversion will be as follows:

- A+ 97-100%
- A 93-96.9
- A- 90-92.9
- B+ 87-89.9
- B 83-86.9
- B- 80-82.9
- C+ 77-79.9
- C 73-76.9
- C- 70-72.9
- D 60-69
- F < 60%

Instructor Responsibilities:
I have high expectations not only for you but also for myself. You should expect that I will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- Remember that each of you brings a different background, experience, and perspective to this course;
- Learn from you;
- Meet with you individually or in groups upon request and be available in person, by telephone, and by email; and
- Work hard, have fun, and empower you to develop greater understandings of the topics that are covered in this course.

Late Submission and Make-Up Policy:
Make-up exams and paper deadline extensions will not be allowed without prior permission from the instructor except in emergency situations. Emergency situations do not include waking up late, missing the bus, forgetfulness, etc. If you anticipate a scheduling conflict, you must see the instructor at least one week prior to the exam to make alternative arrangements. In such cases, an alternative exam may be given prior to the scheduled date. The instructor reserves the right to determine whether an early alternative exam will be scheduled or not. Having already bought a plane/train/bus ticket to go home does not constitute a valid reason for rescheduling. Proper documentation is required from the student in all cases of make-ups and extensions (e.g., doctor’s note, mechanic’s work order, etc.).

The penalty for submitting an assignment within 24 hours after the deadline is a deduction of 10% on the assignment grade. An additional 10% will be deducted for each day that an assignment is late after that first day.

Grading Appeals Policy:
If you would like to appeal a grade, please follow the following steps:
1. Carefully read all comments.
2. Wait 24 hours and reread your answer and the comments.
3. Within one week of receiving a paper/exam grade, provide a typed statement to me explaining specifically why the grade you received should be altered.

4. Bring the work in question, along with a paper copy of your statement, to me during office hours (or by appointment). I will re-read the material, re-grade it if appropriate, and return it to you with comments within a three-day period (excluding weekends).

Please note that the exam or paper will be completely reevaluated and that I reserve the right to change your grade up or down as a result.

Accommodations for Students with Disabilities:
Students who wish to request an accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that Plan to instructors of all classes in which an accommodation is sought.

Academic Honesty:
Georgia State University requires that each student be honest, submit products that are from their own effort, and engage in academic behavior that is ethical and honorable. Specific definitions of honesty and professionalism relate to plagiarism, cheating on examinations, unauthorized collaboration, and falsification. Students are expected to be familiar with Georgia State University’s Policy on Academic Honesty (Section 409, found here: http://www2.gsu.edu/~wwwfhb/sec409.html). Please see me if you have any questions about the academic violations described in the academic honesty policy, especially as they relate to particular requirements for this course.

Academic dishonesty will not be tolerated in this class. If a violation of the University policy on academic honesty is suspected, I will refer the case to the proper administrative authorities to determine further penalties.

Respect for Diversity:
It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Title IX:
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find appropriate resources at http://odaa.gsu.edu/title-ix/ (Office of Opportunity Development and Diversity Education Planning).
Sexual misconduct may be disclosed confidentially by students at the following locations:
  o Georgia State University Counseling and Testing Center, Suite 200, 75 Piedmont Ave., NE, 404-413-1640.
  o Georgia State University Student Health Clinic, Suite D, 141 Piedmont Ave., NE, 404-413-1950.
  o Georgia State University Student Victim Assistance Services, Suite 239, 75 Piedmont Ave., NE, 404-413-1965.

Classroom Policies:
  o Please note that I will use your gsu.edu email address should I need to contact you outside of class. Make sure to forward your emails to another account if you do not check your GSU account regularly.
  o Out of respect for your fellow classmates, be on time for class.
  o Turn your cell phone off. Refrain from texting during class.
  o If you wish to use your laptop, make sure NOT to check your email, Facebook, Twitter, YouTube or other unrelated websites during class. It not only distracts you, but also the people around you.

Course Evaluations:
Upon completion of this course, please take the time to fill out the online course evaluation. You will receive reminders about evaluations towards the end of the semester. Your honest assessment of the course is an important source of feedback for both the instructor and the Department of Public Management & Policy.

