

USC Price

*In Sacramento
Master of
Public
Administration*

PPD 545: Public and Nonprofit Organizational Behavior Spring 2021

Instructor: Paul Danczyk, PhD
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Address: 1800 I Street, Sacramento, CA 95811
Office Hours: By appointment

Class Dates and Times:

Synchronous: Saturdays and Sundays—January 30/31, February 27/28, March 27/28, April 24/25;
9:00am-1:00pm

Asynchronous: Recorded sessions will be made available on Blackboard and are intended to be viewed weekly, corresponding with the syllabus.

Phone: Coaching sessions are by appointment during the weeks of March 14th and April 11th; Coachee is to call their coach at their appointment time.

Special Instructions:

This course includes a box of kinesthetic enhancements to complement synchronous instruction dates. Email your instructor with a physical mailing address by **January 15, 2021**; no PO Boxes.

If interested, course materials and select readings can be found through your *LeadershipEnergizes360!* account. To register, go to:

<https://leadershipenergizes360.com/program/ppd545sp21>

More information about how the LeadershipEnergizes360 ties to this course is found below under “Executive Coaching.”

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 on those days, another section may be a better fit for your calendar. During online weeks, the sessions will be recorded to be viewed during that academic week at your convenience.

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.

Learning Outcomes:

- Describe and examine critical organizational concepts, theories, and principles to more effectively lead and manage individuals and groups in complex organizational settings.
- Synthesize human behavior theories, frameworks, and perspectives for strategic application to the challenge of practice in organizational settings.
- Evaluate core organizational behavior concepts, theories, and frameworks in the context of interpersonal dynamics to increase capacity for self-reflection and critical thinking.
- Apply models and frameworks for ethical analysis and public service values for use in organizational contexts to make responsible administrative decisions.
- Engage effectively with diverse members of the workplace for meaningful collaboration and teamwork across visible and invisible differences.
- Apply theory to practice in organizational settings.
- Strengthen written and verbal communication skills and understanding of why effective communication is important in public organizations.

Course Structure, Design, Agreements, and Commitments:

At its most basic level, organizational behavior is an interdisciplinary field of study that aims to help individuals better understand themselves and the organizations in which they work. Today's organizations are full of uncertainty, creativity, complexity, diversity, ambiguity, conflict, and change. By studying the field of organizational behavior, one is afforded an opportunity to explore, study, and learn about ways to respond to such circumstances and to ultimately improve our overall experiences within organizations.

Over the course of the semester, you will regularly be presented with opportunities to increase your knowledge and skills. At its core, this class (with its combination of synchronous and asynchronous work) is set up as a learning laboratory where experimentation and development is encouraged. Each reading, live session, assignment, and activity has been selected, curated, and included because it provides an opportunity for you to learn something new, challenge your understanding of yourself and others, and/or practice the critical skills necessary to grow as a leader and manager. To best take advantage of the laboratory-nature of the class, we ask you to take some time as the semester begins to think about which critical leadership and organizational skills you would most like to work on: building self-awareness, enhancing critical reflection, working with others, improving your writing or presentation skills, better assessing and analyzing organizational challenges, utilizing theory and research to strengthen your analytical abilities, and/or assessing alternatives and making recommendations?

During the course, we will use a variety of activities to achieve our collective objectives and goals: texts and supporting articles and instructional materials; self-assessments; writing assignments; live sessions and online discussions; case studies; small-group workshops and discussions; and experiential exercises and simulations. Throughout the semester you will be regularly asked to assess and demonstrate your learning and progress towards both individual and course goals. This course will rely heavily on qualitative feedback, peer review, and self-assessments, with the aim of providing you opportunities and to practice setting goals for your own learning and development and assuming the responsibility to advance those goals.

Our instructional approach reinforces those ideals behind diversity, equity, and inclusion and are in alignment with Price School’s commitment. Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds are able to learn without fear of being silenced.

Ultimately the overall quality, experience, and outcomes of this course depend on you. We ask that you approach the course (and each other) with a/an:

- Openness, recognition, and appreciation of the complexity of self, others, and organizations
- Commitment to learning about, knowing, and understanding yourself and others
- Willingness to do your best and be receptive to feedback aimed at supporting your growth and learning
- Attitude of intellectual curiosity and flexibility

We further ask that throughout the course, you maintain a commitment and agreement to:

- Working well with others and improving your capacity for teamwork and collaboration
- Taking responsibility for your decisions, communications, actions, and behaviors
- Taking ownership of your learning and your overall progress in the course
- Making substantive and positive contributions to the overall learning environment
- Following through on commitments, obligations, and responsibilities
- Providing thoughtful and constructive feedback to your colleagues
- Maintaining confidentiality and discretion
- Making good use of your time and your colleagues’ time

In doing so, we can best ensure an enriching semester together.

