PMAP 4261  
Organizational Dynamics in the Public and Nonprofit Sectors  
Fall, 2012  
Tuesdays 4:30 PM – 7:00 PM  
306 Aderhold  
CRN # 88272  
Bill Kahnweiler, Learning Facilitator

You are responsible for understanding and being familiar with this entire syllabus.

COMMUNICATION

Call 404/413-0125, e-mail wkahnweiler@gsu.edu or see me in class to schedule an appointment or communicate with me outside of class. I am usually able to respond within one day. Please use your GSU student email account when sending me an email. Otherwise, your message will end up in my junk/spam folder and not be read.

CATALOG DESCRIPTION

This course explores concepts strategies and processes pertaining to organization development and planned change in public and nonprofit organizations. Change at the individual, group, and organizational levels will be studied, with particular attention to how leaders and human resource professionals attempt to maximize the effectiveness of public and nonprofit organizations in their ever-changing and turbulent environments.

GENERAL COURSE GOALS

Upon completion of this course, students will be able to understand:

• the forces which foster and restrain positive organizational change and development.

• how and why work organizations have a significant influence on individual and group behavior.

• the elements that comprise organizational cultures.

• how elements of organizational cultures manifest themselves in a variety of human resource processes, practices, and systems (for example, rewards, punishments, selection, development, promotion, and retention).

• how a strong organizational culture can simultaneously be its fundamental strength and its inherent weakness.

SPECIFIC LEARNING OUTCOMES

Upon completion of this course, students will be able to:
1. identify and describe the fundamental elements that comprise an organization’s culture.

2. distinguish among artifacts, espoused values, and deeply held assumptions in several different organizations.

3. identify the key (and often unstated) assumptions transmitted in their family of origin and assess to what degree this has affected their subsequent behavior in the workplace and their job and career choices.

4. analyze how 3 organizations with similar purposes can have vastly different climates and cultures.

5. evaluate how various cultural elements inhibit and foster organizational change.

6. identify the major factors needed to create and sustain desired organizational change.

7. organize, prepare, and deliver a coherent oral summary of analyses of organizational cultures based on field observations.

8. display willingness to give and receive feedback to/from the instructor and other students in a helpful manner.

9. express their thoughts, opinions, ideas, facts, and insights clearly and thoughtfully in both oral and written formats.

In order to achieve these goals and outcomes, students will be expected to demonstrate the following competencies:

--thoughtful analysis and interpretation of concepts (versus memorizing presumed “facts,” definitions, etc.).

--effective written and oral communication skills.

--tolerance of ambiguity, willingness to be confused, and sufficient humility to be teachable.

--willingness to be introspective and insightful about one’s own behavior as it pertains to organizational culture.

**REQUIRED COURSE MATERIALS**


**COURSE OVERVIEW**
This course is required in the Human Resources specialization of the Public Policy undergraduate degree program. It can also serve as an appropriate elective for other majors. It pertains to an area of study that has had a rich history in disciplines such as anthropology, psychology, and sociology and has more recently been of interest to scholars and practitioners in fields such as public management and policy.

The course will consider the challenges of creating, sustaining, and changing organizational cultures. Students will be encouraged to view these issues from both a leadership (i.e., line management) perspective and from the point of view of an advisory role to leaders (i.e., a staff role such as those enacted by Human Resource professionals).

Organizations and their cultures are complex, powerful, and mysterious. Furthermore, the nature and scope of their influence on individuals, groups, and the organization itself are frequently misunderstood, misinterpreted, or not even in organizational members' consciousness. Thus, this course will emphasize our trying to analyze, uncover, and understand the richness of organizational cultures rather than viewing them simplistically and superficially. Students may leave the course more confused and have more questions than answers compared to the start of the course.

**ASSUMPTIONS**

One way we will frame organizational culture is in terms of the powerful yet unstated assumptions upon which it operates. One assumption I have is that this class will have its own culture that will evolve over the semester. At this point I cannot predict how that culture will evolve and the forms it will take. At the same time, I want to state some of my key assumptions that could play a role in forming our group’s culture. I want students to understand and not necessarily agree with these; their own assumptions may conflict with mine.

