# PLDR 5330: Organization Theory and Managing Change in Public Service

**3 Credit Hours**

<table>
<thead>
<tr>
<th>Department of</th>
<th>Public Leadership</th>
<th>School of Liberal</th>
<th>Arts and Sciences</th>
</tr>
</thead>
</table>

**Instructor Name:** Dr. James Korku Agbodzakey  
**Office Location:** FH262  
**Office Phone:** (972) 338-1590  
**Email Address:** James.Agbodzakey@untdallas.edu  
**Office Hours:** Monday- 3:00-5:50  
**Virtual Office Hours:** Thursday-4:00-5:00 p.m.  
**Classroom Location:** Founders Hall 243  
**Class Meeting Days & Times:** Saturday 9:00AM - 2:50PM (10/21/2019 - 12/14/2019)  
**Course Catalog Description:** Survey of historical and contemporary theories of organizations, human behavior within the organizational setting, and managing change in the public service context.  
**Prerequisites:** Prerequisite(s): PLDR 5320 (may be taken concurrently)  
**Co-requisites:** n/a  
**Required Text:**  
2. Others as assigned by instructor on Canvas  
**Recommended Text and References:** The instructor will assign additional relevant required readings on the various topics for each class session.  
**Access to Learning Resources:**  
- **UNT Dallas Library:**  
  phone: (972) 780-1616  
  web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)  
  email: library@untdallas.edu  
- **UNT Dallas Bookstore:**  
  phone: (972) 780-3652  
  web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)  
  e-mail: untdallas@bkstr.com
**Supported Browsers:**
- Chrome 67 & 68
- Firefox 60 & 61
- Flash 29, 30 (for audio/video)
- Internet Explorer 11
- Edge 41, 42
- Respondus Lockdown Browser
- Safari 10, 11

**Supported Devices:**
- iPhone
- Android
- Chromebook

*(Tablet users can use the Canvas app)*

**Screen Readers:**
- VoiceOver (Safari)
- JAWS (Internet Explorer)
- NVDA (Firefox)

*Note: There is no screen reader support for Canvas in Chrome*

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**Getting Help with Canvas:**

**Canvas 24/7 Phone Support for Students:** 1-833-668-8634

**Canvas Help Resources:**
- Web: [Canvas Student Guide](#)

**For additional assistance, contact Student Assistance**

*(Distance Learning):*
- Founders Hall, Rm 124
- phone: (972)338-5580
- email: [distancelearning@untdallas.edu](mailto:distancelearning@untdallas.edu)

*If you are working with Canvas 24/7 Support to resolve a technical issue, make sure to keep me updated on the troubleshooting progress.*

*If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.*

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**Course Goals or Overview:**

This graduate-level course will examine organization theory, behavior, and change from a broad perspective, but will also place a special emphasis on organizations in public service. While our government agencies, departments, and other social service institutions are complex enough for independent scrutiny, this class will also go great lengths to investigate the role the external environment plays in influencing organizational dynamics. From the management of human resources and building trust among employees and the public, to determining an appropriate organizational structure or establishing ethical conduct, public organizations are manipulated both positively and negatively by the internal and external environment, and thus both will serve as the guideposts for this course. Case studies and other scholarly sources will be used to provide practical understanding of the theoretical concepts.

Although this is an elective, the course will be taught based on the assumption that the student has a firm grounding in the foundational concepts of public service and administration, most notably those discussed in PLDR 5320. Also, the class will incorporate sharing personal work-related experiences from government, non-profit and other organizations and will enhance our learning community about the realities and practices of leadership and administration.

