



*In Sacramento
Master of
Public
Administration*

**PPD 545: Organizational Behavior
in Public and Nonprofit Organizations**
Spring 2020

Instructors: Paul Danczyk, PhD & Juliet Lee, EdD
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Office Hours: By appointment

Class Dates:

In-person: February 7 & 8, March 7 & 8, April 18 & 19; 9:00am-5:00pm

Online: Sundays Jan. 19, 26, Feb. 2, 23, Mar. 1, Apr. 5, 12; 8:00pm-9:00pm (If these dates and times need to change, updated information will be sent by Blackboard.)

Phone: Coaching sessions are by appointment during the weeks of March 23rd and April 27th

Course Overview:

No matter where your professional career takes you, you will always be part of an organization. This is as true in large and small organizations as it is sole practices. The way that we understand organizational design and relationships have evolved over time and today's complex environments build on the past while trying to define the future.

This course brings humanness to organizational operations. Through a variety of adult-centered instructional approaches, we will explore the many facets that make organizations what they are. Broken into three interlocking themes—self, team, and organization—we will take an emotional intelligence approach by first understanding our leadership self before layering team and organizational dynamics. This challenges our perspectives on self-awareness, self-regulation, social-awareness, empathy, and motivation.

The success of this course depends on your active participation and preparation. Attendance during the in-person modules is mandatory. If you cannot attend the sessions in Sacramento on those days, another section may be a better fit for your calendar. During online weeks, while live on Sundays via Zoom at 8:00pm Pacific, you do not need to join at that time. The sessions will be recorded to be viewed during that academic week. If you plan to join the online sessions live, please be in a space that limits distractions and where you can join with audio and/or video. This creates a more engaging learning environment.

Additionally, at the master level, each hour of instruction requires at least 3 hours of preparation and self-directed study. If you are not prepared for that commitment, this course is not right for you.

Caution: we will have fun and your head will hurt as we ground ourselves in theory and apply concepts to public and nonprofit organizations. Since we will have guests on the first day of Module 1, the attire is business/business-casual. For the remaining days, appropriate casual attire works well.

Course Schedule:

	Week	Days	Contact Hours	Mode
Self	1	January 13 – 19	1	Online
	2	January 20 – 26	1	Online
	3	Jan 27 – Feb 2	1	Online
	4	February 7 – 8	16	In person
	5	February 10 – 16	1	In person (end of Week 4)
Team	6	February 17 – 23	1	Online
	7	Feb 24 – Mar 1	1	Online
	8	March 7 – 8	16	In person
	9	March 9 – 15	1	In person (end of Week 8)
	--	March 16 – 22	0	Spring Break
	10	March 23 – 29	1	By appointment
Organization	11	Mar 30 – Apr 5	1	Online
	12	April 6 – 12	1	Online
	13	April 18 – 19	16	In person
	14	April 20 – 26	1	In person (end of Week 13)
	15	Apr 27 – May 1	1	By appointment
		TOTAL HOURS:	60	

Grading:

	Percentage	Points
Participation	10%	100
Homework	10%	100
Large Paper	25%	250
Team Assignment	25%	250
Learning and Action Log	30%	300
TOTAL:	100%	1,000

Grading will be assessed with whole points with this breakdown as a guide:

	Range	10	100	250	300	1,000
A	93-100%	10	95	238	285	930+
A-	90-92.9%	9	91	228	273	900-929
B+	87-89.9%	9	88	220	264	870-899
B	83-86.9%	8	85	213	255	830-869
B-	80-82.9%	8	81	203	243	800-829
C+	73-79.9%	8	78	195	234	730-799

Required Readings:

Books:

Denhardt, Robert B., Janet V. Denhardt, Maria P. Aristigueta, and Kelly C. Rawlings. "Managing Human Behavior in Public and Nonprofit Organizations." 5th Edition. 2020.

Note: You may use the 4th edition. If you would like a free copy of that edition, ask Marianne Sims or another USC State Capital Center staff member for a copy. Thanks to the generosity of USC Price Executive Education, a limited number are available on a first-come/first-serve basis. Pick-ups only.

Weiss, Allen. "Mindfulness Essentials." 2017.

Articles/Select Chapters:

Anderson, Simon Calmar and Donald P. Moynihan. "How Do Socially Distinctive Newcomers Fare? Evidence from a Field Experiment." *Public Administration Review*. November/December 2018.

Eldor, Liat and Itzhak Harpaz. "The Nature of Learning Climate in Public Administration: A Cross-Sectorial Examination of Its Relationship with Employee Job Involvement, Proactivity, and Creativity." *American Review of Public Administration*. 2019. Vol. 49(4).