The ways I design and conduct classes at Georgia State reflect a number of assumptions, values, and biases I have about teaching, learning, and human behavior. One of them is that I am not aware of all the assumptions and biases I carry around. Another is that you should be aware of the ones that I know about which may be relevant to you as a student in this class. These are:

- You are adults. That means, among other things, that you are responsible for your own learning. I am responsible for creating a climate that is conducive to this.
- People, including adults, learn most effectively in different ways. An instructor (I prefer the term "learning climate creator" or "facilitator" but will use "instructor" throughout this syllabus) should provide a variety of learning opportunities and methods.
- Adults can function effectively as both learners and instructors.
- Most real, durable learning is accomplished by self-motivated people, i.e., those who want to learn. Instructors are accountable for helping people stimulate and satisfy human beings' natural desire to learn; instructors cannot motivate students, per se.
- Valuable learning and growth carry price tags--among them are some discomfort, ambiguity, and
confusion as well as excitement.

- In most learning situations, people get what they deserve and deserve what they get.

- Adults will go to extraordinary lengths to accomplish learning objectives if those objectives are relevant and meaningful to them.

- Adults will sometimes act like children. At times, some university-level instructors reinforce this. They can even model it.

This listing is by no means exhaustive (this is a fact, not an assumption). However, it hopefully gives you a general sense of "where I am coming from." More detailed expectations appear later in this syllabus.

**GENERAL EXPECTATIONS**

I will need to draw upon the collective wisdom, ideas, and experiences of all of us to meet the objectives of the course. This includes those of you who have had limited or no exposure to the field of Human Resources. The "I do not have an idea since I have no HR experience" is, to me, an excuse rather than a plausible explanation for not participating in the teaching and learning process. Every one of us can be instructors and learners in this course.

I thus expect high levels of involvement and commitment both in and out of the classroom. This translates into active participation in class discussions and activities, being well prepared for each class, completing assignments on time and in a thoughtful manner, and a willingness to learn from each other. Effective HR practice incorporates few absolute truths. However, I am absolutely certain and can guarantee that what you gain from this course will be directly proportional to what you put into it.

I believe I have high standards. Most students I have worked with share that belief. I try to execute those standards in a caring manner. The quality of your education is of utmost importance to me and I do what I can to contribute to it. My expecting top quality work is congruent with the belief that you are capable of delivering it. I would hope your expectations of me would also be high and attainable.

Aligned with this philosophy is my intent to provide timely, relevant, and useful feedback on your performance. If you think you are not receiving this, ask for it. I would appreciate ongoing feedback from you so that I can consider doing something differently that might be more helpful to you before the course is over.

I have almost 40 years (yes, I am ‘chronologically gifted”) in the HR business--as a training and development manager for a Fortune 50 corporation, as a consultant in a large, international management consulting firm, and as an entrepreneur running my own business. By all means, exploit whatever I might have learned from those labors (even if it is in hindsight!) to amplify your own education. I urge students to inquire about current research conducted by others and me. At the same time, do not assume the instructor is the sole or even primary source of knowledge in the room.

Some students seem to have a difficult time with this notion of dual roles so I will repeat it: I expect all
of us (myself included) to assume responsibility for instructing and learning. To facilitate this, I expect us to be open to diverse viewpoints and convey mutual respect to those who hold positions contrary to our own. People will learn quickly to withdraw or attack if the outcome of being authentic is some form of punishment or critical judgment on a personal level. A university classroom ought to be a place where frank and open exchanges are the norm. This has been the customary climate in my other classes. However, if for any reason you feel reticent to be honest in this class, please bring it to my attention. I would want to do something about that immediately.