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**Learning Objectives/Outcomes:** At the end of this course, the student will be able to:

1. Understand the role differentiation and integration play in organizational effectiveness, and apply the various options for dividing and coordinating labor to a practical organizational setting.
2. Explain how structural imperatives impact an organization’s ability to function effectively.
3. Distinguish between five structural configurations available to organizations and their internal components.
4. Describe how human needs impact organizational effectiveness, and distinguish between Theory X and Y and Model I and Model II as organizational approaches to managing human behavior.
5. Demonstrate knowledge of the various basic HR strategies available to managers within organizations.
6. Differentiate between the various forms of power that exist within organizations and apply them to various organizational scenarios.
7. Describe how the various symbols inherent to organizations impact behavior and performance.
8. Identify the various elements of organizational culture and apply them to and apply them to an organizational setting.
9. Differentiate between the various concepts related to change in public service organizations.
Course Outline
Each week begins on a Monday, and ends on a Sunday. This schedule is subject to change by the instructor. Any changes to this schedule will be communicated by the instructor via announcements and/or Canvas.

<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE I: MAKING SENSE OF ORGANIZATIONS &amp; THE STRUCTURAL FRAME</strong></td>
<td>Saturday, October 26, 2019</td>
</tr>
<tr>
<td>• 1. Introduction: The Power of Reframing</td>
<td>Week 1</td>
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<tr>
<td>• 2. Simple Ideas, Complex Organizations</td>
<td>In-class meeting</td>
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<tr>
<td>• 3. Getting Organized</td>
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<tr>
<td>• 4. Structure and Restructuring</td>
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<tr>
<td>• 5. Organizing Groups and Teams</td>
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<tr>
<td>Synopsis/Thinkpiece 1 due</td>
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<tr>
<td>Intervention Case Analysis 1</td>
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<tr>
<td><strong>MODULE II: THE HUMAN RESOURCE FRAME</strong></td>
<td>Saturday, November 2, 2019</td>
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<tr>
<td>• 6. People and Organizations</td>
<td>Week 2</td>
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<tr>
<td>• 7. Improving Human Resource Management</td>
<td>In-class meeting</td>
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<td>• 8. Interpersonal and Group Dynamics</td>
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<tr>
<td>Synopsis/Thinkpiece 2 due</td>
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<tr>
<td>Intervention Case Analysis 2</td>
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<tr>
<td><strong>MODULE III: THE POLITICAL FRAME</strong></td>
<td>Saturday, November 9, 2019</td>
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<tr>
<td>• 9. Power, Conflict, and Coalition</td>
<td>Week 3</td>
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<tr>
<td>• 10. The Manager as Politian</td>
<td>In-class meeting</td>
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<tr>
<td>• 11. Organizations as Political Arenas and Political Agents</td>
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<tr>
<td>• Article: Wilson, The Study of Administration, <em>Political Science Quarterly</em>, vol.2, (2), June 1887; pp 197-222 (see Canvas)</td>
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<tr>
<td>Synopsis/Thinkpiece 3 due</td>
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<tr>
<td>Comparative Organizational Analysis Outline due</td>
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<tr>
<td>Intervention Case Analysis 3</td>
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<tr>
<td><strong>MODULE IV: THE SYMBOLIC FRAME</strong></td>
<td>Saturday, November 16, 2019</td>
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<tr>
<td>• 12. Organizational Symbols and Culture</td>
<td>Week 4</td>
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<tr>
<td>• 13. Culture in Action</td>
<td>Online engagement</td>
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<tr>
<td>• 14. Organization as Theater</td>
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<tr>
<td>• Article: Stone, Causal stories and the formation of policy agenda, <em>Political Science Quarterly</em>, vol. 104 (2), 1989; pp 281-300 (see Canvas)</td>
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<tr>
<td>Synopsis/Thinkpiece 4 due</td>
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<tr>
<td>Intervention Case Analysis 4</td>
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</table>
### MODULE V: IMPROVING LEADERSHIP PRACTICE

- 15. Integrating Frames for Effective Practice
- 16. Reframing in Action: Opportunities and Perils
- 17. Reframing Leadership
- 18. Reframing Change in Organizations
- 19. Reframing Ethics and Spirit
- 20. Bringing it all Together: Change and Leadership in Action

