Leading Organizations in the Public and Non-profit Sectors  
University of Delaware  
UAPP 697--Fall 2016  
ISE Room 302  
Tuesday-Thursday 12:30 to 1:45 pm

Harvey L. White, Ph. D.  
Graham Hall 298-A  
Phone: 302-831-1695  
e-mail: hlw@udel.edu

Instructional Plan

Leading organizations addresses the knowledge and competencies necessary to lead public, nonprofit, and for profit organizations in a network environment for implement public policy and delivering public services. This includes the evolution for the study of organizations and leadership, as well as aligning the values and ethics of multiple organizations and sectors in networks that shape public governance. After completing this course, students should be able to demonstrate the following competencies through quizzes, exams, written assignments, online discussions and oral presentations:

- An understanding of both internal and external environments of public service organizations, including their culture, politics, and institutional settings.
- An understanding of leadership theories and the role of leaders in building effective organizations and networks.
- The capacity to develop and manage networks, contracts and public-private partnerships, including facilitation of multi-stakeholder efforts and building actionable consensus.
- An appreciation for leadership and management appropriate in a multicultural, gender diverse and multigenerational workforce.
- The ability to integrate performance management and accountability with organizational mission and network purpose.
- The capacity to understand and solve problems through the application of organization and leadership theories and concepts.
- Self-knowledge: awareness of one’s own stylistic preferences for relating to others, communicating with others, making decisions, managing yourself in groups, and the impact that this has on relationships and your ability to influence others.

In order to accomplish the outcomes above, a different style of learning is necessary. Learning the skills to support effective and responsible action requires not only reading and discussing ideas, but also improving your capacity to act in pursuit of your own ideas. For this reason, the course is design to build a solid foundation of ideas upon which you
can act as *reflective practitioners* and, we will also try to develop your personal and interpersonal skills in areas such as leadership, communications, and group dynamics.

In public management, as in other skill-based disciplines, practice is required for improvement to occur. So rather than just talking about skills in public and nonprofit management, we will try to learn from two types of experiences: 1) those in the classroom-meaning cases, exercises, and simulations, and 2) those in real life, meaning your own work in organizations including internships.

In order for you to get the most out of this course, you will have to become actively involved in the work of the class. Much of the work will occur in small (and sometimes not so small) groups and some will involve considerable ambiguity. **Your full contribution is essential, both for your own learning and that of others.** *Please no use of electronic devices in the classroom including personal computers, blackberries, and cell phones unless it is directly related to an approved class activity.*

**Assignments:**

**Online Assessments (15%)**
There will be weekly online quizzes on assigned readings. Each quiz may be taken twice but questions are randomly selected and may change. The higher score will be recorded.

**Online Discussion of Readings (15%)** Comments on assigned readings are required and will be graded. Online comments will also be considered during in-class discussions

**Increasing Self-Knowledge Assignment (10%)**
This assignment is design to increase your self-knowledge. Please answer each of these questions as thoroughly and honestly as possible:

- **Where have I been?** The time line described in the readings (Denhardt et al pages 20-21) will help in answering this question. Develop an autobiographical sketch that will assist you in improving your sense of self by reflecting on the past and how it will influence the future.

- **Where am I going?** Develop interview guides and interview several individuals in positions to which you might aspire. Examples of questions to include follow:
  - Describe your typical day at work.
  - What are the most critical skills you draw upon on a typical workday?
  - What qualities do you see as necessary for your line of work?
  - If you had to find someone to replace you, what key abilities would you focus on?

- **Do I have what it takes in terms of ability, motivation, and personal traits to get there?** This question may be answered through inventories or evaluations, questioning of others who are familiar with your abilities.

- **What is your ideal future?** Work with close friends and colleagues to determine what your personal lifetime vision may look like. Try to focus on what you believe an ideal future would look like or perhaps consider looking back on your
life and career at an advanced age. Select a goal or two and imagine the goal achieved to your full satisfaction. How do these goals relate to your vision? Experience the achievement of your vision in every way possible. Develop a detailed action plan to achieve this vision and make commitments for particular actions necessary to bring your vision to fruition.