Guy, Mary E., Sharon H. Mastracci, Seung-Bum Yang, editors. "The Palgrave Handbook of Global Perspectives on Emotional Labor in Public Service." 1st Edition. 2019. Chapter 1.

Ho, Alfred Tat-Kei, Wonhyuk Cho. "Government Communication Effectiveness and Satisfaction with Police Performance: A Large-Scale Survey Study." *Public Administration Review*. March/April 2017.

Jacobsen, Christian Betcher and Mads Leth Jakobsen. "Perceived Organizational Red Tape and Organizational Performance in Public Service." *Public Administration Review*. January/February 2018.

Jensen, Ulrich Thy, Donald P. Moynihan, Heidi Huolberg Salomonsen. "Communicating the Vision: How Face-to-Face Dialogue Facilitates Transformational Leadership." *Public Administration Review*. May/June 2018.

Lachance, Janice R. "Public Service Motivation: Lessons from NASA's Janitor." *Public Administration Review*. July/August 2017.

McLean, Pamela. "The Completely Revised Handbook of Coaching." Chapter 1. 2012.

Taylor, Jeannette. "Internal Whistle-Blowing in the Public Service: A Matter of Trust." *Public Administration Review*. 2018.

Torugsa, Nuttaneeya (Ann) and Anthony Arundel. "Rethinking the Effect of Risk Aversion on the Benefits of Service Innovations in Public Administration Agencies." Research Policy. March 2017.

Assignments:

Homework: For the ten online weeks, a homework assignment is due by Saturday night. These short assignments should be submitted via email and in the body of the email itself. It is NOT to be submitted as a Word document or PDF. The goal of these assignments is for initial reactions, thoughts, and reflections. The message should be focused and concise in one paragraph. Ultimately, these assignments will be included in the Learning and Action Log, as identified below.

Large Paper: The first third of the course focuses on self, before we dive deeper into team and organizational dynamics. The "Large Paper" has three main goals:

1. Gain new insights about self-style and preferences;
2. Understand how your style aligns and diverges from other style preferences; and
3. Explore one of the topics covered so far in greater detail and relate it to how you show up.

One self-assessment tool is to be used. We will use Personal Style Inventory in the first in-person module, but you are welcome to use any rigorously tested self-assessment tool for this assignment. There are many good ones out there, including Meyers Briggs (MBTI), Hermann Brain Dominance Inventory (HBDI), Barrett's Value Centre Personal Values Assessment (PVA), and Social Styles Inventory to name a few.

In responding to the second goal, in addition to your independent research about style preferences, interview at least three individuals who are professionally connected to you to illustrate how the style preferences shows up in work-place settings. Try to stay objective, observing behaviors and how they impact others, without placing judgement that one style is better or worse.

For the third goal, linkages between your goal and one of the course topics must be made. Please be specific in how your preferences show-up in the described topic and where benefits and opportunities for growth emerge.

There should be a direct connection across all three goals as you develop the 10 to 12-page paper. Spend equal time developing each section. The final paper should use standard 12-point font and 1-inch margins, single-spaced, and emailed to your instructor by the deadline.

The most successful paper submissions will be specific and incorporate real examples to illustrate behaviors and their impacts. DUE: Sat. Feb. 15

Team Assignment: By the first in-person module, your instructors will select teams. The team assignment is a mini-research project. Prior to or during the first in-person module, as a team, propose and get approved a research question that you will use to develop and deliver a 20-minute group presentation during the second in-person module. In addition to the presentation, a short paper is to be submitted as a team. The research question tackles one specific dynamic in the function...or not...of teams within professional settings. The research is to be informed by

independently found scholarly articles/texts, course materials, and at least one professional-senior level interview from each team member.

In considering the research question, think about a team that you are or were on. What worked well? What didn't? Who was on the team? Did it matter? How did leadership emerge? What role did the person or organization to whom the paper or project was due have in facilitating success or failure? What stressors emerged during the team work? Was it interpersonal? Outcome based? How did you and other team members show up? How did that impact results?

The team will deliver a 20-minute group presentation and one 5 to 7-page paper with standard 12-point font, 1-inch margins, no cover sheet or special binding. The grade will be based on the quality of both the presentation and paper. DUE: Sat. Mar. 7

Learning & Action Log: Throughout the course, you will be prompted to reflect on core themes and concepts and capture your critical analysis and thoughts. The Learning and Action Log is a comprehensive reflection of your course experiences. It is to be organized weekly and includes the online homework assignments, module learnings, and the reading log. A possible template will be provided. While you do not need to use this form directly, it will provide a conceptual framework on expectation.

