	PAD 5106-0001 Public Organizations **Spring 2016, Online**
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COURSE DESCRIPTION:

The purpose of this course is to examine the fundamental and often unique features of public organization behaviors, exploring the dynamics of individuals, groups, and organizations. It covers important areas such as public sector environment, public organization strategy, decision-making, motivation, leadership, communication, group dynamics, organizational politics, and organizational change.

This course aims to improve both the understanding and the practical competence of students in public organization theory and behavior. Through a series of readings, exercises, and online discussions, students will develop practical skills in understanding public organizational phenomena and solving public organizational problems. "Public" is emphasized because management and behavioral techniques may be similar across sectors but their use in government and nonprofit organizations is influenced by the distinctive institutional, political, and ethical contexts and expectations.

For all topics throughout this course, you should always ask yourself three overarching questions:
- Is there any difference among government, nonprofit, and private organizations?
- How can I improve my skills as an individual manager?
- How can an organization develop better policies and practices?

COURSE OBJECTIVES:

My overall goal is to cover some fundamental ideas in public organizational behavior as well as some applications of those ideas. I hope that the concepts will provide you with a framework for organizing your own past experience, as well as guiding additional learning and reading you will be doing after you complete the course.

1. To help students develop a critical *understanding* of core management and behavioral principles on which effective management and leadership skills are based.

2. To help students *appreciate* the work public managers do and *understand* the difference between public and other organizations.

3. To help students acquire skills in analyzing organizational behaviors and develop the ability to provide such *analyses* in an objective, constructive, and coherent written form.

4. To help students form the capacity to *act* effectively and responsibly under the stress, complexity, and uncertainty of the real world.

5. To help students build a solid *foundation* for future classes such as human resource management, leadership, and strategic management.

According the NASPAA (Network of Schools of Public Policy, Affairs, and Administration), the competencies for all MPA graduates are:

A. To lead and manage in public governance
B. To participate in and contribute to the public policy process
C. To analyze, synthesize, think critically, solve problems and make decisions
D. To articulate and apply a public service perspective
E. To communicate and interact productively with a diverse and changing workforce and citizenry

There competencies are to be achieved in this class through:

	Course sessions										
	Publicness	Public Value	Strategy	Creativity	Decision	Motivation	Leadership	Power	Communication	Team	Change
A	√	√	√	√	√	√	√	√	√	√	√
B	√	√	√		√	√	√	√	√	√	√
C		√	√	√	√	√	√				
D	√	√	√		√	√	√		√		√
E	√	√	√			√	√	√	√	√	√

REQUIRED TEXTS:

Denhardt, R. B., Denhardt, J. V., and Aristigueta, M.P. 3rd edition. (2013). *Managing Human Behavior in Public and Nonprofit Organizations*. Thousand Oaks, CA: Sage Publications. (Referred to as DD&A; the 1st and 2nd editions of this book would work, but the page numbers may differ. Chapter numbers and page numbers used in the syllabus are based on the current version. Chapter titles are the same. It is your responsibility to cross-check the page numbers when necessary).

Additional readings will be assigned and posted online at the course's blackboard website.

Required texts can be obtained from a variety of online vendors such as Amazon (compare price at www.bestbookbuys.com). Texts may also be accessed through university libraries.
Do not attempt to commence the second class without the book.

COURSE RESOURCES:

- The DD&A book and readings available from the Blackboard website
- The DD&A publisher's companion site for students at www.sagepub.com/denhardt3e (including Web Quizzes, Video Links, and SAGE journal articles relevant to the topic)
- Fellow students
- Professor
- **You** (by sharing ideas and experiences you can help yourself and others learn)

COURSE STRUCTURE
The class format will consist of video lectures, presentations with notes, assigned readings, web assignments, exams and quizzes and online discussions. The instructors reserve the right to change the syllabus as needed during the course to incorporate or respond to new information. Any changes will be posted in the announcement section on BlackBoard. Students should log in daily to check announcements. Students are expected to complete all the work assigned to them by the appropriate due date.