**Synopsis/Thinkpiece 5 due**

**Intervention Case Analysis 5**

<table>
<thead>
<tr>
<th>Cases</th>
<th>Week 5</th>
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<tbody>
<tr>
<td><strong>Comparative Organizational Analysis Presentation (in-class)</strong></td>
<td>Saturday, November 23, 2019</td>
</tr>
<tr>
<td><strong>Comparative Organizational Analysis due (December 8-13)</strong></td>
<td>Online engagement</td>
</tr>
<tr>
<td><strong>Comparative Organizational Analysis Due (paper)</strong></td>
<td>December 8-13, 2019</td>
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<table>
<thead>
<tr>
<th>Course Evaluation Methods</th>
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<tbody>
<tr>
<td>This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.</td>
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</tbody>
</table>

**SYNOPSIS/THINKPIECE (25%)**
This assignment requires each student to **read and review** the various assigned readings (articles, book chapters, etc.) per class session and write a synopsis of the readings. The rationale for this type of assignment is to promote conceptual understanding, critical thinking, and practical application. A good synopsis encompasses an overview and synthesis of the key concepts, themes and/or issues in the readings and explication of those key concepts and/or issues. Logical presentation of the concepts and/or issues is expected. Each synopsis should end with some implications/applications for policy and practice at a local, state or national context. Basically, the structure should consist of an overview paragraph that embraces all the themes and concepts in the readings. The subsequent paragraphs will expatiate on the identified themes and concepts (synthesis is key). There should be a concluding paragraph which summarizes your take on the readings and it should be followed by another paragraph—which is implications/applications to a local, state, national and/or international context(s). **At least, a page and half (single-space).**

**COMPARATIVE ORGANIZATIONAL ANALYSIS (35%)**
Describe each nonprofit/government organization (mission, vision, goals, strategy, impacts, evaluation) and compare similarities and differences; Describe governance, leadership, nonprofit/gov’t/ private sector relations the organizations and compare similarities and differences; Describe historic and social forces that shape the organizations (context, stakeholders, operational and geographic areas) and compare similarities and differences; Analyze each organization by applying selected management models/frameworks, approaches and techniques (sustainability of finances, HRM, infrastructure, volunteer
management; use of technology/social media) and compare similarities and differences; Identify (a) legal, (b) ethical and (c) diversity issues for each and compare similarities and differences; Apply (a) legal, (b) ethical and (c) diversity decision-making principles to nonprofit management challenges for each and compare similarities and differences; Determine optional and optimal courses of action for nonprofit organizational challenges (governance, strategy, relationship-building, inspiring key stakeholders, resolving conflict, maintaining organizational sustainability) and compare similarities and differences; Evaluate courses of action for each with respect to public service values and compare similarities and differences; Summarize findings (exec sum) including similarities and differences; Articulates concepts; and endeavor to Write at the Graduate Level.

INTERVENTION CASE ANALYSIS 5 (Individual 2 & Group 3) 25%
The instructor will identify cases for students to analyze and propose workable interventions based on established best practices. Essentially, students are expected to formulate solutions to social policy issues/problems within local/state government/federal government context. The proposed intervention should include optional courses of action/recommendations and an optimal course of action/recommendation. Overall, the analysis should be sound and cogent, thus help the reader to know what the problem is, what possibly caused it and what can be done to resolve the problem. The best analysis assumes some conceptual perspective with attendant practical application. The analysis should be 2-3 pages (double-space). The author/title page and references do not count as number of pages. Three (3) of the cases will be in-class group exercise/activity while the other two will be individual and expected to be submitted via Canvas.