In light of one of the above assumptions about adult learning, I will use a variety of methods in the course. These include participative discussions, role-plays, demonstrations, personal reflections, simulations, field interviews, library research, and student presentations. Lectures will be relatively brief. I guess that reflects another assumption of mine--i.e., adults generally do not absorb nor retain material when they assume a passive learning role.

I expect you to actively participate in this course, which means much more than showing up to class. A high degree of quality interaction between students and the instructor and among students will result in more effective learning and a more exciting, dynamic classroom environment for all of us. I will do all I can to contribute to your involvement and success in this course, but I cannot do this alone. I am asking you to meet me halfway. Making thoughtful inquiries, disagreeing with each other constructively, and being open to diverse viewpoints will be encouraged. If you expect this course to be one in which you can learn passively and simply regurgitate back to me what you have heard and read, then you will either be disappointed, frustrated, angry, or all three.

As "consumers" of education, you have every right to have certain expectations of me. First and foremost, I have a strong commitment to create a climate that fosters your achieving the objectives of the course. You are ultimately responsible for the achieving piece. I am responsible for helping you get there. You can also expect me to listen to your ideas, concerns, and questions and to respond thoughtfully. I also strongly believe there should be no significant surprises come final grade time, so you should expect ongoing feedback on your performance. I am keenly interested in your success and wish to demonstrate this through my actions.

GROUND RULES FOR IN-CLASS BEHAVIOR

- **Turn off and leave off cell phones, i-phones, Blackberries, Treos, laptops, and ALL other electronic devices during every class session for the entire time we meet.**

- Only one person should be speaking at a time throughout a class session. No “side conversations.”

- Treat what others express in this class as confidential.

- Discuss personal matters/concerns with me in private. I will not discuss these with you in front of other people. It is up to you to make arrangements for this.

- If I observe disruptive behavior (for example, talking while we are having a class discussion, trying to speak with me when I am speaking to someone else first, sending text messages, checking email,
etc.) I will ask you to stop. If the behavior continues, I will ask you to leave the classroom for the remainder of the class session.

Failure to abide by these rules will affect my evaluation of your participation/involvement performance in the course.

**GROUND RULES FOR ATTENDANCE AND CLASS PARTICIPATION**

Attending every class session is expected.

Showing up to each class session on time is expected. **I will lock the door to the classroom at 4:30 PM. If you arrive after this, please do not knock on the door as this will be disruptive. You will simply be marked absent on such occasions.**

Remaining in class until a session is over is expected.

Absences which are potentially excusable include your having a serious illness or a loved one having a serious illness or worse. I consider such matters on a case-by-case basis. It is up to you to initiate a discussion of these matters with me on a timely basis. Telling me at the end of a semester, “I wasn’t here the past 2 weeks because a family member was seriously ill” is not timely.

I will likely understand and will not excuse your being absent or leaving early for reasons such as work commitments, sick child, traffic, needing to meet someone at the airport, needing to study for another course, etc. Your telling me ahead of time you will not be in class, will show up late, or will be leaving early for these and similar reasons will not change the fact that you were absent, late, or left early and your attendance record will reflect these facts.

As stated elsewhere in this syllabus, you should not assume that if your rear end is in a seat for 15 weeks despite your brain being elsewhere for most of those 15 weeks will earn you an “A” for your participation grade.

You are responsible for marking the attendance sheet every week when you are in class. I keep my own detailed records after each class session, so if you forget to mark the sheet, that is your problem. If you mark the roll as your being present but you left early, my own records will show you left early. Thus, what is on the roll you see and what is in my records may not always be the same.

If you try to mark yourself as present at a class session after that class session took place, or if you have someone else mark you as present when you are not there, I will eventually discover this, and your participation/involvement grade will suffer significantly as a result.