CLASS EXPECTATIONS
All course activities will be conducted through the course Blackboard website at www.campus.fsu.edu

Students are expected to monitor and check Blackboard daily. Arranging to make up work missed because of any type of extended absence is the responsibility of the student. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. Students are asked to notify the instructor through email or telephone of their extended absence. It is also important to note the cutoff dates, published by the registrar, for dropping the class, late withdrawal. Incomplete grades (1) will not be issued after the midpoint of the semester without extenuating circumstances and instructor approval.

Additional readings on the weekly topics are encouraged. If you see related articles that are pertinent to the class, please send them to the instructors so we can share with the class. Completion of the required readings is very important. The instructors retain the right to assign additional readings during the course of the semester.

COURSE COMMUNICATIONS
At any time a student is confused, concerned or has questions about any aspect of this course, they should immediately contact the instructor. The cause of most academic problems online is the failure of students to communicate issues with instructors in a timely manner. **The instructors are much more forgiving of absences/past-due assignments and computer/technical problems if students inform us as, or immediately after, they happen. We are much less accommodating as time passes.**

In order to participate online, you will be expected to have an e-mail account (free to Florida State students) and access to the Internet. If you do not have an e-mail account, please contact the instructors so that they can assist you in getting signed up. Use your FSU email address for any communications regarding this course. Whenever emailing the instructors, please include the course name or PAD number in the title.

The instructors will post a weekly announcement on the course Blackboard website (which should be checked daily).
- If at any time two weeks pass without students seeing a new weekly announcement posted, something might be wrong and you should email or call the instructors immediately.

The announcement will be forwarded to your FSU email address which should be checked daily.
- For students who choose to receive emails of Blackboard course announcements, if at any time two weeks pass without you seeing an email of the weekly announcement, something might be wrong and you should email or call the instructors immediately.
- Students who choose not to allow receipt of Blackboard emails of posted announcements assume all responsibility for remaining informed on the information contained in those course announcements.
- Student should immediately email the instructor anytime they are confused about the syllabus / announcements/emails/assignments or other course issues.
- Because late work often involves grade penalties that (by university policy) must be applied equally, students will find the instructors much less accommodating when notified of conflicts/problems" after" a deadline has passed.

Due to the extraordinary lengths the instructors go to when informing students and the instructor's to clarify questions, students claiming to be "uninformed" "'ill not be an acceptable excuse for academic availability deficiencies.

EVALUATION ELEMENTS:

Individual Online quiz	260
Individual Participation	390
Individual case analysis	200
Final Exam (take home)	150

Letter grades will be assigned according to the following point totals:

A 930 and above	A- 900-929	B+ 880-899
B 830-879	B- 800-829	C+ 780-799
C 730-779	C- 700-729	D+ 680-699
D 630-679	D- 600-629	F less than 600

(As bonus questions will be given for some online quizzes, the total possible score is over 1000).

Learning usually includes five processes: Knowledge, comprehension, synthesis, evaluation, and application. The assignments and evaluations of this class are intended to help you with each of the steps. For a professional degree like MPA, the last two processes are of particular importance because the ultimate goal of the degree is to help you become a successful professional who can apply the knowledge. Closing the learning-doing gap is essential.

	Knowledge	Comprehension	Synthesis	Evaluation	Application
Online quiz	√	√			
Participation	√	√	√	√	√
Case	√	√	√	√	√
Final Exam	√	√	√	√	√

Descriptions of each of the five components and its grading rubric are in the Appendix.

The overall evaluation/grading assumptions are:
- No curving;
- "To expect a lot is a compliment." *Anon.*
- "The pursuit of mediocrity is always successful." *Anon.*
- Neither the mere completion of requirements nor the time spent on them determines the granting of graduate credit.

Excellence is based on the actions of people. Accordingly, excellence in management cannot succeed unless all in the organization practice it at a personal level; a commitment to high standards is a privilege and an obligation. As a manager or future manager, you cannot delegate this responsibility; you must show the way by personal example by:

- Keeping up with the readings and reviewing notes before/after sessions,
- Meeting and exceeding assignment requirements, and
- Devoting sufficient effort to the course to ensure success.

In short, excellence as practiced by the individual and the team is the foundation upon which class quality is built.

CLASS POLICIES

1. **Assignments**
   Must be typed and must be your own original work, prepared specifically for this class.