CLASS PARTICIPATION (15%)
A healthy class experience is dependent upon not only the instructor, but also instructor- student and student-student interactions. This class not only incorporates a manageable amount of readings, but also injects “real-world” exercises that allow students to put theory into practice. As such, it is imperative that students not only attend class (promptly, of course), but arrive prepared to engage in MEANINGFUL discussions that add to every individual’s knowledge— including the instructor’s (and/or participate in online activities as expected). As you will see, class participation is representative of roughly 13% of the final grade and 2% would be awarded for completing the end-of-term course evaluations. The class participation grade will be determined in two ways: first, students will be expected to arrive to class ready to discuss the week’s readings, in both small groups, and within the larger classroom setting, and/or complete expected online assignments. Valuable contributions will be based on the readings and/or other RELEVANT information. Please feel free to introduce alternative examples that are reflective of current events. Second, because this class is exercise-intensive, each student will be expected to be prepared for the week’s activity. This class is geared toward allowing you to analyze cases/organizational situations and engage in realistic role plays based on our topic for the week. Poorly prepared students not only affect their own grades, but diminish the overall learning experience of his or her classmates.

Grading Matrix:

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Percentages %</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synopsis/Thinkpiece</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Comparative Organizational Analysis</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Intervention Case Study Analysis</td>
<td>5 assignments at 5</td>
<td>25</td>
</tr>
<tr>
<td>Attendance and Participation (evaluation)</td>
<td>(13 +2=15)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grade Determination:

A = 100-90 pts; i.e. 90% or better
B = 89-80 pts; i.e. 89 – 80 %
C = 79-70 pts; i.e. 79 – 70 %
D = 69 – 60 pts; i.e. 69 – 60 %
F = 59 pts or below; i.e. less than 60%
University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students:

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see Disability Services Office. You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

Canvas Instructure Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Instructure Accessibility Statement is also provided.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Course Evaluation Policy:
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy:
Assignments in this class must reflect the following format:
- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- Margins should be 1.25 inches (Top, Bottom, Left, and Right). Most MS Word programs have 1.25 inches as a default.

Late Policy:
Students are expected to turn in all assignments at the beginning of the class on the date the assignment is due. Late work will receive a grade penalty of 15% deduction regardless of cause or will receive no credit at all. Late submission is strongly discouraged and it is in everyone’s interest to meet the stipulated deadlines for the various assignments.

Exam Policy: (Online exams and the ability to retake is solely at the instructor’s discretion). NOTE: Online exams may be proctored on campus per instructor’s discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to UNT Dallas' Student Code of Academic Integrity for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.
Classroom Policies

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class (ground and/or online). The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes as necessary, if they are absent.

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class attendance in the Canvas classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to UNT Dallas’ Registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online “Netiquette”:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to UNT Dallas Student Code of Conduct. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Assistance: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you experience difficulty accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Student Assistance (Distance Learning) at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups. For more information see:

- UNT Dallas Canvas Technical Requirements
- Canvas Instructure Supported & Unsupported Operating Systems

Use of Cell Phones & Other Electronic Gadgets in the Classroom
Students who prefer to use laptops to take notes in class are more than welcome to do so. However, please refrain from engaging in other activities (Facebook, shopping, etc.) that will serve as a distraction for both you and me.

Also, while we have all become increasingly reliant upon our technological devices to keep us in the loop both professionally and personally, this class has a “No Cell Phone” policy. This policy is particularly focusing on the growing trend of in-class texting, but it is certainly not limited to this behavior. If you need to use your cell phone, please feel free to leave the class as you see fit. Our time in class is limited, and despite our busy lives, I would like to spend the class period focused on the material.

Incompletes:
A semester grade of incomplete will be given only under extreme and unusual situations. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester’s end. An incomplete is not a substitute for a poor grade.

ASSIGNMENT RUBRICS BELOW

The rubric per assignment serves as a guide. Scores would be converted to consonant with designated points per assignment.
**TITLE OF RUBRIC:** Comparative Organizational Analysis (1 of 4)

**LEARNING OUTCOME/S:** Understand the role differentiation and integration play in organizational effectiveness, and apply the various options for dividing and coordinating labor to a practical organizational setting. Explain how structural imperatives impact an organization’s ability to function effectively. Distinguish between five structural configurations available to organizations and their internal components. Describe how human needs impact organizational effectiveness, and distinguish between Theory X and Y and Model I and Model II as organizational approaches to managing human behavior. Demonstrate knowledge of the various basic HR strategies available to managers within organizations. Differentiate between the various forms of power that exist within organizations and apply them to various organizational scenarios. Describe how the various symbols inherent to organizations impact behavior and performance. Identify the various elements of organizational culture and apply them to and apply them to an organizational setting. Differentiate between the various concepts related to change in public service organizations.

