

**EADP 3080.001 EMERGENCY MANAGEMENT LEADERSHIP AND
ORGANIZATIONAL BEHAVIOR
Spring 2000, Wednesday 3 - 5:50 p.m.
Wooten Hall Room 122
Department of Public Administration
University of North Texas**

Instructor

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Course Description

This course provides an introduction to leadership and organizational theory in the context of emergency management. You will examine and develop a range of skills in a number of interpersonal areas: conflict management, use of power, group dynamics, and leadership and influence.

Essential Competencies/Course Objectives

The purpose of the Emergency Administration and Planning curriculum is to prepare you for professional careers and leadership in emergency management. Curriculum components are designed to produce professionals capable of intelligent, creative analysis and communication, and action in public- or private-sector service. By the end of the semester, you should be able to:

- 1) Understand and articulate the theoretical base of leadership and organizational behavior.
- 2) Review and discuss various decision-making models and to communicate the implications of these for emergency management.
- 3) Assess personal characteristics associated with various leadership styles in yourself and others.
- 4) Demonstrate leadership skills needed by emergency management personnel.

It is your responsibility to read and understand this syllabus. Please see me immediately if you have any questions about the requirements of the course.

Required Reading

Luke, Jeffrey S. 1998. *Catalytic Leadership*. San Francisco, CA: Jossey-Bass, Inc.

Nahavandi, Afsaneh. 2000. *The Art and Science of Leadership, second edition*. Upper Saddle River, New Jersey: Prentice Hall, Inc.

Other readings available at the Willis Library Reserve Desk or the Union Copy Center.

Course Requirements

You are required to complete all reading assignments and projects by the assigned due dates. I will consider administering make-up examinations in cases of **verifiable** emergencies (illness, etc.) if a request is made in advance of the examination.

Your first assignment is to write an essay with the title of “I learned about leadership from...” This essay should explicitly define leadership. It should be carefully written and not exceed four typed and double-spaced pages.

You will complete two examinations, each of which will consist of 2 essay questions. This type of examination gives you the greatest opportunity to demonstrate the breadth of your knowledge and critical thinking skills. Each exam is comprehensive. In order to receive an “A” on an examination, you must: 1) correctly identify the subject in question *and* 2) identify the importance of that subject to the field leadership and emergency management.

You will present one case analysis (in writing). The class will be randomly divided into two groups for this project. You may not change groups. Guidelines for completing the case analysis are attached to this syllabus. Case analyses may not be submitted late.

All written assignments are to be type written, double-spaced. Written reports will be assessed based upon organization of ideas, illustration of an understanding of leadership and organizational behavior issues and their relationship to emergency management. Readability and effectiveness of writing will be given serious consideration in the assessment of written reports. Careful attention to spelling, grammar, and punctuation will serve you well in anything you write. Comply with standard style guidelines. One helpful reference for style and grammar questions (available in the bookstore) is: Diana Hacker’s *A Pocket Style Manual* (Boston: Bedford Books of St. Martin’s Press, 1993).

You are also required to participate in several web-based discussions and activities in this class via WebCT. You have been assigned a unique login ID and password to participate in these activities. Please do not share this information with anyone. Materials (links) available to you in the WebCT area (home page) for this class will be helpful to you for completing assignments in this class.

Records of attendance will determine attendance grades. Sign-in sheets will be distributed and collected in each class session. **Class participation grades will be based on:** (1) quality and originality of general participation in class discussions, (2) evidence of completion of reading assignments in the contributions to class discussions, (3) quality of thought evident in preparation of assignments.

In addition, you have the *option* to complete two exercises from the Nahavandi book during this semester. The combined grade from the three exercises may be substituted for any other grade in the class, even the final exam. The instructor will select the exercises

to be completed. Late exercises will not be accepted. The exercises should be completed independently.

If you have a disability that would limit your ability to participate in class or on an examination, please see me and the Office of Disability Assessment early in the semester. A statement of the University's ADA policy is attached to this syllabus for your reference.

Final grades in this course will be determined as follows:

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|--------------------------------------|---------------------|-------------------------------------|
| Essay: | 10 percent | Due: February 2 |
| First Exam: | 20 percent | Due: March 8 |
| Case Study Papers: | 20 percent | Due: February 16 and March 1 |
| Second Exam: | 25 percent | Due: May 10 |
| Web Participation: | 10 percent | Due: throughout the semester |
| In-Class Attendance & Participation: | 15 percent | Due: 15 percent |
| throughout the semester | Optional Exercises: | replacement Due: 9 a.m. on May 8 |

Your Responsibilities

(1) PREPARATION. It is essential that you read the assigned readings each week before coming to class. It is not possible to put off reading the material until the end of the semester and expect to do well in this class. Some of the readings will be discussed in class, but others will be used only as points of departure for class discussions and lectures.

(2) PARTICIPATION. The expectations for class participation follow from the above advice. Having read the assigned material with a careful and critical eye, I expect you to come to class and web-based discussions with questions and comments. You will learn more by taking part in these discussions than you otherwise would (the rest of us might benefit from your discussion and questions as well!).