In addition to violating any of the ground rules for in-class behavior as listed in this syllabus, other in-class behaviors which reflect poorly on your class participation include and are not limited to falling askep, not responding when I ask questions, responding in ways that indicate you did not read or think about what I asked you to read or think about prior to class, not responding thoughtfully in class discussions and activities, engaging in conversations with other students while we are involved in an activity, and making comments that have little or nothing to do with the topic we are discussing.
Behaviors which reflect well on your class participation include and are not limited to taking an active role in class discussions and other activities, raising thoughtful questions, making thoughtful comments, displaying intellectual curiosity, questioning my points of view/debating with me, sharing your own experiences that pertain to the issue we are discussing, asking other students questions or asking them to elaborate on a comment they made, teaching other students or otherwise helping them to think, teaching me or otherwise helping me to think, raising controversial issues in an effective way, listening to others, and showing respect to diverse viewpoints, especially when you vehemently disagree with those viewpoints.

I will not take time to inform you of what you missed in a class, should you not attend or leave early. You are welcome to ask other students about these things but they are not obligated to help you.

Any significant changes in the course, such as the nature, scope, and/or due dates of assignments, will be extremely rare and will be announced in class should they become necessary, with ample lead time for students to re-adjust their planning to complete course requirements. Likewise, if I choose to cancel one or more class sessions, I will announce these in a class before a cancelled class. If you are not in class when these changes are announced, that is your issue, not mine. In other words, I will not take responsibility to notify students about any changes if they were absent when such changes were announced.

MISCELLANEOUS

The documents in the “Handouts” section on the course ULearn page provide specifics concerning my expectations for student writing, the criteria and standards I use to judge student performance, my policy on submitting assignments after pre-announced deadlines, and other issues. Students are responsible for reading and understanding all of these documents no later than the 2nd week of the semester.

DELIVERABLES

Questions and concerns about these deliverables should be conveyed to me as soon as you have them. If you wait to bring these to my attention soon before the deadline, you run the risk of my not being as helpful as possible.

Family of Origin Paper—this assignment will give you the opportunity to reflect upon and analyze the culture of the organization that was the first in which you were a member—your family of origin. Its purpose is to help you understand some of the powerful forces in your upbringing that shaped at least some if not many of your assumptions about how the family was supposed to work and how you were supposed to act and not act as a member of that family. You will also be given the opportunity to speculate about the effects these cultural norms may have had (and continue to have) on your behavior at work, decisions you have made about jobs and careers, and the kinds of organizations that likely will fit and not fit you from a cultural perspective.

Your paper needs to contain the following elements:
1. Descriptions of at least 5 examples from where you resided with your family of origin that represent the first level of organizational culture (see Schein). These could be artifacts, the layout of the residence, a feeling an outsider would likely get visiting the home for the first time, and the like.
Example: The house was very neat, with virtually nothing out of place. No dishes were ever left in the sink after meals or snacks; papers and magazines were stacked neatly in piles.

2. Descriptions of at least 5 values and/or beliefs espoused by the adults in your family of origin that pertained to how you should and shouldn’t behave (Schein level 2 culture elements).
Example: “Clean up your room right now! A messy room makes us look bad as a family should we have unexpected visitors. And people will think you’re a slob. As long as you live in my house you play by my rules!”

3. Descriptions of at least 5 basic, underlying, and non-negotiable assumptions (Schein level 3 culture elements) of your family of origin. These were probably not stated explicitly, and you may or may not have interpreted these assumptions as intended. What is important are the underlying messages you received from your family as a child, whether these were accurately interpreted by you or not.
Example: Adults rule the roost and children obey them in this family. Kids don’t know what’s good for them; therefore, adults must make decisions for them.

4. Write a brief analysis of if and to what degree the 3 levels of cultural elements were consistent or inconsistent with one another and what effects, if any, this had on you as a child.

5. Describe in general terms how your family of origin’s culture (based on level 3 elements) has affected your own beliefs, values, and actions in both positive and not so positive ways, whether you complied with those cultural norms or rebelled against them.

6. Describe at least 3 basic, underlying assumptions you have held for quite some time (whether they align with those you were exposed to as a child or not) that you have brought and still bring into work situations. Give examples of how all these assumptions manifest themselves at work. In other words, if someone observes you doing certain actions in the workplace, upon what underlying cultural assumptions are they based? Then, state how your cultural assumptions, biases, and distortions can obstruct and facilitate your success in future work situations.