**PURPOSE:** Develop effective nonprofit/public management strategies.

**VALIDITY:** Nonprofit/public management best practices.

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**Course:** PLDR 5330  Org. Theory, Behavior & Change

**Date:**  

**Course Section:**  

**Student Name:**

**Faculty Name:** J. Agbodzakey, Ph.D.

**COMPANION DOCUMENTS:** Assignment instructions, APA Style Manual

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<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Basic (0 points)</th>
<th>Developing (1 point)</th>
<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
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<tbody>
<tr>
<td>Describe each nonprofit/government organization</td>
<td>Does not describe nor compare the organizations</td>
<td>Describers or compares the organizations (not both)</td>
<td>Generally describes and compares the organizations</td>
<td>Substantially describes and compares the organizations in detail</td>
<td>Effectively describes and compares the organizations in concise, meaningful detail</td>
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<tr>
<td>(mission, vision, goals, strategy, impacts, evaluation) and compare similarities and differences</td>
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<tr>
<td>Describe governance, leadership, nonprofit/gov’t/private sector relations the organizations and compare similarities and differences</td>
<td>Does not describe and compare governance, leadership, nonprofit / gov’t / private sector relations for both</td>
<td>Describes OR compares governance, leadership, nonprofit / gov’t / private sector relations for one or both</td>
<td>Generally describes and compares governance, leadership, nonprofit / gov’t / private sector relations for both</td>
<td>Substantially describes and compares governance, leadership, nonprofit / gov’t / private sector relations for both in detail</td>
<td>Effectively describes and compares governance, leadership, nonprofit / gov’t / private sector relations for both in concise, meaningful detail</td>
<td></td>
</tr>
<tr>
<td>Describe historic and social forces that shape the organizations (context, stakeholders, operational and geographic areas) and compare similarities and differences</td>
<td>Does not describe and compare historic and social forces that shape the organizations</td>
<td>Attempts to describe and compare historic and social forces that shape the organizations</td>
<td>Generally describes and compares historic and social forces that shape the organizations</td>
<td>Substantially describes and compares historic and social forces that shape the organizations in detail</td>
<td>Effectively describes and compares historic and social forces that shape the organizations in concise, meaningful detail</td>
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Subtotal Page One (12 total points possible)
**Comparison of Organizational Analysis (2 of 4)**

**LEARNING OUTCOME/S:** Understand the role differentiation and integration play in organizational effectiveness, and apply the various options for dividing and coordinating labor to a practical organizational setting. Explain how structural imperatives impact an organization’s ability to function effectively. Distinguish between five structural configurations available to organizations and their internal components. Describe how human needs impact organizational effectiveness, and distinguish between Theory X and Y and Model I and Model II as organizational approaches to managing human behavior. Demonstrate knowledge of the various basic HR strategies available to managers within organizations. Describe how the various symbols inherent to organizations impact behavior and performance. Identify the various elements of organizational culture and apply them to and apply them to an organizational setting. Differentiate between the various concepts related to change in public service organizations.

