**AUBURN UNIVERSITY**

**SYLLABUS**

1. **Course Number:** RSED 8956

**Course Title:** Management of Public Sector Organizations

**Credit Hours:** 3 semester hours

**Prerequisites:** Departmental approval

**Corequisites:** None

1. **Date Syllabus Prepared:** initial submission May 2010
2. **Texts or Major Resources:**

Bolton, R. & Bolton, D. G. (1996). *People styles at work: Making bad relationships good and good relationships better*. New York: American Management Association. [ISBN: 0-8144-7723-2]

Hall, J., Harvey, J. B. & Williams, M. S. (1995). *Styles of Leadership Survey: A self- assessment of your leadership practices* (Survey Instrument).Waco, TX: Teleometrics International. [Available from Dr. Martin]

Robbins, S. P. & Judge, T. A. (2008). *Essentials of organizational behavior* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. [ISBN: 0-13-243-152-1]

Sias, P. M. (2009). *Organizing relationships: Traditional and emerging perspectives on workplace relationships*. Thousand Oaks, CA: Sage Publications. [ISBN: 978- 1-4129-5797-7]

1. **Course Description:**

Provides an objective and analytical perspective of public sector management and organizational leadership skills as it relates to rehabilitation settings.

1. **Student Learning Outcomes:**

* Define and explain organizational structures, units of analysis in organizational behavior, theories of leadership and management, and motivation.
* Explain the roles and functions of managers in organizations and the role of leaders in the organizational renewal process.
* Describe how the combination culture, environment, power and conflict, open systems model, and people issues affect the decision-making process and why some individuals placed in leadership positions “can’t” or “don’t” lead.
* Discuss how personal traits, styles and variables affect one’s personal leadership style and how one becomes a *reflective practitioner*.
* Discuss best practices for increasing motivation among followers.
* Describe current leadership theories for selecting best management practices while explaining why some theories and applications appear to work in one environment but not in another.

1. **Course Content Outline:**

Distance Education: The didactic portion of this course will be delivered via streaming media and the class may be viewed either live or accessed as an archived video. Links to the lectures will be posted in Blackboard. Assignments will be submitted electronically via email allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via email and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with optimal access to the instructor and class materials.

|  |  |  |
| --- | --- | --- |
| **Week** | **Topics** | **Assignments** |
| **Week 1**  **May 19** | **Introduction & Course Overview**   * Introduction to Management and Leadership, and Organizational Behavior (OB) * Review of Textbooks * People Styles at Work Survey * Styles of Leadership Survey | Review Texts:   * Essentials of Organizational Behavior (EOB) Robbins & Judge * People Styles At Work (PSAW) Bolton & Bolton * Organizing Relationships (OR) – read this book throughout the semester in preparation for discussions at the 2nd and 3rd Institutes |
| **Week 2**  **May 26** | * Harrison Model * Levels of Management * Big 5 Dimensions of Personality | *Read*:   * EOB – Chapters 1 & 3 * PSAW – Chapters 1-7 |
| **Week 3**  **June 2** | * Management Competencies * Contingency Approach * Ecclectic Approach * Self Monitoring | Read:   * EOB - Chapters 1 & 3 |
| **1st Institute**  **June 4** | * Leadership Styles * Perceptions of Others * Portfolio – Introduction and Instructions | Due:  1. People Styles at Work Behavioral Inventory: self- rating and colleague rating (Bolton & Bolton, pp. 13-15)  2. Styles of Leadership Survey (SLS) results  3. Reaction Analysis: Reaction to PSAW Inventory and SLS  4. Current Resume  5. Draft of Personal Introduction |
| **Week 4**  **June 9** | * Foundations for Individual Behavior * Job Satisfaction * Does Money Motivate? | * EOB – Chapters 2 & 4 |
| **Week 5**  **June 16** | * Individual Decision Making * Performance Reviews * Bias | Read   * EOB – Chapter 4 * PSAW - Appendixes (pp. 121-187). |
| **Week 6**  **June 23** | * Motivation Theories * Decision Making | Read   * EOB – Chapter 5 |
| **2nd Institute**  **June 25th** | * Flexing your Style (PSAW – 121-187) * Does Money Motivate? * Text: Organizing Relationships (Chapters 1, 2, 3, & 4) * Exam I (in class) | Due:  1. Portfolio section: Self Perception essay  2. Portfolio section: Perception of Others essay  3. Reaction Analysis: Does Money Motivate? |
| **Week 7**  **June 30** | * Emotional Intelligence * Roles * Quality Management * Power | * EOB – Chapters 7, 8, & 12 * Watch DVD on Blackboard – “Group Think” |
| **Week 8**  **July 7** | * Group Behavior * Culture of Organizations * Leadership Theories | Due: Reaction Analysis to Group Think video |
| **Week 9**  **July 14** | * Leadership | * EOB – Chapter 11   Watch: Bloomberg documentary in Blackboard (Steve Jobs) |
| **Week 10**  **July 21** | * Structure and Culture | * Chapter 14   Due: Reaction Analysis to Bloomberg documentary |
| **3rd Institute**  **July 23rd** | * Organizing Relationships (Chapters 5, 6, & 7) * Exam II (in class) |  |
| **Week 11**  **July 28** | * Wrap up | **Final Portfolio: DUE August 1**  Review materials in Blackboard |

**NOTE: ALL** final assignments are DUE by **Monday AUGUST 1ST @ 6:00 Central Standard Time**

1. **Assignments/Projects:**
2. **Styles of Leadership Inventory & People Styles** (SLS) Teleometrics International. The purpose of this assignment will be to convey to the participant an understanding of one’s leadership and management style used in the workplace. Results are to be included in the student’s portfolio.