2. **Incomplete Grades**
   Incompletes are given at the discretion of the instructor. The instructor may extend a grade of incomplete ("I") if <u>unforeseeable</u> circumstances keep you from completing the course requirements within the normal semester. Under these circumstances you submit the missing assignments during the subsequent semester but not revisions of previously graded work. The "I" is inappropriate for the purpose of avoiding a failing grade if you conclude that your accumulation of points is insufficient to pass the course. The appropriate course of action under those circumstances is to drop the course or withdraw from the University.

3. **Students with Disabilities**
   Students with disabilities needing academic accommodation should: 1) register with and provide documentation to the Student Disability Resource Center; and 2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

   For more information about services available to FSU students with disabilities, contact the:

   Student Disability Resource Center
   874 Traditions Way
   108 Student Services Building
   Florida State University
   Tallahassee, FL 32306-4167
   (850) 644-9566   (850) 644-9566   (voice)
   (850) 644-8504   (850) 644-8504   (TDD)
   sdrc@admin.fsu.edu
   http://www.disabilitycenter.fsu.edu/

4. **Academic Honesty**
   You are expected to understand and uphold the Academic Honor Code published in the <u>Florida State University Bulletin</u> and the <u>Student Handbook</u>. In addition to information listed in these sources, you are advised that:
   a. If you take material that is not yours, from any source whatsoever and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. <u>I specifically expect you to use the style guide of the American Psychological Association</u>, for which guidelines are available in Strozier library and at: http://www.fsu.edu/~library/guides/apa_style.html
   b. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above, and a specific reference to the pages in the original where the material is found must be provided.
   c. Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.
   d. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of "F" for the course.
   e. <u>The instructor will clarify any of these expectations that you do not understand.</u>

   It should be noted that FSU has an excellent relationship with Blackboard. Blackboard is able to track (and keeps records of) when and where a student goes while in their system, to a degree to which

most cannot imagine. To that end, Blackboard has cooperated on multiple occasions in providing FSU with student activities on their system, including uncovering the falsification of email and test confirmation screens that have resulted in university disciplinary action.

5. **First Day Attendance Survey**
   This survey is not part of your grade but fulfills FSU's first day of class attendance policy and must be completed sometime before 11:59pm Friday of the first week of class (January 8th). The survey can be found in the "Assignments" section of the course Blackboard website. Failure to complete this survey on time will result in the student being automatically dropped from the course.

6. **Student Checks to Ensure Assignment/Exam/Quiz Completion**
   Assignment, exams and quizzes listed in this syllabus and must be completed in the timeframe indicated by the syllabus/weekly announcements and related email. If loss of connection or other computer issues preventing access to Blackboard the student should simply log back into Blackboard and submit/finish. When taking an exam or quiz, there are two ways students can insure completion:
   a. When an exam or quiz is completed, Blackboard will provide a time-stamped receipt screen informing you that your submission has "truly" been uploaded.
   b. A green circle with white checkmark will appear next to the assignment listing in the student's "My Grades" section of the course Blackboard website until the assignment is graded, and then a numerical grade will appear.

7. **Checking "My Grades" for Assignmcnt/Exam/Final Grades**
   The instructor(s) will attempt to grade assignments (in general) the week after the assignment has been submitted by the student. There will be certain circumstances when grading may be delayed. In those cases, students can use the following indications within "My Grades" on the assignment's grade status:
   • If a "--" appears next to a listed assignment in "My Grades", it means that assignment has not been graded or a grade has not been submitted by the instructor(s) yet.
   • If a green "I" appears next to a listed assignment in "My Grades", it means that the student's assignment has been submitted through the Blackboard website, but has not been viewed or graded by the instructor(s) yet.
   • If a letter grade or grade point percentage appears next to a listed assignment in "My Grades", it means that the assignment has been reviewed and graded by the instructor(s).
   • If a "0" appears next to a listed assignment in "My Grades", it means that the submitted assignment was either graded "failed" or the assignment was not submitted/completed by the student at all. This should be an indication that the student should contact the instructor(s) immediately.

COURSE OUTLINE AND READINGS:

1. The outline is subject to change in consideration of the number of students and class progress.
2. DD&A refers to the required textbook, 3rd Edition. 2nd Ed refers to the second edition of the textbook.
3. All readings except DD&A are posted on the Blackboard website.
4. Optional readings, as indicated, are optional. They will not be included in the online quiz.

