PAD 4432
Administrative Leadership and Behavior
Spring 2019 (Hybrid)

Instructor: Alexander Kroll, Ph.D.   **Teaching Assistant:** Kira Haensel
Messages: Within Canvas
Office Hours:
   Monday, 5:00 – 6:00 PM, I-75, Office 305 (on in-class meeting days)
   Tuesday, 5:00 – 6:00 PM, MMC, PCA 351B
Class Time: Selected Mondays, 6:25 – 9:05PM
Location: FIU at I-75, Room 329

Course Content

In this course, we take a close look at what leaders do and how this can impact employee behavior in public organizations. The purpose is for you to become more reflective of your own and others' attitudes and behaviors in the workplace, transfer frameworks and theories to understand what happens around you, and improve your analytical skills. The course is organized in five modules.

1. We analyze the context in which leadership occurs. This includes understanding the role of organizational culture, the specifics of the public sector, and the foundations of employee motivation.
2. We cover the most prominent theories of leadership and decision making.
3. We discuss public management research on leadership styles and behavior.
4. We employ tools that leaders commonly utilize when managing people and organizations, including performance practices, planning, and diagnosis.
5. You work on a group project in which you apply theories and frameworks taught in this course to analyze and solve a real-world leadership issue.

Course Objectives

-   Understand how manager-employee interactions shape organizational behavior.
    -   Compare strengths and weaknesses of different leadership styles.
    -   Discuss types of motivation and different ways to motivate employees.
    -   Analyze how organizational norms and values shape employee behavior.
-   Use analytic tools to assess and solve government problems.
    -   Connect tools and frameworks to appropriate situations to make decisions.
    -   Identify and understand limitations of rational and systematic decision-making.
    -   Learn how to become more effective planners, writers, and presenters.
-   Transfer and apply knowledge about leadership and management across government contexts.

- o Appreciate the political and administrative context in which public leaders and managers operate.
- o Analyze case studies and prepare memos, which discuss and assess decision options.
- o Come to see yourselves as professional collaborators within work teams.

Teaching Approach and Requirements

This is a hybrid course, which means that we meet seven times in class (each time for two hours and 40 minutes), and the remainder of the course is going to be "online." The class meetings provide you with ample opportunities to work in groups on exercises and cases, as well as discuss the material with me, while during the online portion you are supposed to do readings, watch videos, take quizzes, participate in online discussions, and write memos on case studies.

My TA, Kira Haensel (who is a student in our PhD program), will help me manage the course and provide you with feedback through Canvas. You can assume that her feedback is coordinated with me, and it reflects my views.

As outlined in the course schedule below, students are expected to be engaged and submit work throughout the entire semester. Students are required to attend six out of the seven class meetings and have to be present for the presentation of the group projects during finals week. If you are not able do the continuous activities and submissions or be present in class as required, then you may want to take this class at a different time.

All course communication occurs through the Canvas platform. Make sure you regularly log on to Canvas and customize your settings, so that you are notified about my announcements, messages, grades, and comments.

In the absence of a dire, documented emergency, I am opposed to the granting of incomplete grades. This is consistent with University policy. Make every effort to complete the course in a timely manner.

Please log on to Canvas and review the following policies:

- FIU's policies and FIU Student Code of Conduct
- Technical Requirements and Skills
- Accessibility and Accommodation
- Panthers Care & Counseling and Psychological Services (CAPS)
- Important Information About Assignments and Turnitin

Readings and Media

I use multiple media to provide you with an introduction to different topics in this class, including book chapters, journal articles, TED talks, animated videos, interviews and more. All these media are accessible through Canvas, except for the Hill/Lynn book listed below,

which you need to purchase. We employ several chapters and case studies from this book. We will start working with the book, which also contains the first case study, right at the beginning of this course, so please make sure you have access to it in week one.

I do not expect you to do the supplemental readings. However, these texts will serve as references for my class lectures, and they are good starting points if you want to dig a little deeper on a particular topic.

Hill, Carolyn and Laurence Lynn Jr. (2015). *Public Management: Thinking and Acting in Three Dimensions. Second Edition*. Thousand Oaks, CA: CQ Press. ISBN: 978-1-4833-4432-4.

Grading

Weight	Deliverables
20%	Online Quizzes (6)
20%	Discussion Posts (4)
20%	Lecture Quizzes (5)
20%	Case Memos (4)
20%	Group Project (1)

The lowest unrounded scores for the following letter grades are:
Exceeds expectations: **A** 94 **A-** 90
Meets expectations: **B+** 87 **B** 84 **B-** 80
Below expectations: **C+** 77 **C** 70 **D** 60 **F** below 60

Deliverables

Online Quizzes

These quizzes are short auto-graded multiple-choice tests. They refer to specific readings and/or videos and are supposed to incentivize the engagement with the material. If you watch the videos and do the readings, it should be easy for you to do well on these quizzes. The quizzes are not timed. Students can take every online quiz twice in which case Canvas will put the average score of the two attempts as your final quiz score. All online quizzes have a due date. You will not be able to make up missed quizzes or take a quiz after the due date.