7. Describe a workplace culture (real or imagined) that seems to you to be able to meet all or nearly all of your basic underlying assumptions (the 3 described in # 6 above as well as others). Another way of saying this is to describe a workplace culture that would be an excellent “fit” with you. Use the following elements in your descriptions of such a culture:

- Organizational structure (e.g., very hierarchical, matrix, by project)
- Structure of work (e.g., highly rigid work schedules and routines, very flexible schedules, some flexibility in how and where work gets done)
- Management/leadership style (e.g., authoritarian, democratic, loose)
- Reward and punishment norms (that is, what gets rewarded and punished and not the
amounts of rewards and punishments available)
✓ Expectations regarding how relationships with superiors, peers, and subordinates are supposed to work
✓ Expectations for how people should carry themselves, dress, and other ways they come across to others in and outside the organization.

8. Describe a workplace culture (real or imagined) that seems to you to be a very poor “fit” with you and explain why it would be a poor fit. Use the same elements in # 7 above.

I do not like to prescribe exact length of papers. However, I think this assignment could be performed competently with a paper that is about 6 to 8 double-spaced pages, using 12-point font and one-inch margins on all 4 sides.

Field Observations Presentation—this assignment will give you an opportunity to observe first-hand some of the cultural elements of 3 different organizations at 2 different points in time during the semester. Subsequently, you will report your findings in a brief presentation to the rest of the class.

First, choose 3 organizations which compete with one another in the marketplace, for human and/or other types of resources, are in the same industry, serve similar constituencies, have similar missions, etc. If you elect to choose public organizations, both should be local, state, or federal agencies. This assignment will likely have more meaning and value if you choose organizations whose assumed mission and sector hold the most interest for you. For example, if you are considering a move into the nonprofit world, I would strongly encourage you to choose 3 nonprofits for this assignment; likewise, if you are considering starting a career in finance, you should consider choosing 3 organizations in that industry.

During the first stage, visit the 3 organizations for as long as you can and be prepared to be as observant as possible. Focus on each organization’s artifacts and note the feelings you have and the feelings employees seem to have in each location. Your impressions, how you were treated, and how others seem to be treated are perfectly acceptable data sources. Note especially employees’ non-verbal behaviors (e.g., facial expression, body language).

The second stage will occur 2 weeks later. Re-visit all 3 organizations, again for as long and unobtrusively as you can. In addition, this time try to uncover some of the espoused beliefs and values of each organization. Go beyond any publicized mission, values, and/or vision statements you may see. As in Stage I, you will probably need to go by your impressions and intuition, based on your perceptions and observations. This is OK. To really get a handle on an organization’s true espoused beliefs and values often takes many weeks and months of systematic observations and other data collection strategies. I just want you to get some practice at this process at a fairly fundamental level.

You may wish to jot down notes as you observe the comings and goings inside both organizations if this does not bring unwanted attention to you. I would suggest that if you can’t take notes during your visits that you write up some notes as soon as possible after each visit, as you are likely to forget details as time passes and some of them may be important to remember.

You needn’t necessarily schedule nor get approval of your visits ahead of time (for example, if it is a retail organization, you could just act as if you are a potential customer simply browsing in the store). It depends on how easily the organizations you target allow and accept visitors. If you need some sort of
approval and clearance ahead of time, then secure this before your visit.

Soon after Stage II (while it is fresh in your mind), make some very tentative speculations of 3 to 5 underlying basic assumptions (level 3 culture elements per Schein) that may comprise part of the cultural fabric of the 3 organizations. Then evaluate all 3 organizations in terms of their appeal or lack thereof as a place for you to work. Based on your experiences in both places, would you likely want to work there? Why or why not?