Caution: we will have fun! and your head will hurt as we ground ourselves in theory and apply concepts to public and nonprofit organizations.

Course Schedule:

	Week	Days	Contact Hours	Mode
Self	1	January 15 - 23	2	Online
	2	January 24 - 30	5	Synchronous: Jan 30; Asynchronous: Online
	3	Jan 31 – Feb 6	5	Synchronous: Jan 31; Asynchronous: Online

	4	February 7 - 13	1	Online
	5	February 14 - 20	1	Online
	6	February 21 - 27	5	Synchronous: Feb 27; Asynchronous: Online
Team	7	Feb 28 – Mar 6	5	Synchronous: Feb 28; Asynchronous: Online
	8	March 7 - 13	1	Online
	9	March 14 - 20	2	Online; Coaching 1 of 2
	10	March 21 - 27	5	Synchronous: Mar 27; Asynchronous: Online
Organization	11	Mar 28 – April 3	5	Synchronous: Mar 28; Asynchronous: Online
	12	April 4 – 10	1	Online
	13	April 11 - 17	2	Online; Coaching 2 of 2
	14	April 18 - 24	5	Synchronous: April 24; Asynchronous: Online
	15	Apr 25 – 30	5	Synchronous: April 25; Asynchronous: Online
		TOTAL HOURS:	50	Averaging four, 50-min sessions per week

Grading:

	Percentage	Points
Participation	10%	100
Large Paper (due near Module 2)	25%	250
Team Assignment (due near Module 3)	25%	250
Learning and Action Log (due near Module 4)	25%	250
Final Exam (due near Module 4)	15%	150
TOTAL:	100%	1,000

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

	Range	100	150	250	300	1,000
A	93-100%	95	143	238	285	930+
A-	90-92.9%	91	137	228	273	900-929
B+	87-89.9%	88	132	220	264	870-899
B	83-86.9%	85	128	213	255	830-869
B-	80-82.9%	81	122	203	243	800-829
C+	73-79.9%	78	117	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.

Articles/Select Chapters: As identified under "Deliverables".

Assignments:

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 course topics in greater detail (even if we did not formally discuss them in class when you write the paper) 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. 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 style 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, double-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.

Team Assignment: By the second in-person module, your instructor will select teams. The team assignment is a mini-research project. Prior to or during the second in-person module, as a team, propose and get approval for a research question that you will use to develop and deliver a 20-minute group presentation during the third 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, double-spaced. The grade will be based on the quality of both the presentation and paper.

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 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.

LAL with Exercise and Mindfulness Challenges: There is a growing body of literature that directly links exercise and mental strength, mindfulness and well-being. As you may have noticed throughout the course's design, much about what we know about organizational behavior has one starting point—us. As a way to increase self-awareness, you are encouraged to set exercise and mindfulness goals and to practice them each week. This is self-evaluated and monitored.

DUE the last day of Week 15—but don't wait for the end to assemble it. If you are on top of the LAL, there should not be any heavy lifting at the end of the course for this assignment. Be proactive!

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, I wanted to expose you to the role of executive coaching in professional development 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.

To aid in professional development and help you apply course learnings to your growth areas, take the 360-degree *LeadershipEnergizes360!* assessment at:

<https://leadershipenergizes360.com/program/ppd545sp21>

More info can be found at www.leadershipenergizes360.com.

If you have completed a 360 within the last year, you do not need to complete *LeadershipEnergizes360!* Let your instructor know if this is the case and consider sharing your 360 report with your coach.

Final Exam: At the end of the course, a final exam will assess understandings of core course concepts. The exam will reflect content presented through the online, asynchronous lectures.

Deliverables:

	Week	Days	Theme	Readings and Assignments
Self	1	January 15 - 23	Course, Coaching, & 360 Overviews	Access Blackboard <i>Start LeadershipEnergizes360!</i>
	2	January 24 - 30	Self-Awareness	Chapter 2. "Managing Human Behavior in Public and Nonprofit Organizations." Jan 30/31 in-class activities: Personality Style Inventory
	3	Jan 31 – Feb 6	Culture and Diversity	<i>Classic:</i> Tervalon, M. "Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." <i>Journal of Health Care for the Poor and Underserved</i> . 1998. Foronda, Cynthia, Diana-Lyn Baptiste, Maren Reinholdt, and Kevin Ousman (2016) "Cultural Humility: A concept analysis." <i>Journal of Transcultural Nursing</i> , 27(3), 210-217.
	4	February 7 - 13	Communication	Chapter 9. "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." <i>Public Administration Review</i> . May/June 2018.
	5	February 14 - 20	Engagement	Chapter 6. "Managing Human Behavior in Public and Nonprofit Organizations." Lachance, Janice R. "Public Service Motivation: Lessons from NASA's Janitor." <i>Public Administration Review</i> . July/August 2017. Schwarz, Gary, Nathan Eva, and Alexander Newman. "Can Public Leadership Increase Public Service Motivation and Job