Important Semester Dates:
August 24: First day of Fall classes
September 7: Labor Day (no classes)
October 13: Semester midpoint (Last date for students to withdraw and receive a W grade)
Nov. 23 - Nov. 28: Thanksgiving break (no classes)
December 7: Last day of classes
Dec. 8 – Dec. 15: Final exam week

*** The course syllabus provides a general plan for the course; deviations may be necessary. ***
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics and assigned readings</th>
<th>Assignments[^1]</th>
</tr>
</thead>
</table>
| 1    | Aug. 24 | *Topic:* Introduction to leadership and organizational behavior  
|      |         | *Readings:*  
|      |         | - Larry C. Spears, “The understanding and practice of servant-leadership.”  
|      |         | - Bolman & Deal, Chs. 1-2 | Complete self-rating assessment before class (link to online version and to pdf version both on Brightspace) |
| 2    | Aug. 31 | *Topic:* The structural frame  
|      |         | *Readings:*  
|      |         | - Bolman & Deal, Chs. 3-4  
| 3    | Sept. 7 | Labor Day --- No class |  
| 4    | Sept. 14 | *Topic:* The human resource frame  
|      |         | *Readings:*  
|      |         | - Bolman & Deal, Chs. 6-7  
| 5    | Sept. 21 | *Topic:* Teams: structural and human resource perspectives  
|      |         | *Readings:*  
|      |         | - Bolman & Deal, Ch. 5 & Ch. 8 (pp. 174-182 only) |  

[^1]: "Complete self-rating assessment before class (link to online version and to pdf version both on Brightspace)"
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic:</th>
<th>Readings:</th>
<th>Notes</th>
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<tr>
<td>6</td>
<td>Sept. 28</td>
<td>The political frame I</td>
<td>- Bolman &amp; Deal, Chs. 9-10 <em>(Chapter 11 optional)</em></td>
<td>Personal case descriptions due in class</td>
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<tr>
<td>8</td>
<td>Oct. 12</td>
<td>Midterm exam (online)</td>
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<td>9</td>
<td>Oct. 19</td>
<td>Interpersonal dynamics: human resource &amp; political perspectives on communication, influence, and conflict</td>
<td>- Bolman &amp; Deal, Ch. 8 (pp. 161-174 only)</td>
<td>Personal cases distributed to consultants</td>
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<td>10</td>
<td>Oct. 26</td>
<td>The symbolic frame</td>
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<td>- Bolman &amp; Deal, Chs. 12-14 <em>(Chapter 13 optional)</em></td>
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<tr>
<td>Date</td>
<td>Nov. 2</td>
<td>Topic: Integrating frames for effective leadership</td>
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<td>Readings:</td>
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<td></td>
<td></td>
<td>- Bolman &amp; Deal, Chs. 15, 16, &amp; 17 (pp. 355-369 only)</td>
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<tr>
<th>Date</th>
<th>Nov. 9</th>
<th>Topic: Other leadership theories</th>
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<td></td>
<td></td>
<td>Readings:</td>
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<tr>
<td></td>
<td></td>
<td>- Bolman &amp; Deal, Ch. 17 (pp. 337-350 only)</td>
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<tr>
<th>Date</th>
<th>Nov. 16</th>
<th>Topic: Ethics, leadership, &amp; spirit</th>
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<td>Readings:</td>
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<tr>
<td></td>
<td></td>
<td>- Bolman and Deal, Ch. 19</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Readings</td>
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<tr>
<td>Nov. 19 (Thursday)</td>
<td>Last day to submit written feedback for consultant online</td>
<td>- (Re-read) Larry C. Spears, “The understanding and practice of servant-leadership.”</td>
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<tr>
<td>Nov. 23</td>
<td>Thanksgiving Break --- No class</td>
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| 14 Nov. 30 | Topic: Transformational leadership & gender issues | - Bass, Bernard M., “From transactional to transformational leadership: Learning to share the vision.” *Organizational Dynamics*, 18 (Winter 1990), 19-31 (pp. 19-27 only).  
- Bolman & Deal, Ch. 17 (pp. 350-355 only)  
| 15 Dec. 7 | Topic: Leadership & organizational change | Leadership profile due in class |
| Dec. 10 (Thursday) | Consultant final presentation in class | - Bolman & Deal, Chs. 18, 20, & 21 |
| Dec. 14 | Final exam (online) | Consultant final report due online |

Please note that, in addition to the assignments listed in this schedule, you must complete five sets of two discussion questions about the readings (to be submitted by noon on the day of the class at the latest). You may submit your discussion questions on any five class days during the semester.

In addition, you will have to submit at least one memorandum summarizing a team case analysis conducted in class (some team members may have to submit more than one). The memorandum is one page, single spaced, and must be submitted on Brightspace prior to the following class.