DUE the last day of Week 14, Sat. Apr. 25 –but don't wait for the end to assemble it!

Executive Coaching: Workplace challenges and conflicts tend to occur at two different levels: organization and individual. At the organizational level, structural frameworks are typically the nexus. This includes the organizational structure, policies and procedures, and financial management. At the individual level, human factors come into play—including those around political, symbolic, and human resource frameworks, aptitude and attitude.

Executive coaching can be done in group and individual settings. For this course, we wanted to expose you to the role of executive coaching in professional develop settings and is consequently done on the individual level. Coaching is neither therapy nor mentoring. It looks at where you are today and want to go into the future. The coach's role, through curiosity and inquiry, guides the process.

Core techniques identify whether the challenge is due to resource allocation, aptitude, or attitude. For those that revolve around resources, the outcome is shaped by organizational decisions or parameters. Aptitude, while at the control of the individual, often takes the form of training opportunities—technical or executive--or formal degrees.

Both Eleni Mastorakos and Paul Danczyk will be available coaches for two half-hour sessions during the semester as identified in the syllabus' "Deliverables."

Deliverables:

	Week	Days	Readings	Assignments
Self	1	January 13 – 19 Setting the Leadership Stage		Homework: Short Biography and Learning & Action Log questions Due: Sat. Jan. 18
	2	January 20 – 26 Knowing Self	Chapter 2. “Managing Human Behavior in Public and Nonprofit Organizations.”	Homework: Personality Style Inventory for Week 3 and Learning & Action Log questions Due: Sat. Jan. 25
	3	Jan 27 – Feb 2 Styles		Homework: Elevator Speech and Learning & Action Log questions Due: Sat. Feb. 1
	4	February 7 – 8 <i>1st In-Person Module</i> Creativity and Innovation Decision-Making Presence	Chapters 3 and 5. “Managing Human Behavior in Public and Nonprofit Organizations.” Eldor, Liat and Itzhak Harpaz. “The Nature of Learning Climate in Public Administration.” <i>American Review of Public Administration</i> . 2019. Vol. 49(4). Torugsa, Nuttaneeya (Ann) and Anthony Arundel. “Rethinking the Effect of Risk Aversion on the Benefits of Service Innovations in Public Administration Agencies.” <i>Research Policy</i> . March 2017.	

			Guest(s): TBD	
	5	February 10 – 16 Mindfulness	“Mindfulness Essentials.” Chapter 4. “Managing Human Behavior in Public and Nonprofit Organizations.”	Homework: Large Paper due Start LeadershipEnergizes360! and Learning & Action Log questions Due: Sat. Feb. 15
Team	6	February 17 – 23 Working in Teams	Chapter 10. “Managing Human Behavior in Public and Nonprofit Organizations.” Anderson, Simon Calmar and Donald P. Moynihan. “How Do Socially Distinctive Newcomers Fare?” PAR. November/December 2018.	Homework: Learning & Action Log questions Due: Sat. Feb. 22
	7	Feb 24 – Mar 1 Communication	Chapter 9. “Managing Human Behavior in Public and Nonprofit Organizations.” Executive coaching — Eleni Mastorakos	Homework: Learning & Action Log questions Due: Sat. Feb. 29
	8	March 7 – 8 <i>2nd In-Person Module</i> Social Equity Empathy Conflict	Chapter 11. “Managing Human Behavior in Public and Nonprofit Organizations.” Jensen, Ulrich Thy, Donald P. Moynihan, Heidi Huolberg Salomonsen. “Communicating the Vision: How Face-to-Face Dialogue Facilitates Transformational Leadership.” Public Administration Review. May/June 2018.	Team presentations and papers Due: Sat. Mar. 7

			Guest(s): TBD	
	9	March 9 – 15 Motivation	Chapter 6. “Managing Human Behavior in Public and Nonprofit Organizations.” Jacobsen, Christian Betcher and Mads Leth Jakobsen. “Perceived Organizational Red Tape and Organizational Performance in Public Service.” Public Administration Review. January/February 2018. Lachance, Janice R. “Public Service Motivation: Lessons from NASA’s Janitor.” Public Administration Review. July/August 2017.	Homework: Learning & Action Log questions Due: Sat. Mar. 14
	--	March 16 - 22	Spring break	No assignments due
	10	March 23 – 29 Self-Awareness	Chapter 2. “Managing Human Behavior in Public and Nonprofit Organizations.” Chapter 1. “The Completely Revised Handbook of Coaching.” Coaching 1 of 2	Homework: As assigned by Coach and Learning & Action Log questions Review 360 results Due: Sat. Mar. 28
Organization	11	Mar 30 – Apr 5 Power and Politics	Chapter 8. “Managing Human Behavior in Public and Nonprofit Organizations.” Taylor, Jeannette. “Internal Whistle-Blowing in the Public Service: A Matter of Trust.” Public Administration Review. 2018.	Homework: Learning & Action Log questions Due: Sat. Apr. 4