Week/Date	Topic	Readings (including cases and other materials)	Questions to be answered on the Discussion Board of Blackboard
Week 1 Jan. 06-09		No actual readings. Please get familiar with the class website and requirements.	First Class Attendance Survey. Ask on the discussion board if you have questions about the class.
Week 2 Jan. 10-16	Introduction	1. DD&A Chap. 1 "Organizational Behavior as a Way of Thinking and Acting" (posted online in case you have not bought the copy) 2. DD&A Chap. 2 "Knowing and Managing yourself" (posted online in case you have not bought the copy)	• For chapter 1: think about the case on the state social services department (page 2-3) • For chapter 2: please following the instructions and do the questionnaire on Career Orientation Inventory (pp. 54-57); (2nd Ed. pp. 50-53) • Case: Laura's employment dilemma (in chapter 2)
Week 3 Jan. 17-23	Publicness	1. Bozeman: Why are all organizations public? 2. Rainey: Chapter 3 What Makes Public Organizations Distinctive 3. Rosenbloom article (optional)	• How do contemporary events shape the boundaries between public and private organizations? Please come up with one example. • What can government and/or nonprofits learn from businesses? And vice versa? Come up with at least one example. • Can government be run like a business?
Week 4 Jan. 24-30	Public Value	1. DD&A Chap. 14 "Managing behavior in the public interest" 2. Moore: "Managing for value" 3. Bozeman: chapter on values 4. Morgan: "The public interest" (optional) 5. Case: A jail in city center	• What is public interest in immigration reform? Or what are the public values the reform is to achieve or negatively affect? • What would you do if you were the city manager in the Jail in City Center case? • Case: A jail in city center
Week 5 Jan. 31-Feb. 6	Strategy	1. Bryson Chap. 2: Strategy Cycle 2. Bryson Chap. 5: Environment Assessment 3. Bryson: stakeholder analysis (online): among the techniques, pay attention to the Power versus Interest Grids.	• Find a Florida state agency's strategic plan (or related documents) and compare it with the plans of similar agencies in other states. Similarities and differences? Ideas of improvement? • There are different types of stakeholder analysis and one of them is the Power-Interest grid. Do you see any nuances in using this grid? How useful is it? How should we use it? • Have you had experience with SWOT analysis before? How was it?

Week 6 Feb. 7-13	Creativity	1. DD&A Chap. 3 "Fostering Creativity" 2. VanGundy: Six key principles for encouraging creativity • Video clips: Stefon Harris; Margaret Heffernan • **Big Case**: Unknown taxpayer preferences * (one of the three cases eligible for individual case report. Due 11:55pm on Feb. 8th).	• For the big case Unknown Taxpayer Preferences, can you post your solutions? Then comment on how creative the solutions proposed by other students are. How can we have more "creative" solutions? • Exercise: individual creativity questions • What can we learn from a jazz band on creativity?
Week 7 Feb. 14-20	Decision	1. DD&A Chap. 5 "Decision Making" 2. Irvin: *PAR* 2004 article (Optional) • Video: Dan Ariely	• DD&A case Horse Grooming (pp. 128-129); (2nd Ed. pp. 115-116) • Case: DD&A, PP. 156-157; (2nd Ed. pp. 138-139): *Using the decision tree…* • Exercise on behavioral economics and decision
Week 8 Feb. 21-27	Motivation	1. DD&A Chap 6 "Motivating yourself and others" 2. Perry: *PAR* 2006 article (optional) • Video: Dan Ariely	• The DD&A case regarding a newly appointed supervisor (pp. 161-162). (2nd Ed. pp. 143-144). • Use motivation theories to discuss pay for performance • Are public and private employees motivated by different factors? Is public service motivation a valid concept?
Week 9 Feb 28-Mar. 5	Leadership	1. DD&A Chap 7 "Leadership in public organizations" 2. Case: Who Brought Healy Down • Videos: followership; to be a leader • **Big Case**: Getting the staff on board* (one of the three cases eligible for individual evaluation. Due 11:55pm on Feb. 29th).	• Leadership and institutions, which one is more important? • For the Healy case (online), can you evaluate her leadership with different theories? • Is Hitler a transformational leader? (DD&A, p. 232) (2nd Ed.p. 203) • Case discussion: Getting the staff on board
Week 10 Mar. 6-12	Spring Break		
Week 11 Mar. 13-19	Power	1. DD&A Chap 8 "Power and organizational politics" 2. Krackhardt & Hanson: Informal networks	• DD&A case: Politics and MBO (pp. 267-268) (2nd Ed. pp.235-236) • Exercise: network and broker • Testing: your political skills?
Week 12 Mar. 20-26	Communication	1. DD&A, chap. 9 "Communicating effectively with others"	• Exercise: DD&A on supportive communication • Given an example of great communication from your own experience, stories, movies or news. • How the social media and web-based tools have shaped communication? Should we modify some communication models or theories?
Week 13 Mar. 27-Apr. 2	Teamwork	1. DD&A Chap 10 "Working in groups and teams" • Video: Teamwork, with Pat Riley	• DD&A case *Relocating a state reformatory school* (p. 348); (2nd Ed. p. 307) • Exercise: Dream team