**PURPOSE:** Develop effective nonprofit/public management strategies

**VALIDITY:** Nonprofit/public management best practices

<table>
<thead>
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<th>Basic (0 points)</th>
<th>Developing (1 point)</th>
<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Analyze each organization by applying selected management models/frameworks, approaches and techniques (sustainability of finances, HRM, infrastructure, volunteer management; use of technology/social media) and compare similarities and differences</strong></td>
<td>Does not analyze and compare the organizations by applying management models/frameworks, approaches and techniques</td>
<td>Analyzes or compares the organizations by applying management models/frameworks, approaches and techniques (not both)</td>
<td>Generally analyzes and compares the organizations by applying management models/frameworks, approaches and techniques</td>
<td>Substantially analyzes and compares the organizations by applying management models/frameworks, approaches and techniques with sound narrative</td>
<td>Effectively analyzes and compares the organizations by applying management models/frameworks, approaches and techniques with accurate, sound, persuasive narrative</td>
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<tr>
<td><strong>Identify (a) legal, (b) ethical and (c) diversity issues for each and compare similarities and differences</strong></td>
<td>Does not identify and compare ethical issues for both</td>
<td>Identifies or compares ethical issues for both</td>
<td>Identifies and compares some key ethical issues for both</td>
<td>Identifies and compares most key ethical issues for both</td>
<td>Effectively identifies and compares all ethical issues for both</td>
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</tr>
<tr>
<td><strong>Apply (a) legal, (b) ethical and (c) diversity decision-making principles to nonprofit management challenges for each and compare similarities and differences</strong></td>
<td>Does not apply principles to issues / problems or compare the organizations</td>
<td>Attempts to apply principles to issues / problems or the organizations</td>
<td>Applies principles to issues / problems and compares organizations</td>
<td>Applies key principles to issues / problems and compares organizations</td>
<td>Effectively applies all relevant principles to issues / problems and compares organizations</td>
<td></td>
</tr>
</tbody>
</table>

Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.

<<<<<<<<<<< less quality ........................................ more quality >>>>>>>>>>>

Subtotal Page Two (12 total points possible)
TITLE OF RUBRIC: Comparative Organizational Analysis (3 of 4)

Course: PLDR 5330 Org. Theory, Behavior & Change

LEARNING OUTCOME/S: Understand the role differentiation and integration play in organizational effectiveness, and apply the various options for dividing and coordinating labor to a practical organizational setting. Explain how structural imperatives impact an organization’s ability to function effectively. Distinguish between five structural configurations available to organizations and their internal components. Describe how human needs impact organizational effectiveness, and distinguish between Theory X and Y and Model I and Model II as organizational approaches to managing human behavior. Demonstrate knowledge of the various basic HR strategies available to managers within organizations. Differentiate between the various forms of power that exist within organizations and apply them to various organizational scenarios. Describe how the various symbols inherent to organizations impact behavior and performance. Identify the various elements of organizational culture and apply them to and apply them to an organizational setting. Differentiate between the various concepts related to change in public service organizations.

PURPOSE: Develop effective nonprofit/public management strategies.

VALIDITY: Nonprofit/public management best practices.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Basic (0 points)</th>
<th>Developing (1 point)</th>
<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine optional and optimal courses of action for nonprofit organizational challenges (governance, strategy, relationship-building, inspiring key stakeholders, resolving conflict, maintaining organizational sustainability) and compare similarities and differences</td>
<td>Does not determine optional / optimal courses of action or compare organizations</td>
<td>Attempts to determine optional / optimal courses of action and compare organizations</td>
<td>Generally recommends courses of action based on findings and provides rationale; compares organizations</td>
<td>Substantially recommends courses of action based on findings; and some scholarly and prevailing best practices; compares organizations</td>
<td>Effectively recommends courses of action for policy and practice based on findings, and scholarly and prevailing best practices; compares organizations</td>
<td></td>
</tr>
<tr>
<td>Evaluate courses of action for each with respect to public service values and compare similarities and differences (CO5)</td>
<td>Does not evaluate courses of action for each with respect to public service values and compare similarities and differences</td>
<td>Attempts to evaluate courses of action for each with respect to public service values and compare similarities and differences</td>
<td>Evaluates courses of action for each with respect to public service values and compare similarities and differences</td>
<td>Substantially evaluates courses of action for each with respect to public service values and compare similarities and differences</td>
<td>Effectively evaluates courses of action for each with respect to public service values and compare similarities and differences</td>
<td></td>
</tr>
</tbody>
</table>

Earning maximum points in each box in ‘PROFICIENT’ column and / or points in columns to the right of ‘PROFICIENT’ meets standard.