Discussion Posts

Discussion questions are generally about the application of theories, concepts, and frameworks taught in this class to practice. I often ask students about making a connection between the material and their own work life and experiences. When grading posts, everyone starts with a maximum score of two, which I mark down by 0.25 for every serious issue I observe. Missing, late, or poorly constructed posts are worth 0.0 points. All

discussion posts have a due date. You will not be able to make up missed posts or submit discussion pots late.

An effective post is defined as follows: "Your post is on time, advances the discussion (contributes a novel idea), and addresses the discussion question as well as the previous posts by your classmates. What you say is plausible, and you provide evidence for your claims. The post shows strong critical thinking and problem solving, and it is presented in a professional, mature manner. It also meets the formal requirements for an effective post: 200-250 words, clear language with proper grammar, and references to readings or other class materials"

Lecture Quizzes

At the beginning of each class, I will quiz you about the material from the previous in-class meeting (for details, see the course schedule below). Each quiz takes 10-15 minutes and includes a few multiple choice and open-ended questions. To prepare for the quiz, attend and participate in each class meeting and review my slides and, if needed, the readings. If you show up late to a class meeting, you will not be able to take the quiz. Missed quizzes are worth zero points. However, you can make up two missed quizzes and take them during my office hours before any of our subsequent meetings. If you intend to do this, please send me a message one day in advance and be at my office no later than 5:30pm.

Case Memos

This course is based on case studies. Before we discuss a case in class, you are supposed to write a one-page memo for the case and submit it at the given date and time. Each memo will address a specific analytical question that I post on Canvas. There are no right or wrong answers, but you will have to make a good argument for the answer you think is the best one. A good memo discusses pros and cons of your proposal, spells out the logic behind your reasoning, provides evidence for your claims, and includes implementation details. It is different from a case summary or simply stating your opinion. I will explain my expectations and more guidelines in week 1, and I will share my memo grading rubric.

All case memos have a due date. You will not be able to make up missed memos or submit a memo late. In cases in which you experience issues with uploads via Turnitin, please do the following in the given order: Take a screenshot that shows the error message as well as the time and date on your computer screen; try the upload a second time using a different web browser and, if possible, a different computer; send me a Canvas message prior to the deadline and attach your memo and the screenshot; contact technical support and resolve the issue; and eventually upload the memo via Turnitin.

Group Project

Although I will provide you with detailed instructions for the group project, here is a brief overview. Students will be divided up in groups and work on a project in which they use one or more theories or frameworks introduced in this course (such as culture, motivation, leadership styles, decision making, or personality) to solve a leadership problem in one specific public or nonprofit organization. Each group selects one case to work on, conducts a problem analysis, and develop a strategy and implementation plan to address the issue. At the beginning of this process, each group submits a project proposal. The final product will be a PowerPoint (PPT) presentation with audio as well as a mini version of this PPT, which the group presents in class. Groups will need to devote a substantial part of the classes "online time" to the completion of this project.

If a group member contributes significantly less than other members, then this student's grade will be lowered by one full grade level. If it turns out that someone has barely contributed anything to the group work, that person will get zero points for the assignment. If a group encounters free-rider problems and is not able to solve those internally, the group should get in touch with me as early as possible.

The Department of Public Policy and Administration's Statement on Plagiarism

Plagiarism is the representation of another person's words, ideas, and creative work in general as one's own. This misrepresentation is a breach of ethics that seriously compromises a person's reputation. Professional careers have been ruined by revelations of plagiarism. To avoid plagiarism, researchers and professionals in public, private, or nonprofit organizations must scrupulously give credit whenever they use another person's idea, opinion, theory, written or spoken words, as well as any facts, statistics, graphs, drawings- any pieces of information- that are not common knowledge. The following rules should be observed to make sure that the distinction between one's own words, ideas or work, and those of others us justly maintained.

1. Put in quotations everything that comes directly from the text of another's work, especially when taking notes.
2. Alternatively, you can paraphrase another person's work, but be sure you are not just rearranging or replacing a few words. A good strategy is to (1) read over what you want to paraphrase carefully, (2) cover up the text with your hand, (3) write out the idea in your own words without peaking, and (4) check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
3. Whether you quote, paraphrase or otherwise borrow another's work, always cite or indicate the source of the information, and provide references following one of the many accepted styles or formats.
4. Common knowledge such as George Washington's date of birth or meaning of OLS regression need not be quoted, cited, or referenced. However, borrowing another's

original or creative presentation of common knowledge should follow the above mentioned rules. When in doubt, follow the rules.