Each student will then present a summary of their observations and reflections from both stages in the 3 organizations they visited, their 3 to 5 speculated underlying basic assumptions in the 3 organizations, and their assessments of each organization’s desirability as a place to work. These presentations should take about 15 minutes per person, including Q and A. I will be more definitive on the expected length of these presentations once I know how many people are in the class.

Keep the identity of both organizations anonymous in your presentation. You cannot use a current employer as one of the organizations for this assignment.

Final Paper—this assignment will give you the opportunity to synthesize some of the key concepts, models, and tools to which you have been exposed throughout the semester. There are 3 major sections to the paper.

Section I

In the first section, state the claims made and perspectives held by the author of our text on the 8 issues below. Then, state if and to what degree you agree with him on each issue. Additionally, cite the page numbers in our text that pertain to your responses to the first 5 bullets.

- What is the definition of organizational culture, and what are the key underlying assumptions about what it entails?
- To what degree is true cultural change possible? When and under what circumstances or conditions is culture change most feasible? Why?
- When is it NOT a good idea to undertake culture change efforts? Under what circumstances or conditions does Schein claim that culture change would be highly difficult if not impossible?
- What recommendations does Schein make for how to and how not to undertake a culture change effort? What are some fundamental do’s and don’ts?
- What role does individual change play in organizational culture change? How are these 2 concepts related or linked?

(Cite page numbers to back up your claims in your write up of all 5 bullet points above)

- How sound is Schein’s research base? Why do you think so?
- Was the text helpful to you in understanding and appreciating organizational culture? Why or why not? How did it specifically help or not help you?
- Which parts of the book were the most interesting to you? Why?
This section could probably be completed adequately (or better) in about 3 double-spaced typed pages with 12-point font and one inch margins on all 4 sides.

Section II

Assume you are going to become the leader of an organization (it can be the entire organization, several functions/departments, or a single function/department) OR assume you are a key advisor to top leadership. The overall task faced by you as the leader is to create a new organization (and a new culture). If you approach this section as a key advisor, then your overall task is to assist the leader and his or her direct reports in the creation of the new organization (and its culture). Assume further that you can start with a “blank slate.” Thus, you have no employees and no financial and capital resources...yet. The overall goal is to create an organization that is successful both by external measures (e.g., financial results, market share, positive reputation among those served, achieving its mission with distinction) and internal criteria (e.g., being “an employer of choice,” widespread recognition that the organization attracts and keeps very talented people).

There are 3 parts to Section II. First, provide 9 statements that convey in clear and concise terms the new organization’s intended culture. These should be very simple and unambiguous sentences (probably no more than 2 sentences per bullet point are needed) that leave little if any room for interpretation. They need to cover all of the following dimensions:

- What are some key truths about human nature? (that is, things that MOST people do or are like regardless of external circumstances in their lives)
- What is required to be an effective manager?
- What is required to be an effective leader?
- How is time viewed?
- How is spaced used? For what purpose?
- How are “reality” and “truth” defined by the organization? How does one get to “the truth?”
- How are people motivated?
- Why do people work (besides being able to survive, live indoors, etc.)? What do people seek in their careers?
- How much autonomy/latitude will sub-groups (i.e., departments or functions) have? To what degree can and should they create their own sub-cultures and to what degree should they align with the total organization’s culture?

One example: People will perform well if you explain the overall purpose of a task, provide sufficient resources to accomplish the task, show how the task fits in with the larger picture (i.e., how the task affects and is affected by work done in other parts of the organization), and then leave them alone to complete the work

Second, write a description of how the new organization intends to attract and retain motivated, productive, and competent employees and managers. Your strategies don’t need to go into highly specific detail. However, while they should be worded in fairly general terms (e.g., “We will spend a good deal of time and money on selecting people, regardless of position in the hierarchy, because we really want people who will fit in with our culture”), I should be able to see a clear link between
your description here and the 9 portrayals of your intended culture above.

Section II could probably be completed adequately (or better) in about 3 double-spaced typed pages with 12-point font and one inch margins on all 4 sides.