<<<<<<<<<<< less quality ......................... more quality >>>>>>>>

Subtotal Page Three (8 total points possible)
**LEARNING OUTCOME/S:** Understand the role differentiation and integration play in organizational effectiveness, and apply the various options for dividing and coordinating labor to a practical organizational setting. Explain how structural imperatives impact an organization’s ability to function effectively. Distinguish between five structural configurations available to organizations and their internal components. Describe how human needs impact organizational effectiveness, and distinguish between Theory X and Y and Model I and Model II as organizational approaches to managing human behavior. Demonstrate knowledge of the various basic HR strategies available to managers within organizations. Differentiate between the various forms of power that exist within organizations and apply them to various organizational scenarios. Describe how the various symbols inherent to organizational culture and apply them to and apply them to an organizational setting. Differentiate between the various concepts related to change in public service organizations.

**PURPOSE:** Develop effective nonprofit/public management strategies.

**VALIDITY:** Nonprofit/public management best practices.

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<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Basic (0 points)</th>
<th>Developing (1 point)</th>
<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize findings (exec sum) including similarities and differences</td>
<td>Does not summarize case</td>
<td>Attempts to summarize case</td>
<td>Generally summarizes case</td>
<td>Substantially summarizes case</td>
<td>Effectively summarizes case</td>
<td></td>
</tr>
<tr>
<td>Articulates concepts</td>
<td>Does not articulate concepts.</td>
<td>Attempts to articulate concepts.</td>
<td>Generally articulates most concepts; communicates logically throughout the majority of the document; provides useful insights.</td>
<td>Effectively articulates relevant concepts; communicates logically and in an organized way throughout the entire document; Provides interesting and useful insights.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writes at the Graduate Level</td>
<td>Does not write using appropriate grammar, spelling, punctuation, and sentence structure (numerous major errors). Does not use APA Style.</td>
<td>Does not write clearly; attempts to write using appropriate grammar, spelling, punctuation, and sentence structure (several major errors). Attempts to use APA Style (frequent errors).</td>
<td>Writes using appropriate grammar, spelling, punctuation, and sentence structure (a few major and minor errors). Uses APA Style (few errors).</td>
<td>Writes clearly using appropriate grammar, spelling, punctuation, and sentence structure (some minor errors). Uses APA Style effectively.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Comments:
**TITLE OF RUBRIC:** Comparative Organizational Analysis Presentation  

**Course:** PLDR 5330 Org. Theory, Behavior & Change

**LEARNING OUTCOME/S:** CO7: Communicates effectively at the graduate level interpersonally, in writing and verbally.

**Date:**  
**Course Section:**  
**Student Name:**

**Faculty Name:** J. Agbodzakey, Ph.D.

**PURPOSE:** Develop effective presentation strategies in the nonprofit /public management context.

**COMPANION DOCUMENTS:** Assignment instructions, APA Style Manual

**VALIDITY:** Presentation best practices.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Basic (0 points)</th>
<th>Developing (1 points)</th>
<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver information professionally (e.g., appearance, volume, tonality, posture, gestures, enunciation, rate, length of presentation, gears to target audience)</td>
<td>Does not deliver designated information.</td>
<td>Attempts to deliver designated information.</td>
<td>Delivers designated information.</td>
<td>Substantially delivers designated information.</td>
<td>Effectively delivers designated information.</td>
<td></td>
</tr>
<tr>
<td>Interacts interpersonally with target audience</td>
<td>Does not interact with the target audience.</td>
<td>Attempts to interact with target audience.</td>
<td>Interacts with target audience</td>
<td>Substantially engages and interacts with most members of the target audience</td>
<td>Effectively engages and interacts with all members of the target audience in a way that enhances the presentation / contribution</td>
<td></td>
</tr>
<tr>
<td>Design (e.g., images and formats) and organize (e.g., overview, transitions) visual presentation</td>
<td>Does not design and/or organize presentation.</td>
<td>Attempts to design and organize presentation</td>
<td>Designs and organizes presentation</td>
<td>Substantially designs and organizes presentation</td>
<td>Effectively and clearly designs and organizes presentation in a way that enhances the oral presentation</td>
<td></td>
</tr>
<tr>
<td>Writes at the graduate level (e.g., PPT Slides)</td>
<td>Does not write using appropriate grammar, spelling, sentence structure, referencing and format (numerous major errors).</td>
<td>Attempts to write using appropriate grammar, spelling, sentence structure, referencing and format (several major errors).</td>
<td>Writes clearly; using appropriate grammar, spelling, sentence structure, referencing and format (a few major and minor errors).</td>
<td>Generally writes using appropriate grammar, spelling, sentence structure, referencing and format (some minor errors).</td>
<td>Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure, referencing and format (very few minor or no errors).</td>
<td></td>
</tr>
</tbody>
</table>