				Performance?" Public Administration Review. July/August 2020.
	6	February 21 - 27	Creativity	<p>Chapters 3. "Managing Human Behavior in Public and Nonprofit Organizations."</p> <p>Eldor, Liat and Itzhak Harpaz. "The Nature of Learning Climate in Public Administration." American Review of Public Administration. 2019. Vol. 49(4).</p> <p>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.</p> <p>Feb 27/28 in-class activities: value cards; ethical case studies</p> <p>DUE: large paper by Feb 26; team research question needs to be identified by Feb 28</p>
Team	7	Feb 28 – Mar 6	Decision-Making	<p>Chapters 5. "Managing Human Behavior in Public and Nonprofit Organizations."</p> <p>Comfort, Louise, Naim Kapucu, Kilkon Ko, Scira Menoni, and Michael Siciliano. "Crisis Decision-Making on a Global Scale. PAR. July/August 2020.</p>
	8	March 7 - 13	Team Approach	<p>Chapter 10. "Managing Human Behavior in Public and Nonprofit Organizations."</p> <p>Anderson, Simon Calmar and Donald P. Moynihan. "How Do Socially Distinctive Newcomers Fare?" PAR. November/December 2018.</p>
	9	March 14 - 20	Conflict	<p>Chapter 11. "Managing Human Behavior in Public and Nonprofit Organizations."</p> <p>Executive Coaching appointment 1 of 2</p>

	10	March 21 - 27	Negotiation	<p>Lewicki, Roy J.; Saunders, D.M.; and Barry, B. <u>Negotiation: Readings, Exercises and Cases</u>. 6th Edition. 2009. Readings 1.2 “Selecting a Strategy” and 6.1 “Resolving Differences.”</p> <p>Mar 27/28 in-class activities: six thinking hats...err...sunglasses;</p> <p>DUE: group presentations and paper</p>
Organization	11	Mar 28 – April 3	Influence and Politics	<p>Chapter 8. “Managing Human Behavior in Public and Nonprofit Organizations.”</p> <p>Taylor, Jeannette. “Internal Whistle-Blowing in the Public Service: A Matter of Trust.” <i>Public Administration Review</i>. 2018.</p>
	12	April 4 – 10	Strategy	<p>Brandenburger, Adam. “Strategy Needs Creativity.” <i>Harvard Business Review</i>. 2019.</p> <p>Musso, Juliet (2017) “Social Capital and Community Representation: How multiform networks promote local democracy in Los Angeles.” <i>Urban Studies</i>, 54(11), 2521-2539.</p> <p>Webb, Amy. “How to Do Strategic Planning Like a Futurist.” <i>Harvard Business Review</i>. 2019.</p>
	13	April 11 - 17	Structure	<p>Fleischman, Forrest. “Questioning Kaufman: How Cross-Level Political Coalitions Interact with Organizational Structure.” <i>Public Administration Review</i>. Sept/Oct 2017.</p> <p>Innes, Judith E. and David E. Booher (2004) “Reframing public participation: strategies for the 21st Century.” <i>Planning Theory & Practice</i> 5(4): 419–436.</p> <p>Executive Coaching appointment 1 of 2</p>
	14	April 18 - 24	Culture and Change	<p>Chapter 12. “Managing Human Behavior in Public and Nonprofit Organizations.”</p>

				<p>Berry-James, Rajade, Brandi Blessett, Rachel Emas, Sean McCandless, Ashley Nickels, and Kristen Norman-Major. "Stepping up to the plate: Making social equity a priority in public administration's troubled times." Journal of Public Administration Education. 2020.</p> <p>April 24/25 in-class activities: strategy mapping, negotiation exercises, emotion cards</p>
	15	Apr 25 – 30	Application	<p>Chapter 1. "Managing Human Behavior in Public and Nonprofit Organizations."</p> <p>DUE: Learning and Action Log and final exam</p>

Instructor Biography:



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.LeadershipEnergizes360.com and www.ElectedLeaders360.com.

Paul is past 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.

Paul enjoys landscaping, creating sculptures, painting, and bee keeping. He can be reached at danczyk@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.