			• If we use sports as a metaphor to describe the principles of effective teams, what would be your choice of sports? Why would you think it is the best or preferable choice? What are its limitations?
Week 14 Apr. 3-9	Culture	1. DD&A Chap 12 "organizational change" includes a section on culture (pp. 388-391); (2nd Ed. p. 341-344) 2. Quinn & McGrath: book chapter on competing value perspective of organizational culture (online) 3. Schein chapter: how leaders embed and transmit culture (online) • Videos • *Big Case*: Community Outreach Chaos (one of the three cases, or the last case, eligible for individual case report. Due 11:55pm on April 4th).	• Give an example where you see strong organizational culture • Do you know of any organization that has changed its culture in the past? Was it successful? How long did it take? Was changing organizational culture is just a fantasy? • Case discussion: I Community Outreach Chaos
Week 15 Apr. 10-16	Change	1. DD&A Chap 12 "organizational change" 2. Rainey: Organization change PAR article (optional) 3. Case: ReadyLearn • Videos	• Why organizational changes in government are particularly difficult? Or what are the barriers that are unique to or salient in government agencies? • To what extent can the model of organizational change be applied to policy change? Should we make any modifications? If so, what would the modifications be? • Case discussion: ReadyLearn
Week 16 Apr. 17-23	*No class; Prepare for the Final Exam*		
Week 17 Apr. 24-29	*Final Exam Week*		

Appendix 1. Individual Online Quiz (260 points)

The success of this course depends on how well you participate and know the material. The purpose of the assignment is not to test you per se. The quiz questions are not about comprehension or application. Quizzes will be based on the assigned readings from the textbook(s) and/or articles/other reading assignments posted in the weekly course folders ONLY. They are fact-based knowledge questions (multiple choices and true/false questions) about the basic concepts, techniques, or theories covered in the assigned readings. Moreover, the quizzes **can be accessed twice**. One can print out the questions during the first time of access, read the materials and find the answers, and then access the quiz again to fill in the questions. Finally, bonus questions may be given to boost your score.

Quizzes will be conducted through Blackboard, and as such are **open book and open notes**. You may **not** consult with other students or sources on quiz answers -all work is to be your own.

A quiz **must be finished before the Midpoint of the week—Wednesday 11:55pm**. After that time, the quiz will be closed.

Each quiz is 10 questions in length and is worth 20 points (2 point per question), in addition to periodical bonus questions. There will be 13 quizzes.

Below are some example questions:

       The two dimensions in the leadership grid are:
       A) Concern for organization and employees
       B) Concern for production and people
       C) Concern for people and profits
       D) Concern for productivity and people

       True or False. Self-directed teams do not need leaders.

Appendix 2. Individual Online Participation (390 Points)

The success of this course depends on how well you and your fellow students participate. The purpose of the discussion board is to frame and promote collaborative learning. Active and regular participation is not only important for me to see, but also important for you in learning the course content and in developing your thoughts and positions on various topics.

The three cardinal rules for Discussion Boards:
1. The cultural of mutual respect that is part of this course extends into the virtual classroom environment.
2. Participation in these discussion boards is required.
3. Participation alone is not enough; a thoughtful and meaningful approach in your posts is required. (Quality counts!)