(3) ASSIGNMENTS. All assignments are due at the beginning of the class on the date the assignment is due. It is unfair to others in the class if you have more time in which to complete assignments. Therefore, each timely, completed assignment is eligible for consideration for full credit. *Late work will be downgraded by one grade for each day it is late.*

(4) ACADEMIC INTEGRITY. Work submitted for a grade should be the original work of the author. Remember, plagiarism is a violation of acceptable student conduct. Violations will not be treated lightly, and disciplinary action will be taken should such violations occur. See me if you have any questions about academic integrity in general or as it relates to particular requirements for this course. *The Department of Public Administration's official policy statement on academic honesty is attached to this syllabus for your reference.*

(5) MY RESPONSIBILITIES. In addition to expecting me to arrive in class on time, you should expect my lectures to be coherent, informative, and prepared in advance. You should expect me to promptly grade, comment on, and return your work. I will be

available for consultation during my office hours. In addition, I will do my best to meet with you at times other than my scheduled office hours.

Schedule of Topics, Readings and Course Activities

- January 19: Introduction, Course Objectives, Expectations
What is Leadership? Characteristics of an Effective Leader
- January 26: Models of Organizations
Reading: Taylor, Frederick Winslow. 1916. "The Principles of Scientific Management."
Simon, Herbert A. 1946. "The Proverbs of Administration"
- February 2: Definition and Significance of Leadership
Reading: Luke, Preface and Chapter 1
Nahavandi, Chapters 1 and 2
DUE: Essay ("I learned about leadership from...")
- February 9: Theories of Leadership
Reading: Luke, Chapter 2
Nahavandi, Chapter 3
- February 16: Communication and Liaison Roles
Reading: Simon, Herbert A., Smithbury, Donald W. and Victor Thompson. 1950. "The Communication Process."
Guest Lecturer: Kim Guymon, Emergency Services Specialist, Denton Branch of the American Red Cross
DUE: Case Study #1: ATF and the Media Prepare for the Raid . on the Branch Davidian Compound.
- February 23: Organizational Decision Making
Reading: Lindblom, Charles E. 1959. "The Science of Muddling Through,"
Janis, Irving L. 1971. "Groupthink: The Desperate Drive for Consensus at Any Cost."
- March 1: Organizational Decision Making, continued
Cosgrove, John. 1996. "Decision making in Emergencies."
Disaster Prevention and Management, 5:4, 28-35.
DUE: Case Study #2: The MOVE Disaster
- March 8: **FIRST EXAM**

- March 15: **SPRING BREAK - NO CLASS SESSION**
- March 22: Conflict Management Styles
 Reading: Luke, Chapter 8
- March 29:
April 5: Personal Styles
 Exercising Leadership/Exercising Power
 Reading: Luke, Chapters 3 and 7
 Nahavandi, Chapters 4 and 5
- April 12: Motivation
 Reading: Luke, Chapter 4
 Maslow, Abraham H. 1943. "A Theory of Human
 Motivation."
 McGregor, Douglas. 1957. "The Human Side of
 Enterprise."
 Nahavandi, Chapter 6
 Guest Lecturer: Glenn Garcelon, Director, FEMA National
 Teleregistration Center
- April 19: Group Dynamics
 Reading: Luke, Chapters 5 and 6
 Nahavandi, Chapter 7
- April 26: Transformational, Collaborative, and Principle-Centered
 Leadership
 Reading: Chapters 8 and 9
- May 3: Leadership Ethics
 Reading: Luke, Chapter 9
 Nahavandi, Chapter 10
- May 8: **Due: Optional Exercises, no later than 9 a.m.**
- May 10: **Exam—Same place, same time...**

Guidelines for Preparing Case Analysis

An important element of the learning experience in this course is the analysis of various situations or cases related to leadership and organizational behavior in emergency management. Each of the cases illustrates concepts which we have read about or which we have discussed in class. During the semester, we will consider three cases.

You should come to class prepared to discuss each case. Read it carefully, identify the main players or events in the case, determine the key issues or problems, and determine what actions should be taken to resolve or improve the situation. Your participation in these discussions will be reflected in your grade for “attendance and participation.”

In addition, you will complete a written case analysis of **one** case. The instructor will assign that case to you. One-third of the class will complete each case to be discussed in the class. In your analysis, you should formally organize your discussion as follows:

Description: What are the main facts of the case? Who are the major players? What is the sequence of events in the case? (not more than one page)

Analysis: What is going on in the case? What are the underlying factors? What concepts drawn from the literature seem to explain the situation? (2-3 pages)

Recommendations: In light of your analysis what actions should the main players consider? What would you recommend? Why?

The case analysis should be not more than five (5) pages in length. Your analysis will be evaluated on whether it is well written, shows good understanding of the issues, makes good use of the concepts from the literature and class lectures, and suggests and evaluates alternatives.

Please check the syllabus for the dates when cases will be discussed. If you elect to prepare a particular case, **it must be handed in at that time.**