Of course, submitting a paper that is completely the work of another person is plagiarism in its most extreme form. A student who plagiarizes all or part of an assignment can expect severe cumulative penalties, ranging from failure in the course to expulsion from the university, with an annotation of the sanction received on the student's transcript.

It should be kept in mind that, although it is not as egregious an offense as copying someone else's work, the extensive copying of a paper that one has prepared for one course for subsequent use and submission in another course is totally inappropriate. Especially at the graduate level, students may wish to prepare more than one paper in the same area. However, these must be substantially different papers which, while they may be in the same general area, represent a substantively different focus and do not significantly overlap in written text.

Course Schedule

Please note all the submission deadlines listed in the schedule below. Although this hybrid course gives you a great deal of flexibility, you will only be able to work in the most current module.

Module #1	CONTEXT
	Learning Objectives: Before we dive into the ins and outs of leadership, students will learn more about the context in which leadership in government organizations occurs. In particular, students will be able to… • Discuss the role of organizational culture in shaping employee behavior • Analyze idiosyncrasies of the public sector context • Integrate perspectives on motivation in order to develop an incentive system for public employees • Write analytic memos and solve problems as members of work groups
Week 1 Jan 7 – Jan 14	**Introduction to the Course** Tasks: 1. Watch syllabus video 2. **Take** syllabus and plagiarism online quizzes [You can take these two quizzes as often as you want, and I will count your best score.] 3. Read Hill/Lynn (2015), Ch. 1 & Appendix on "Making Arguments" 4. Watch module intro and memo writing videos In preparation for our next meeting:

	5. Read Hill/Lynn (2015), Ch. 8 & 9
	6. **Submit** memo on case, "Corrosive Culture in the Veterans Health Administration" (pp. 323ff.)
	All tasks are due by Jan 14, 3pm, via Canvas.
	Supplemental Readings:
	Moynihan (2012); Witesman/Walters (2014)
Week 2 **In class:** Jan 14	**Organizational Culture and Values** Activities: mini lecture on culture, kahoot quiz, group work on VA case, brainstorming on public sector specifics
Week 3 Jan 15 – Jan 28	**Public Sector Context** Tasks: 1. Read Hill/Lynn (2015), Ch. 5 & 6 2. **Submit** discussion post for sector-context discussion drawing on the chapters In preparation for our next meeting: 3. Read Christensen et al (2017) 4. Watch videos: <u>Dan Pink on motivation</u> and <u>Adam Grant's TED talk</u> 5. **Take** online quiz on videos All tasks are due by Jan 28, 3pm, via Canvas. Supplemental Readings: Sector Context: Grimmelikhuijsen et al. (2017); Hansen/Villadsen (2010) Motivation: Perry et al. (2009); Rainey (2009), Ch 10
Week 4 **In class:** Jan 28	**Employee Motivation** Activities: lecture quiz on culture, feedback on memos, mini lecture on sector specifics with exercise, mini lecture on motivation, kahoot quiz, group work on incentive systems, feedback cards
Module #2	**THEORIES** Learning Objectives: This module provides on overview of the most important leadership theories and styles. Students will be able to… • Compare strengths and weaknesses of different leadership styles across diverse contexts. • Understand decision making and the limitations of rational/systematic approaches and relate this understanding to their own work life. • Improve their writing of analytic memos and problem solving as

	members of a work group.
Week 5 Jan 29 – Feb 11	**Review of Leadership Theories (Part I)** Tasks: 1. Watch module intro video 2. Read Rainey (2009), Ch. 11, pp. 314-353 3. Watch video on theory overview as well as the interview with Daniel Goleman 4. **Take** online quiz on the Rainey chapter and the two videos 5. **Submit** discussion post on leadership theory drawing on videos In preparation for our next meeting: 6. Read Van Wart (2013) 7. **Submit** memo on cases, "Paul Vallas: CEO, Superintendent" (pp. 403ff.) & "Michelle Rhee and D.C. Public School Reform" (pp. 366ff.) All tasks are due by Feb 11, 3pm, via Canvas. Supplemental Readings: Graen/Uhl-Bien (1995); Kirkbride (2006); Van Wart (2012), Ch. 1; Zaccaro (2007)
Week 6 **In class:** Feb 11	**Review of Leadership Theories (Part II)** Activities: lecture quiz on motivation, mini lecture on leadership theories, kahoot quiz, theory application exercise, group discussion of Vallas and Rhee cases
Week 7 Feb 12 – Feb 25	**Decision Theory** Tasks: 1. Read Hill/Lynn (2015), Ch. 11 2. Watch TED talk by Dan Gilbert 3. **Take** online quiz on the Hill/Lynn chapter and the TED talk 4. **Submit** discussion post on decision making discussion drawing on the video and reading In preparation for our next meeting: 5. Every student will be assigned one of the following readings. Carefully read this article and **take notes** following my guidelines. In class, you will have to explain to your class mates (who have not read the same piece) what the article is about. Articles: An et al. (2018); Hassan et al. (2014); Park/Hassan (2018); Schwarz et al. (2016); Tummers/Knies (2013); Voet (2016); Wright et al. (2012) All tasks are due by Feb 25, 3pm, via Canvas.