**Team Case Study (15%)**

Case studies will involve group activities. Students will be assigned to groups of up to 5 participants. As a group, you will be asked to select a case study from those assigned in the syllabus (in bold) or other provided for the class. In addition to exploring an important issue in organizations, you will spend time developing as a team and exploring team interaction. As a team, you will be ask to 1) assess the team performance for each one of the case studies, 2) complete the “getting to know your team” form, 3) create a team agreement (see Denhardt et al pages 293-924), 4) use the agreement, to create an assessment form for each case study 5) discuss the case study with your team members before each class that a case study is assigned 6) complete an assessment form for each case study. Teams will also make a 15-minute oral presentation and turn in a written paper for one of the case studies answering the questions after the case study and any other relevant question posed on the syllabus. *Each member of the team will be assigned the same grade unless effort is otherwise specified by other members. Students will assess each of their team members to help determine class contribution grade.*

**Organizational Assessment and Leadership Reflective Essays (15% of your grade)**

The final assignment will be an individual assignment. You will be asked to diagnose an organization that you are familiar with using the framework found on the website: [http://www.timlannan.com/publication_diagnostic_model.php](http://www.timlannan.com/publication_diagnostic_model.php). You must also comment on the leadership—what type of leader runs the organization? How is the organization structured? How is change dealt with in the organization? What recommendation(s) would you make to the leader?

Your assessment should be comprehensive and well documented with examples or references of documents were the information may be found. The 5-page written assignment is due on **December 8th**. Each student will share his or her individual assessment with the class.

**Class Contribution (10% of your grade)**

Assignments will consist of a series of class exercises and case studies that will be used to apply the materials from the lesson. Each student will volunteer/ or be appointed to take the lead in summarizing the main points in an assigned reading (a minimum of two per student for the semester), which will be posted online at least two days before class. Other class member will then add their observations. All students are expected to be active participants in online discussions (which are graded), class sessions, and exercises by making meaningful comments on both the readings and the experiences in the classroom. The preparation of simulations and the description of personal experiences relative to theories and current practices are examples of these activities. Other activities counting
towards the class contribution are discussions surrounding team assessments, agreements, and case studies.

**Exam (20% of your grade)**
Take-home exam distributed on November 9th will cover all of the materials up to that point.

**Grades**
All assignments will be graded using the following scale:

- **A**: Excellent, professional level work with major effort and insights into the material, well-written and presented
- **A-**: Excellent work with few problems or questions, almost A
- **B+**: Competent with insights beyond simple understanding yet, lacking in effort to be considered A work
- **B**: Competent understanding of basic material, acceptable level of work
- **B- or below**: Lack of comprehension of the material at an acceptable level

**Required Readings**
- Other readings: journal articles and book chapters as specified under date due.

**Recommended Readings**
Topics and Assignments

Aug. 30, 2016

Introduction to the Course: Organizational Behavior as Leadership, Networks and a Way of Thinking and Acting

Denhardt, Chapter 1

**Sign-up or assignment for Readings

Sept. 1

Public Servants as Leaders
Leadership Characteristics-Handout

Assignment(s): Each student is asked to develop a 5-slide photo presentation that helps explain/introduce who he or she is to the class; be creative. This should include a slide of a leader you consider good and/or effective.

**Sign-up for Readings

Sept. 6

Self-knowledge
Denhardt, Chapter 2

Assignment(s): Exercises and inventories: complete “Life Experiences” on pp. 20-21: Reddin’s Personal Values Inventory pp. 41-46; Fundamental Interpersonal Relations pp. 47-49; Orientation: Locus of Control 52-54; Career Orientation Inventory pp. 55-57 (Found in Denhardt, Chapter 2)

Sept. 8

Fostering Creativity
Denhardt, Chapter 3

** Team Assignments

Sept. 13

Group Dynamics
Denhardt, Chapter 10

Team Building and Work Teams

Assignment(s): Meet in your teams to work on Assessing Team Performance, Getting to Know your Team, and Team Agreements (see Denhardt et al pages 291-294). A written paper addressing each of the questions or statements must be submitted by each team by midnight 9/20/16.

