

GEORGIAN INSTITUTE OF PUBLIC AFFAIRS
SCHOOL OF PUBLIC ADMINISTRATION

ORGANIZATION AND MANAGEMENT
JULY 2002

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"The normative premise of Public Administration should be that the purpose of public organizations is the reduction of economic, social and psyche suffering and the enhancement of life opportunities for those within and outside the organization."

— Todd LaPorte

"Administration is more than learned responses, well chosen techniques, a bundle of tricks. It is more than an art. It is a philosophy. Philosophy is a body of belief and practice. A philosophy of administration is 'good' policy and 'good' technique. But most of all it is a real integration, a blending of everything this is important.

— Marshall Dimock

Goals of this course

You will know, comprehend and be able to apply relevant theories and concepts to design and manage effective, efficient, ethical, and equitable high-performing public organizations (HPOs) and nongovernmental organizations. Topics that will be examined and used in this course include attributes and desirability of high-performance organizations, total quality management, content, and process theories of motivation, theories of organization and job design, strategic planning, project scheduling, monitoring and control, and team building.

Bloom's *Taxonomy of Educational Objectives* suggests that *Knowledge (K)* can be defined as: to describe, to recall, to define, to name, to recognize, to list, etc. *Comprehension/analysis/evaluation* can be defined as: to understand, to have insight into, to distinguish, to categorize, to analyze, to discriminate, to contrast, to select, to support, to compare. *Application (A)* can be defined as: to apply, to demonstrate, to use, etc.

Special resources that will be used in this course

Steven Cohen and William Eimicke, *The New Effective Public Manager*. Jossey-Bass, San Francisco.

Phillip L. Hunsaker, *Training in Management Skills*. Prentice Hall, New Jersey.

Course Expectations

Students are expected to maintain classroom decorum — arrive on time, remain in the

classroom until class ends, and respect the right of others to speak. Overall course grade will include class participation and attendance.

Since it is expected that you will actively participate in the class discussion, it is necessary that assigned readings be completed prior to class time. YOU SHOULD DEVELOP QUESTIONS THAT WILL HELP YOU BETTER UNDERSTAND THE READING MATERIAL. Class sessions will be spent responding to your questions and presenting new material. You are advised to use the syllabus as an aid in doing the readings. I also recognize that there is a large amount of reading required and that the educational value of this experience to you is a function of your preparedness so please read each assignment closely. SINCE SOME OF THE GRADED ASSIGNMENTS WILL REQUIRE REFERENCES TO THE LITERATURE YOU MIGHT FIND IT USEFUL TO TAKE COMPLETE NOTES AS YOU DO THE READINGS.

Please make sure that you are clear as to the expectations of in-class and written assignments and that you obtain adequate feedback on your performance. Since an additional goal of this class is the fostering of adequate communication skills, you are urged to examine your written work for deficiencies in clarity of presentation.

It is expected that class students will attend every session on time. Absence from a significant portion of any class session will be counted as a full absence.

Grading

Grades will be based on the following:

A short paper	20%
A final examination the last day of class	30%
Class participation	5%
Assorted Class assignments	20%
Group Project	25%

Course Overview

Session I (July 1, 2002)

Introduction to organization and management — basic definitions and scope; approaches to the study of public organization and management

Session II (July 2, 2002)

Barriers to achieving high performance organizations

Session III (July 3, 2002)

Achieving high performance organizations through strategic planning — steps in the strategic planning process

Session IV (July 4, 2002)

Steps in the strategic planning process

Session V (July 5, 2002)

Steps in the strategic planning process

Students will select a community/organization for their group project.

Session VI (July 8, 2002, a.m. & p.m.)

Steps in the strategic planning process

Session VII (July 9, 2002, a.m. & p.m.)

Steps in the strategic planning process: introduction to project scheduling, monitoring, and control — basic definitions and scope

Session VIII (July 10, 2002, a.m. & p.m.)

Steps in project scheduling, monitoring, and control

Session IX (July 11, 2002)

Developing effective project and other teams

Session X (July 12, 2002)

Achieving high performance organizations through total quality management

Session XI (July 15, 2002, a.m. & p.m.)