	Supplemental Readings: Gilbert (2011); Kahneman (2003)
Module #3	**RESEARCH** Learning Objectives: This module focuses on leadership research specifically on government organizations. Students will be able to… • Identify, synthesize, and discuss findings on public-sector leadership research. • Drawing on research to analyze the importance of personality on leadership behaviors. • Appreciate the political and administrative context in which public leaders and managers operate. • Improve their writing of analytic memos and problem solving as members of a work group.
Week 8 **In class:** Feb 25	**Public Management Research on Leadership (Part I)** Activities: lecture quiz on leadership, module overview, mini lecture on decision making, jigsaw groups meet to discuss readings and prepare and give presentations on selected readings, feedback cards Bring your laptop, the article you have read, and your notes on the article to class!
Week 9 Feb 26 – Mar 10	**Public Management Research on Leadership (Part II)** Tasks: 1. Identify and read three additional journal articles on one selected leadership style of your choice. Fill in the article matrix for all three articles. 2. **Submit** discussion post to the research synthesis discussion and **attach** your completed matrix to this post. All tasks are due by Mar 10, 3pm, via Canvas.
Week 10 Mar 11 – Mar 17	Spring Break
Week 11 Mar 18 – Mar 25	**Personality and Managerial Style** Tasks: 1. Read Hill/Lynn (2015), Ch. 10 2. Watch videos on the explanation of the MBTI as well as the

comparison between Big-5 and MBTI.
3. **Take** online quiz on the videos.
4. Take the Big-5 survey to determine your own personality type.
5. **Submit** memo on case, "Kate Maehr and the Greater Chicago Food Depository" (pp. 358ff.)
In preparation for our next meeting:
6. Listen to the interview with Bob Behn on the use of PerformanceStat systems (listen at least to the first two segments).
All tasks are due by Mar 25, 3pm, via Canvas.

Supplemental Readings:
Personality: Cooper et al. (2012); Judge et al. (2002)
Performance Practices: Hatry (2006), Ch. 1 & 2; Moynihan (2013)

Module #4	**TOOLS**
	The module focuses on the application of common tools that leaders use to manage people and organizations. Students will be able to…
	• Connect tools and frameworks to appropriate situations to make decisions.
	• Use tools such as appraisals, performance systems, organizational diagnosis, and planning and assess contingencies and limitations.
	• Improve their writing of analytic memos and problem solving as members of a work group.
Week 12 **In class:** Mar 25	**Performance Practices** Activities: lecture quiz on decision making, module overview, mini lecture on personality and appraisals, exercise on performance appraisals, mini lecture on performance systems, kahoot quiz, discussion of mini case on performance gaming, feedback cards Group project assignment will be available, and each student will be assigned to a group.
Week 13 Mar 26 – April 8	**Group Project: Work on Proposal** Tasks: 1. Groups will work on a proposal for their final project. I will provide a proposal template. Among other things, the proposal will document what group members have done to be prepared for the week 14 meeting in which groups will get some time to coordinate their work in person and discuss their proposals with me. 2. **Submit** project proposal via Canvas. In preparation for our next meeting:

	3. Read Hill/Lynn (2015), Ch. 12 4. **Submit** memo on case, "The Space Shuttle Columbia Accident" (pp. 448ff.) All tasks are due by April 8, 3pm, via Canvas. Supplemental Readings: Bryson et al. (2010); Mintzberg (1994)
Week 14 **In class:** Apr 8	**Diagnosis and Strategy** Activities: lecture quiz on performance, mini lecture on diagnosis and strategy, discussion of Columbia case, time to meet in project groups (I will talk to each group about the proposal)
Module #5	**PROJECT** This module is devoted to student's final group projects. Students will be able to… • Integrate different theories and frameworks taught in this class and apply them to one case in order to address a real-world problem. • Learn how to become more effective planners, writers, and presenters. • Come to see yourselves as professional collaborators within work teams.
Week 15 Apr 9 – April 22	**Group Project: Work on Presentation** Tasks: 1. Watch module intro video 2. Finalize group presentations (PPTs with audio as well as mini version of the PPT) following my guidelines. 3. **Submit** full PPT (with audio) and mini version of the PPT by April 22, 3 pm, via Canvas.
Week 16 **In class:** Apr 22 (Finals Week)	**Group Project Presentations** Activities: presentation and discussion of group projects

References

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