Sept. 15

Personal Growth, Work Stress and Leadership
Denhardt, Chapter 4

Sept. 20-

Ayers, Engagement is not enough pp. 11-60 (Available on Canvas)
Rousseau—Changing the Contract.
https://www.youtube.com/watch?v=EKGYUyFn6rA

Assignment(s): *First section of Thinking in Action p. 36; Life balance exercise p. 115* (Found in Denhardt.)

**Team Agreements Due and Team Assessment form due**

Sept. 22  
Motivating and Engagement  
Denhardt, Chapter 6

Sept. 27 Organizational assessment Field Activity (Make an appointment and visit a public or nonprofit Organization)

Oct. 4  
Communicating Effectively With Others  
Denhardt, Chapter 9

Assignment(s): *Case study* (Denhardt, Chapter 6) on pp. 175-176. In addition to the questions on p. 177, apply the principles of supportive communication in addressing one of the employees in the case study.

**Each team to turn in assessment form**

Oct. 6  
Managing Conflict  
Denhardt, Chapter 11

Oct. 11  
Denhardt, Chapter 13

Communicating on the Outside  
Assignment(s): Exercises and simulations as assigned.

October 13  
Managing Change  
Denhardt Chapter 12

October 18  
Kotter, *A Sense of Urgency*  
Espinoza, Managing the Millennials, part I *(Available on Canvas)*

Assignment(s): Read the *case studies* on organizational change at the end of Denhardt, Chapter 12 (pp. 346-339). Answer the questions about how one may utilize Kotter’s approach.

**Each team to turn in assessment form; Self-knowledge Assignment due**

Oct 20
Leadership and Culture  
Denhardt, Chapter 7  
Nye, Chapter 1  
**Assignment:** Complete Transactional vs. Transformational Leadership pp. 214-215

Oct. 25  
Nye, 3  
Van Wart, Changing Dynamics of Administrative Leadership *(Available on Canvas)*  
**Assignment:** Be prepared to discuss, “Leadership when No One is in Charge,” case study in Denhardt, Chapter 7 pp. 216-217.  
**Each team to turn in assessment form**

Oct. 27  
**Decision Making Take Home Exam** (due date to be announced in class)  
Denhardt, Chapter 5

Nov. 1  
Leadership and Power Strategy  
Denhardt, Chapter 8  
Nye, Chapter 2  
**Assignment(s):** Observing Organizational Politics in Denhardt, Chapter 8 p. 246  
Politics and MBO: A case study in Denhardt, Chapter 8 pp. 245-246  
**Each team to turn in assessment form**

November 3  
Leading and Governing by Networks  
Goldsmith Part 1  
Comfort, Network Theory and Practice in Public Administration *(Available on Canvas)*

November 8  
No Class (Election Day)

November 10  
Managing by Networks, Contextual Intelligence and Accountability  
Goldsmith –Part 2  
Nye, Chapter 4  
**Assignment(s):** Please turn in Organizational Chart that you will use for your organizational assessment. Other exercises and simulations as assigned.

November 15  
Advancing Effective and Ethical Management in the Public Sector  
Denhardt, Chapter 14  
Nye, Chapter 5 and Appendix
November 17
Menzel, “Ethics and Integrity in Public Service” *(Available on Canvas)*

**Assignment(s):** Exercises and simulations as assigned.

Nov. 22-24
No Class (Thanksgiving Break)

Nov. 29- Dec. 6
Group field Projects-work on Organization assessment assignment
Online presentations (Each student will record a 10-15 minute presentation that will be shared with the class.)

December 8—Organizational Assessment and Leadership Reflective Essays. **