Section III

Describe how well and not so well the culture of this course has fit with your own preconceived cultural frame of reference and biases. Another way of stating this is to describe to what degree the behaviors displayed by you, other students, and I, as you perceived them in the course, aligned with your own strongly held views of how instructors, students, and yourself’s should behave in a class. You may structure this section any way you wish; just be sure that your write up covers norms and/or assumptions regarding:

- How people learn
- How people can become motivated to learn
- How people can become de-motivated to learn
- What constitutes “effective” and “ineffective” instruction of adults?

NOTE: This last section may be threatening to some of you. I will commit in writing here that in no way would I judge the quality of your work on this section of the paper (nor with any other work you performed and/or statements you make in class throughout the semester) based on your opinions of the course, your opinions of me as an instructor, your opinions of me as a person, or all of these. The criteria I use to judge students’ writing is covered elsewhere and I stick to that. Your performance as measured by those criteria are not in any way related to any beliefs, opinions, values, or deeply held assumptions you may have about what constitutes a good and lousy course, a good and lousy instructor, or anything else.

For example, you may believe the culture of this course did not align very well with your assumptions about effective instruction of adults. If so, this will have absolutely no bearing on how I evaluate your performance.

Section III could probably be completed adequately (or better) in about 1 double-spaced typed page with 12-point font and one inch margins on all 4 sides.

EVALUATION

I cannot offer you complete objectivity in my evaluations. If anyone has any clues as to how one human being can evaluate another’s performance in a totally objective fashion, please let me know. My intent is to always be fair. You may or may not agree with my assessments. You may think I am being unfair or unreasonable. My aim is mutual understanding of our respective judgments and the basis for them and not on our agreeing with one another.

PLEASE DOUBLE-SPACE ALL WRITTEN WORK. It will be evaluated on style and substance.
Awkward phrasing, poor grammar, spelling errors, misused words, and the like detract from your impact and will affect grades. Lucid, organized expression is expected. Most of us mere mortals need to re-write the first re-write at minimum, i.e., 2 re-writes of a draft. Oral presentations are evaluated on criteria such as enthusiasm, poise, and ability to engage your audience. Refer to the 2 documents in the “Handouts” section on the course U/Learn page to see the dimensions and criteria I use for grading. Ask me questions if need be.

Your final grade is determined by the weighted average of grades on the following:

1. Family of Origin Paper = 30%
2. Field Observations Presentation = 20%
3. Final Paper = 30%
4. Participation/Involvement = 20%

The relative weights are intended to convey that all deliverables and your participation/involvement are important in determining your final grade for the course. Letting any one of them "slide" will affect your overall evaluation and final grade. The math works out that way.

**TENTATIVE SCHEDULE** (subject to change)

**August 21**

Introductions  
Course Overview  
Climate Setting  
Expectations and Responsibilities  
Review Syllabus and Handouts

**August 28**

Why bother learning about organizational culture?  
Levels of Culture  
2 Case Studies  
Sub-, Macro-, and Micro-cultures  
Schein-Chapters 1, 2, 3 & 4

**Sept 4**

Cultural Assumptions About: Internal Integration, External Environment, Truth, Time, Space, Human Beings  
Schein-Chapters 5, 6, 7, 8, & 9
Discuss paper due 9/11 and finalize expected length of presentations

Sept 11
**Family of Origin Paper Due**
Deciphering and Measuring Culture
Schein-Chapters 10 & 11

Sept 18
Leadership’s Role in Culture Formation and Maintenance
Schein-Chapters 12-16

Sept 25
Culture Change
Schein-Chapters 17-19

Oct 2
1* Level Field Observations (*no class*)

Oct 9
Discuss 1* Level Analyses
Learning and Culture
Schein-Chapters 20-21
Mid-term corrections considered

Oct 16
2* Level Field Observations (*no class*)

Oct 23
Discuss 2* Level Analyses
Schedule Presentations

Oct 30, Nov 6, and 13
**Field Observation Presentations Due**
Discuss Final Paper