The evaluation rubric is (13 weeks of participation with each week's worth 30 points):

Criteria	Unacceptable	Acceptable	Good	Excellent
Frequency	Participates not at all.	Participates 2-3 times on the same day.	Participates at least 4 times but postings not distributed throughout week.	Participates at least 5 times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed and addresses all aspects of the task; lacks full development	Posts well developed; fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Examples of postings that demonstrate higher levels of thinking:
- "Some common themes I see between your experiences and our textbook are…." (analysis)
- "These newer trends are significant if we consider the relationship between …." (synthesis)
- "The body of literature should be assessed by these standards …." (evaluation)

Appendix 3.1 Individual Case Analysis (200 Points)

The cases provide concrete situations to which you should apply the concepts introduced in articles. They provide an opportunity for you to practice diagnosing the nature and causes of organizational and individual performance, and to practice thinking through potential consequences of action strategies.

The class includes many case discussions. During the semester, a student must choose one of the three "big" cases, conduct an in-depth analysis, and submit a case report. The three big cases are:
- Unknown taxpayer preferences
- Getting the staff on board
- Community Outreach Chaos

Please submit it in the Assignment area of the Blackboard at the beginning of the week—Monday 11:55pm (The three Mondays are Feb. 8th, Feb. 29th, and April 4th, respectively). After submission, you could make comments on the Discussion Board, where students who do not choose the case for formal analysis should make comments too. Since the class will discuss the case on the Discussion Board, late submissions are not accepted for this assignment.

The case report should be 1-2 page single-spaced report (12 point font, Times New Roman, 1 inch margin on all sides). Use tables, bullets, and diagrams to help. (An example is provided after this page and also on the Blackboard website).

If your first case report is not done well, you may choose another one to make up. The higher score will be counted. There is only one chance to do so.

The case is evaluated based on the six following criteria:

%	Criteria	Exceptional	Acceptable	Marginal	Poor
30%	Understanding of the case	Complete understanding Points: 60	substantial understanding Points: 45	Some understanding Points: 30	Lack of understanding for the case Points: 15
35%	Application of ideas and frameworks from course	Correct, integrated, and comprehensive use of ideas and frameworks, with originality Points: 70	Ideas and frameworks are used, with some originality Points: 52.5	Does not seem to be illuminated by the ideas/frameworks, with little originality Points: 35	Not illuminated at all and no originality Points: 17.5
15%	Arguments/justifications for positions	Logical, well-structured, compelling Facts and assumptions are well differentiated Points: 30	Generally logic, have a structure, and plausible Minor inadequacies in differentiating facts and assumptions Points: 22.5	Inadequate in logic, structure, credibility Often confusing facts and assumptions Points: 15	Not coherent, illogical and not credible at all Confusing factors and assumptions all the time Points: 7.5
15%	Writing quality	Very engaging, concise, and clear Negligible misspellings and/or grammatical errors. Points: 30	Generally clear but somewhat wordy Minor misspellings and/or grammatical errors. Points: 22.5	Wordy and somewhat hard to follow Many spelling and grammatical errors. Points: 15	Difficult to follow Numerous spelling and grammatical errors.. Points: 7.5
5%	Use of headings, tables, bullets, etc for efficiency and emphasis	Excellent use Points: 10	Frequent use Points: 7.5	Some use Points: 5	No use at all Points: 2.5

Appendix 3.2. Case Report Structure

The analysis must be written like a memo that addresses the following:

1. **Key Issues/Problems**: What are the major problems or issues raised in the case to which you are responding? Your memo should <u>not</u> restate the facts of the initial case, but it should identify the major issues. More specifically, you have to think: What decision should be made here? Both short term and long term? And what problems should be resolved?

- Your report/memo is from "you" and to the decision maker in the case (the actor who has to make decisions—usually self-evident in the case description as the main actor).
- You may think of yourself as an external consultant hired by main actor to offer your independent assessment and recommendation.
- You should assume that s/he knows the background and other basic facts of the case, so you should not describe them in detail in your report.
- In addition, one of the purposes of this assignment is to make sure you write in a proper way (professional, concise, fact-based, sound judgment, and right to the point). Please avoid inappropriate writing in case analysis: too academic, too much jargon, too discursive, or too casual.