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OVERALL GRADE (16 total possible points)

Comments:
### Synopsis/Thinkpiece

**TITLE OF RUBRIC:** Synopsis/Thinkpiece  
**Course:** PLDR 5330 Org. Theory  
**LEARNING OUTCOME/S:** Applies to all course outcomes  
**PURPOSE:** Develops conceptualization and application strategies  
**VALIDITY:** Represents best practices in higher education.

**NAME OF STUDENT:**  
**NAME OF FACULTY:**  
**COMPANION DOCUMENTS:** Refer to class discussion and syllabus for explanation of ‘Think Piece’

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<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Basic (0 points)</th>
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<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate learning and contribute to learning</strong> (Address: Purpose; Problem/issue; Assumptions; Point of view; Evidence; Concepts; Conclusions; Implications; Applications),</td>
<td>Does not demonstrate or contribute much. Does not communicate clearly and/or demonstrate or apply key concepts.</td>
<td>Minimally demonstrates a few key concepts. Can communicate in a clear and logical manner.</td>
<td>Generally demonstrates in timely and relevant manner. Demonstrates and applies key concepts. Communicates clearly and logically.</td>
<td>Contributes substantially. Demonstrates and applies most key concepts in a strategic manner. Almost always communicates clearly and logically.</td>
<td>Demonstrates learning with effective quality and quantity of information. Demonstrates and applies all key concepts by strategically integrating them with core concepts. Communicates very effectively.</td>
<td></td>
</tr>
</tbody>
</table>

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**OVERALL GRADE:** (4 total possible points)

Comments:
____________________________________________________________________________________________________________
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________________________________________
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Basic (0 points)</th>
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<th>Proficient (2 points)</th>
<th>Accomplished (3 points)</th>
<th>Exemplary (4 points)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify context and key issues/problems</td>
<td>Does not identify context and the issues / problems</td>
<td>Attempts to identify context and the issues / problems</td>
<td>Generally identifies context and the issues / problems</td>
<td>Substantially identifies context and the issues / problems</td>
<td>Effectively identifies the context and the issues / problems</td>
<td></td>
</tr>
<tr>
<td>Determine recommendations / courses of action</td>
<td>Does not determine recommendations / courses of action</td>
<td>Attempts to determine recommendations / courses of action; provides acceptable rationale</td>
<td>Determines recommendations / courses of action; provides sound and pragmatic rationale</td>
<td>Substantially determines recommendations / courses of action, and provides sound and pragmatic rationale.</td>
<td>Effectively determines recommendations / courses of action, and provides sound, cogent, pragmatic rationale.</td>
<td></td>
</tr>
<tr>
<td>Select optimal recommendation / courses of action</td>
<td>Does not recommend optimal solution</td>
<td>Attempts to recommend optimal solution</td>
<td>Recommends optimal solution, and provides acceptable rationale</td>
<td>Substantially recommends optimal solution, and provides sound and pragmatic rationale.</td>
<td>Effectively recommends optimal solution, and provides sound, cogent, pragmatic rationale.</td>
<td></td>
</tr>
</tbody>
</table>

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Subtotal Page One (12 total points possible):