Strategies for achieving high performing public organizations – tools used in continuous quality improvement (TQM/CQI)

Session XII (July 16, 2002)

Theories of organizational behavior: classical theories – the human relation school – organizational humanism and the contingency approach

Session XIII (July 17, 2002)

Theories of organizational behavior: theories of motivation, equity, expectancy, and goal-setting theories.

Session XIV (July 18, 2002)

Theories of organizational behavior: theories of organizational and job design

Session XV (July 19, 2002)

“Catch-up” and final examination

Students’ assessment of course

Session I (July 1, 2002)

Introduction to organization and management — basic definitions and scope; approaches to the study of public organization and management

Objectives:

By the end of this session, students will be able to describe and discuss various definitions key to the study of public and nongovernmental organizations and management, and approaches to the study of this important subject. At the end of this session, students will be able to describe and discuss the characteristics of a high performing organization, and the advantages and disadvantages of such organizations.

Readings:

Wooldridge: “Using Theory to Inform Practice...”
Wooldridge: “Attributes of High Performance Organizations”
Cohen & Eimicke: Chap. 1

Session II (July 2, 2002)

Barriers to achieving high performance organizations

Objectives:

Students will be able to analyze the assigned readings and develop a list of potential barriers to achieving high performing public and NGOs in the Republic of Georgia. This list will be submitted to the instructor for grading.

Readings:

Cohen & Eimicke: Chap. 2
Wooldridge: “Increasing the Success Rate of Improving Efforts: Integrating Implementation Feasibility Analysis into Productivity Planning.” National Productivity Review, Vol. 11, No. 1, Winter 1991/92.

Session III (July 3, 2002)

Achieving high performance organizations through strategic planning — steps in the strategic planning process

Objectives:

At the end of this session students will be able to define strategic planning and to identify several purposes that strategic planning can serve. Students will be able to assess the priority of the various purposes that strategic planning can serve. Students will be able to describe the steps in the strategic planning process and define the term “stakeholder.” Students will also be able to identify and evaluate the importance of key internal and external stakeholders in their community. Students will be able to develop strategies for involving stakeholders during the most appropriate portion of the strategic planning process.

Students will be able to describe the term “environmental scan,” and describe its importance in the strategic planning process. They will be able to identify and discuss specific important trends to analyze while conducting strategic planning and be able to describe how to apply an environmental scan to a specific community. They will also have developed the skills of analyzing a case in terms of the major trends, developed the skills of synthesizing their findings, and reporting them to their colleagues. Students will develop skills in reviewing an environmental scan and making suggestions for improving it.

Students’ assessment of the course

Session IV (July 4, 2002)

Steps in the strategic planning process

Objectives:

At the end of this session, students will be able to use the results of the SWOT analysis to develop a vision for their community/organization. They will also be able to identify community/organizational needs by comparing their assessment of current conditions with this vision. They will be able to assess visions developed by others and make recommendations for improvement.

Students will be able to define and write strategic goals, and distinguish strategic goals from administrative goals.

Student groups will select a community/organization for their group project.

Session V (July 5, 2002)

Steps in the strategic planning process

Objectives:

At the end of this session, students will be able to define the types of performance measures, describe and discuss their role in strategic planning, distinguish each measure from another, and describe what each measure demonstrates. In addition, students will be able to design a set of outcome measures that will adequately cover the strategic objectives developed in Session V. Students will be able to use a methodology by which to assess the adequacy of the set of performance measures selected.

Students will be able to define and discuss the concept of “alternatives” and explain the role of alternatives in the strategic planning process. Students will be able to identify, describe and use the various sources of alternatives. Students will be able to assess alternatives in terms of costs, effectiveness, implementation feasibility, sensitivity, and risk and uncertainty in order to develop the strategy for achieving a particular strategic objective.

Session VI (July 8, 2002, a.m. & p.m.)

Steps in the strategic planning process: introduction to project scheduling, monitoring, and control—basic definitions and scope

Objectives:

At the end of Session VI, students will be able to:

1. Define and discuss such terms as project, project management, activity (super task), tasks, and milestones.
2. Define and discuss the terms scheduling, monitoring, and control to distinguish between them and to explain their role in project management.