2. **Analysis**: Two type of information are necessary. (1) What are the causes of the situation or problems described? What theories or concepts in class apply to this situation? Is this an example of something with which we already are familiar? This part of your memo should attempt to establish cause-and-effect relationships that apply to the situation raised in the case or memo to which you are responding. (2) For the decision to be made, what are the decision parameters? What are the factors affecting the decision? Who are the stakeholders and what are their potential reactions?

- In this section, one should systematically apply the theories and/or models from the classes. One can choose to apply more than one week's contents.
- It is important to avoid simply recounting the facts from the case materials. That is, one cannot just do a summary of the case—the decision maker you are consulting for perhaps knows more than you do on the case details.
- It is equally important to avoid simply citing a theory/framework/technique from the course materials without linking it convincing to the case details.

3. **Management Action**: This solution should be a natural result of the key issues you present and the analysis of the key issues you provide. You can write this part as if you know the best solution: What course of action do you suggest to be taken; what problem-solving actions have you taken already? Are there issues in implementing your solution?

- To recognize the problems may be relatively easy for many students, but to come up actionable and practical recommendations is more difficult. This is true not only in analyzing the cases but also in our real life. The third section requires concrete, actionable recommendations with highly concise language. For example, instead of saying "this organization should build a customer-friendly culture," one should recommend specific activities/procedures that the organization should do or design.

- How does one come up with actionable solutions? In both case analysis and in real life, two things are very important. One is a strategic perspective: to look beyond the current problem and link it to the overall strategy and other problems of this organization or individual. (Look at the issue not only short term, but also long term; not only micro-level, but also macro-level; not only

this narrow question, but also how it relates to the overall picture). Another thing is creativity. Management is not a science, but an art. To achieve the same goal, people may come up with drastically different solutions. To encourage teamwork, a military officer and a musician may have very different answers.

- After finishing your writing, check to reduce, if not eliminate, the use of such terms: we/I think… we/I feel… we/I believe…. he should… he should have… it is possible that… it is probably…

- It is critical to avoid simply citing those general management principles that are almost always true. For example, one can state, in every case analysis, that "leadership is important" or "transformational leadership should be in place" or "better communication should be conducted", but stating these won't help the decision makers. Leadership strategies or activities have to be designed in accordance with contexts and situations; a consultant cannot tell his/her clients: you need stronger leadership in your situation, so go figure it out yourself! The consultant has to do the job for the client.

Appendix 3.3 PAD5106 Case Analysis Flow Chart

	Key Issues	Analysis	Management Actions/Recommendations
Purposes	1. Identify the problems	1. Analyze the cause of the problems 2. Analyze decision parameters	1. Provide concrete recommendations to the manager
Contents	1. What is the immediate decision to be made or action to be taken? 2. What are related problems?	1. Apply models or theories from the class's one or multiple sessions (e.g., creativity, decision making, motivation). Mention the model or theory but no citation needed. 2. Use the model/theory to (1) reframe the problems (state the problems with professional language); (2) point out why the problems occurred; and/or (3) what are issues/parameters we should consider in making recommendations (e.g., a SWOT analysis, a stakeholder analysis).	1. What is your recommendation for the immediate decision to be made or action to be taken? (near-term) 2. What are your recommendations for the longer-term?
Pay attention to	1. One can always find many problems in a case. A list of, for example, 10 problems is not very helpful if the list has no apparent logic or structure. 2. List the more important questions earlier.	1. One needs to write something that does not directly appear in the case; otherwise, why would the manager needs a consultant? 2. Use the theories/models to analyze—based on the facts provided, not the assumptions or guesses of your own. 3. A case can be analyzed with different lenses (e.g., decision making or leadership). One can focuses only one or use two or more. If latter, suggest treating one of them as the major one so that the analysis can go deep.	1. Start each recommendation with a verb. 2. List and connect the recommendations in a way that shows a logic or structure that can be inferred from the analysis section. Theory and models may help. 3. When designing recommendations, think about the "creativity" principles in order to design "concrete" actions/events. 4. When designing recommendations, one also needs to be strategic—all the recommendations or the actions