Distance education: Students will submit this assignment through Blackboard where students and the instructor can review their work.

1. **Behavioral styles** as others see us. This is a questionnaire found in Bolton & Bolton’s book, *People Styles at Work: Making Bad Relationships Good and Good Relationships Better* (pp. 14-15, 26). The purpose of this instrument is to give some insight as to how others see leaders.

Distance education: Students will submit this assignment through Blackboard where students and the instructor can review their work.

**C. Portfolio**: The purpose of this assignment is to prepare a Leadership/Management Portfolio for purposes of enhancing one’s competiveness for present and future leadership positions in the public sector. Each section of the portfolio will include specific content issues.

* The portfolio shall include the following sections: Title page, Table of Contents, Personal Introduction, Resume, Self-Perception of Leadership skills, Perceptions of Others, and References.
* The portfolio shall follow APA 6th edition style guidelines with sections combined into an entire document titled, *Portfolio*.
* Portfolio sections:
* Title page. (Page header, Running head, Title, student’s name, Course name and number, University name and Instructor’s Name, and date.
* A Table of Contents.
* Personal Introduction. A one or two page overall summary of you, emphasizing your leadership and management credentials, and your motivation for seeking a management leadership position. It should also contain a picture in figure format. This section is to be written from the perspective of an observer using a marketing emphasis.
* A current resume of your experience.
* Self-Perception. A short essay containing an analysis and meaning of your results from the *Styles of Leadership Survey: A Self-Assessment of Your Leadership Practices*. This section shall contain your results of this *Styles of Leadership Survey*; the meaning and implications for you. You may clarify your findings by adding examples and illustrations about how you use these traits and styles work for and against you. It can be written in first person and shall contain citations.
* The Perceptions of Others. A paper containing an analysis of your work style using the perspective of Bolton and Bolton’s book, *People Styles at Work.* The analysis will contain at least three sections: (a) the definition of styles, your dominant and secondary work style; (b) An experiential analysis using *Kolb Model* (to be explained during lecture) of the effects of your work style and what you have learned from the analysis; and, (c) The results of an interview held with a colleague or supervisor that you look to or use as a role model. It can be written in first person and shall contain citations.
* Reference section.

Distance education: Students will submit their portfolio through Blackboard where students and the instructor can review their work

**D. Reaction Analyses:** The purpose of these writing assignments is to critique topics related to the course. Instructions for composing a reaction analysis are in Blackboard. Students will a **maximum** of two double spaced pages for each analysis. These are NOT summaries of the material. Instead, students are asked to engage with and apply the material presented.

The following topics will be covered:

1. Leadership Survey results and People Styles Inventory

2. Does Money Motivate?

3. Group Think

4. Organizational Culture – Steve Jobs

**Note:** Distance education students will have access to the Auburn University libraries by utilizing the library’s on-line databases for materials that will support the completion of assignments. You may also have materials mailed directly to you upon request. Suzy Westenkirchner is the librarian who works specifically with the College of Education. In addition to the help you can receive from the reference desk, Ms. Westenkirchner is available for you to contact directly. She can be reached at: 334-844-2817 or smw0003@auburn.edu

1. **Rubric and Grading Scale:**

A: Styles of Leadership Inventory & People Styles = 10 points

B: Behavioral Styles = 10 points

C: Portfolio = 60 points

D: Reaction Analyses = 20 points (4 worth 5 points each)

Total Points = 100

Grading Scale:

A = 94-100 points

B = 85-93 points

C = 75-84 points

D = 66-74 points

F = 65 or less points

1. **Class Policy Statements:**
2. Attendance: Although attendance is not required, students are expected to view all classes, and will be held responsible for any content covered in the event of an absence.
3. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
4. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
5. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
6. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
7. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
8. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   * Engage in responsible and ethical professional practices
   * Contribute to collaborative learning communities
   * Demonstrate a commitment to diversity
   * Model and nurture intellectual vitality

**10. Justification for Graduate Credit (for Graduate Courses Only)**

This course requires extensive analysis of the materials presented. Students must apply the concepts of the course to their work environment and analyze their own leadership style. In order to produce the final portfolio, students must utilize critical thinking skills to determine how they will apply the course content to their profession. The level of reading and discussion, in addition to the portfolio constitute a rigorous standard of evaluation.