*No class Nov 20*

Nov 27
**Final Paper Due**
Course Wrap Up Activities

**ADDITIONAL CONSIDERATIONS**

My own career (9 jobs and 4 occupations in 40 years) and life experiences have taught me much, and I likely am not aware of many other lessons that have been presented to me. One thing I have learned is
that learning can be an exhilarating and painful process. In retrospect, much of what has made learning worthwhile for me and others who have crossed my path are: a willingness to work hard, having some tolerance for ambiguity, possessing the courage to learn about and be oneself, trying to be as mature as 1/2 one's chronological age, a willingness to step out of one’s comfort zone now and then, and maintaining a sense of humor.

It also seems important to ask for help and accept any annoyances or anxieties as they arise rather than deny, intellectualize, or minimize their existence. I learned, and continue to learn, all these things in real hard ways. Perhaps you can learn from some of my past mistakes. Feel free to ask me about them, for I have made many and likely continue to make at least 20 a day. Learn from your own mistakes as well. They are great teachers if we have a little willingness to let them teach us.

In terms of learning from classes/formal education, it has taken me decades to realize some of the things I learned in school. I have also changed my mind about what I really learned in school and the value I have attributed to what I really learned. Often what I eventually realized I had learned had nothing to do with the subject matter of a course.

You may leave this course having more questions than answers, being more confused than enlightened, and feeling like you learned little of value. If so, just be open to a possibility, however remote it might seem now, that at some time down the road you may realize you actually did learn a few things from this experience that you were sure you didn’t learn or did not even think about consciously when the course took place.

PMAP Department Computer Policy

The following computer policy is in effect for PMAP. Our department policy is similar to one that is now in effect for the entire university.

- All students in the PMAP department must have access to a computer, and any course offered by the department may require computer-based work.
- Student computers must provide access to their GSU email account and the web.
- Students are required to have access to MS Office (including WORD, EXCEL, and PowerPoint) and a current version of the MS IE browser. Other browsers are acceptable if they are configured to allow online access to WORD and PPT files.
- We encourage students to have access to their own computers at home or at work, but the university does have many computers available in GASU open-access labs.

Academic Integrity

I will not tolerate academic dishonesty, including but not limited to cheating and plagiarism. If you are unsure about what does and does not constitute plagiarism and other forms of academic dishonesty, carefully read the pertinent portions of GSU Student Handbook and/or GSU Graduate or
Undergraduate catalog (both are available on the web) as well as consult with me for guidance. You are ultimately responsible for understanding what plagiarism is and avoiding engaging in it.

The following is from a portion of the GSU Student Handbook:

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgement, including the summarizing of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

Plagiarism and other forms of academic dishonesty will result in an “F” on the assignment in question. Per university, college, and department policies, students found guilty of academic dishonesty can also receive an “F” for the entire course as well as be suspended or expelled from Georgia State University.

Accommodations for Disabilities

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

Course Evaluations

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

PMAP Career Services Office and Community Network

The Department of Public Management and Policy (PMAP) provides career support services to all current PMAP graduate students and alumni. Graduate students are invited to meet with Dr. Maggie Tolan, the Director of Academic Programs and Alumni Affairs, to discuss resume writing, interviewing, job searching, internship development, and networking. To see what career panels, career fairs, and events are available this semester, please visit: http://aysps.gsu.edu/paus/career.html. Make the most of your education by utilizing these great resources. Students are encouraged to arrange an individualized appointment with the Maggie by emailing: mtolan@gsu.edu.

The PMAP Community Network student organization aims to connect Public Management & Policy (PMAP) students, faculty and alumni through social functions, speakers and other events while enhancing the academic and social experiences of students in Public Management and Policy. The student organization is open undergraduate and graduate students. Contact Maggie Tolan for more information.
This document provides a broad overview of the course. If deviations are deemed necessary, students will be so informed in as timely a manner as possible.