Session VII (July 9, 2002, a.m. & p.m.)

Steps in project scheduling, monitoring, and control

Objectives:

At the end of Session VII, students will be able to:

1. Use the concept of "backchaining" to identify the activities and tasks needed to complete a project
2. Use the concept of "Implementation Feasibility Analysis" to identify potential obstacles to the successful implementation of a project and identify activities/tasks to reduce or eliminate these obstacles
3. Estimate time duration for each task
4. Develop a Work Breakdown Schedule for a project that will contain the following information: project name, identification of activity, identification of task, and for each task:

Name of task, duration of task, task starting and ending dates, task predecessor and successor, task duration, task financial costs, task labor requirements, responsible person, and appropriate performance measures to describe task.
5. Develop a Gantt chart using the information of the Work Breakdown Schedule
6. Convert the information of the WBS to a network (CPM/PERT) and calculate the following information for each task:

earliest starting time, earliest finish time, latest starting time, latest finish time, slack.

And for the entire project, the critical path and critical tasks.

Session VIII (July 10, 2002)

Developing effect project and other teams

Objectives:

At the end of this session, students will be able to describe the difference between groups and teams; know when and when not to use a team; name and describe the stages in the team building process; know the functional and dysfunctional roles in a team; analyze a team to determine its functionality; and design a functional team.

Session IX (July 11, 2002)

Achieving high performance organizations through total quality management

Objectives:

At the end of these sessions, students will be able to describe and understand key issues and concepts in Total Quality Management/Quality Management/Continuous Quality Improvement.

Readings:

Cohen & Eimicke: Chap. 6
Assorted handouts provided by the professor

Sessions X and XI (July 12 and 15, 2002)

Strategies for achieving high performing public organizations: tools used in continuous quality improvement (TQM/CQI)

Objectives:

At the end of this session students will be able to use the following TQM tools in diagnosing and generating solutions to barriers to meeting customers' expectations:

Benchmarking, Process Decision Program (Shewhart/PDCA-PDSA) Chart, Pareto Charts, Cause and Effect (Fishbone, Ishikawa's) Charts, and Flow charts

Readings:

Miscellaneous handouts supplied by instructor

Assignment:

Each student will write a short, 5-6 page paper on achieving high performance in Republic of Georgia organizations using the principles and tools of TQM. This paper is due Thursday, July 18.

Session XII (July 16, 2002)

Theories of organizational behavior—classical theories—the human relations school, organizational humanism, and the contingency approach

Formal Theories of Organization
The Human Relations School
Organizational Humanism
The Contingency School

Objectives:

By the end of session XII, students will be able to describe and discuss the characteristics, assumptions and consequences for management of the four theories of organizational behavior listed above. Students will also be able to identify key contributors to the above listed theories and describe their contributions. Students will be able to apply these theories in diagnosing organizational behavior.

Readings:

Wooldridge: "Attributes of High Performance Organizations" starting on p. 3.
Assorted handouts

Session XIII (July 17, 2002)

Theories of organizational behavior: theories of motivation, equity, expectancy, and goal-setting theories

Equity Theory
Expectancy/Valence Theory
Goal Setting Theory

Objectives:

At the end of this session, students will be able to describe and discuss the characteristics, assumptions and consequences for management of the three theories of motivation listed above. Students will also be able to identify key contributors to the above listed theories and describe their contributions. Students will be able to apply these theories in diagnosing organizational behavior.

Readings:

Ambrose, M.L and Kulik, C. T.: "Old Friends, New Faces: Motivation Research in the 1990s," Journal of Management, 1999, v25, i3, pp. 231. (Full text online, InfoTrac)
Wooldridge: assorted handouts

Session XIV (July 18, 2002)

Theories of organization behavior: theories of organizational and job design

Organization structure
Elements of organizational structure

Definitions of organizational effectiveness
Linkage between structure and effectiveness
Approaches to organizational design: mechanistic vs. organic

Objectives:

Students will be able to define the elements of an organization's structure and relate these elements to the various definitions of organizational effectiveness.

Session XV (July 19, 2002)
“Catch-up” and final examination

Students' assessment of course