12	April 6 – 12 Emotional Labor	Guy, Mary E., Sharon H. Mastracci, Seung-Bum Yang, editors. "The Palgrave Handbook of Global Perspectives on Emotional Labor in Public Service." 1 st Ed. 2019. Chapter 1.	Homework: Learning & Action Log questions Due: Sat. Apr. 11
13	April 18 – 19 <i>3rd In-Person Module</i> Organizational Culture Application	Chapters 7 and 12. "Managing Human Behavior in Public and Nonprofit Organizations." Guest: Craig Steele	
14	April 20 – 26 Representing the Organization on the Outside	Chapter 13. "Managing Human Behavior in Public and Nonprofit Organizations."	Homework: Learning & Action Log Due: Sat. Apr. 25
15	Apr 27 – May 1 Social-Awareness	Chapter 14. "Managing Human Behavior in Public and Nonprofit Organizations." Coaching 2 of 2	Homework: Course evaluations

Instructor and Coach Biographies:



Paul Danczyk, PhD, is the Director of Executive Education in Sacramento for the University of Southern California Sol Price School of Public Policy.

In his current capacity, Paul designs, coordinates and presents in leadership and management programs – impacting national, state and local governmental and nonprofit organizations – and teaches master-level classes in California and, previously, Mexico. He is an executive coach, working with over 500 public sector executives, and cofounded and is the lead architect of www.LeadershipEnergizes.com.

Paul is President of the American Society for Public Administration, the leading interdisciplinary public service professional organization. A returned Peace Corps Volunteer, Paul earned his PhD from the University of Pittsburgh, focusing on Public and International Affairs; Master of Public Administration from the University of Southern California; BS in education from the Pennsylvania State University; certified executive coach through the International Coaching Federation, trained at the Hudson Institute for Coaching; and holds Harvard University's Mediating Disputes certification.

He and his wife are raising two sons. Paul enjoys landscaping, creating sculptures, painting, and bee keeping. He can be reached at danczyk@usc.edu.



Juliet Lee, EdD, is the Director of Administration and External Relations at the USC Price School of Public Policy in Sacramento. She has worked for the university in many capacities including program coordinator for executive education programs, policy outreach manager, alumni and advisory board liaison and student services advisor.

Juliet is on her second term as the President of the Sacramento Chapter of the American Society for Public Administration and sits on the Board of Directors of Her Health First. A graduate of the Master of Public Administration degree from USC in Sacramento, Juliet started her educational journey at Sacramento City College, a BA in Anthropology from UCLA, and Educational Doctorate in Higher Education Administration from USC. Juliet can be reached at juliet.lee@usc.edu.



Eleni Mastorakos, M.A., is a Program Administrator for the University of Southern California's Sol Price School of Public Policy - Executive Education. In this role, Eleni facilitates specialized leadership development training programs for various populations of working professionals throughout the greater Los Angeles area. With an M.A. in Teaching English to Speakers of Other Languages from California State University, Los Angeles, and a B.A. in

English from the University of California Riverside, Eleni has held multiple roles within the field of education. She has been an academic program coordinator, an English writing tutor, and an English as a Second Language Instructor. With a passion for making a difference in a student's learning experience, Eleni is dedicated to engaging with lifelong learners and facilitating programs that promote career growth and development. Eleni can be reached at mastorak@usc.edu.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call

engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 - 24/7 on call

<http://www.suicidepreventionlifeline.org>

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

<https://engemannshc.usc.edu/rsvp/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)/Title IX - (213) 740-5086

<https://equity.usc.edu/>, <http://titleix.usc.edu/>

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

<https://studentaffairs.usc.edu/bias-assessment-response-support/>

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

<http://dsp.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

<https://studentaffairs.usc.edu/ssa/>

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

<https://diversity.usc.edu/>

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

<http://dps.usc.edu/>, <http://emergency.usc.edu>

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

<http://dps.usc.edu>

Non-emergency assistance or information.