		4. You do not need to present it in the report, but a stakeholder analysis or mapping is always helpful. You need know all the major actors (eventually your recommendations should consider all of them as well).	designed are to be connected by a clear strategy in a coordinated way. 5. Recommendations should correspond with the key issues and analysis.
To be avoided	1. Wordy 2. Include too much background information (the manager already know the background!) 3. Long paragraphs without using bullet points	1. A repeat/summary of the key issues 2. A repeat/summary of the case background 3. Reliance on common sense without engaging the theories/models. 4. A cursory use of or reference to the theories/models without actually "applying" them. 5. Long paragraphs without using bullet points	1. Include "analysis" contents in this section (e.g., too much justification, which should be analysis). 2. Recommendations are "universal principles"—which are always true regardless of situations. For example: "Provide strong leadership" or "Clarify the communication channel". They are too general and too true to be useful. 3. Recommendations are not concrete or actionable. 4. Recommendations are a number of actions that are not connected or lack a structure/logic/strategy, which make them hard to remember. 5. Recommendations are something like "perform a SWOT analysis". Instead, one should do the SWOT analysis in the "Analysis" section for the managers.

Appendix 4. Final Exam (150 Points)

This final exam consists of approximately 4 questions and will be posted two weeks before the final exam week (April 10th, to be exact). Each answer should be six to eight paragraphs in length. You can go beyond the assigned readings and refer to other journal articles or books. Each essay must be: coherent (contain an introduction, text, and conclusion), documented (make specific references to course information), and critical (do not merely repeat the material). Examination papers should be single-spaced, 1-inch margin on all sides, and in 12-point font.

An assignment will be created on the Blackboard website, where you can upload your WORD file. The due date is April 29th, 5:00pm. Being late for one hour to 24 hours loses 10% of the grade, being late for 25 hours to 48 hours loses 20% of the grade. No late assignments will be accepted after 5:00pm, May 1st.

This testing approach is an effective learning device—*provided* that all readings are completed prior to the examination (any other strategy is a high-risk, self-defeating approach). It is not, stated differently, feasible or desirable, to attempt to complete the test without proper preparation (i.e., the items are integrative, "thought" questions; they cannot be "looked up and copied down").

Please number the pages of your essay. Please do *not* include your name on each page (in the header); only place your name on a cover page. When evaluating the papers, I will skip the cover page so that I will maintain objectivity.

Please cite the sources of information you use. Please use the APA style for citations (if you do not have an APA style book, you can google it. There are many free online resources).

Grading: Each question is worth 37.5 points, which are assigned based on the following criteria.

%	Criteria	Exceptional	Acceptable	Marginal	Poor
60%	Content Knowledge	Complete understanding of the question Full knowledge of the subject with explanations and elaboration No incorrect interpretations Points: 22.5	substantial understanding of the question At ease with subject content; Elaborate and explain to some degree No more than three minor incorrect interpretations Points: 17	Some understanding of the question Uncomfortable with content; basic concepts are demonstrated 3-4 minor errors or one or more major errors Points: 11	Lack of understanding for the question No grasp of information; No clear knowledge Too many errors Points: 6
15%	Critical Thinking (Ideas, writing, examples)	Very original Points: 5.625	Some originality Points: 4	Little originality Points: 3	No originality Points: 2
5%	Format & Reference	Format consistent throughout Reference complete and comprehensive Points: 1.875	Format generally consistent Minor inadequacies in references. Points: 1.3	Some inconsistency Inadequate list or references in text. Points: 1	Format inconsistent (eg. font type, size etc.) No referencing system used. Points: 0.67
10%	Organization	Information presented in a logical, interesting way, easy to follow. Purpose clearly stated and explains the structure of work. Points: 3.75	Information in a logical manner, which is easily followed. Purpose clearly stated assists the structure of work. Points: 2.7	Hard to follow as there is very little continuity. Purpose is stated, but does not assist in following work Points: 2	Difficult to follow. No apparent structure or continuity. Purpose is not clearly stated. Points: 1.4
10%	Spelling Grammar	Negligible misspellings and/or grammatical errors. Points: 3.75	Minor misspellings and/or grammatical errors. Points: 2.7	Many spelling and grammatical errors. Points: 2	Numerous spelling and grammatical errors. Points: 1.4