

POLS 493G: Seminar in Organization Theory & Development

Spring 2019

Tuesdays, 6:30-9

Morgan 314

Professor: Dr. Casey LaFrance

Office: Morgan 424

Office Hours: MWF 11-12, Tuesday 5:30-6:30 , and By Appointment

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Required Texts:

**Shafritz, et. al. The Classics of Organization Theory,
Gallos, "Organization Development: A Jossey-Bass Reader"
Supplementary Readings from Blackboard, e-reserve, or Jstor**

Suggested:

Frederickson & Smith. The Public Administration Theory Primer

Shafritz, et. al. (2005) Classics of Public Administration, 6th Ed.

Introduction to the Course

Human beings are interdependent, social creatures who mostly share a desire for order in civilization. Bringing about such order requires collective action facilitated by organizations. In order for these organizations to effectively carry out their purposes, they require appropriate management. In this course, we will explore the complex terrain of public organization theory and management. Because each of us interacts with organizations on a daily basis, you might find this course to be both salient and accessible to you. Unfortunately, because the fields of organization theory and public management are so nuanced, we will not be able to cover every topic in these fields. Still, this course should give you a solid understanding of the major issues of public sector organizational scholarship. Furthermore, this course is designed to equip you with practical skills that you may utilize in your daily life as a worker, a student, a family member, and a citizen.

Course Objectives

After taking this course, you should be able to:

Describe the evolution of organization theory as a field of inquiry

Explain the unique challenges that public organizations face vis a vis their private and non-profit counterparts

Describe the tenets of the Classical/Principles, Carnegie/Modern, and Critical PostModern Schools

Relate organization theory to the larger discipline of Public Administration

Utilize organization-based evaluation techniques and become familiar with strategic management and planned change

Evaluate yourself as an organization member

Understand and apply different motivational techniques and organizational structures

And Grasp the essence of public service leadership and management.

Crucial Requirements for Success in this Course:

As this is a graduate/upper division seminar, you will be expected to make frequent comments, ask thoughtful questions, and link the readings to one another and the course as a whole. In order to do these things, you must show up for course sessions ready to be an active participant in course discussions. While I will lecture, I expect an equal amount (or more) of class time to be spent facilitating discussions between you and your classmates. **There is no possibility of succeeding in this course without reading the assigned works, completing written assignments and exams, and actively participating in course discussions.**

In addition to being an active participant, you must also know when to listen. This is especially necessary when you encounter an opinion or insight that differs from your own.

You must also complete all course assignments on time and be willing to participate in group assignments and activities with your classmates.

Finally, I urge you to contact me if you have any difficulties with the readings, assignments, or any other aspect of the course. You may e-mail, phone, or stop by my office. In the event that I am off-campus, please feel free to contact me via my personal phone number. I will gladly make every effort to assist you in mastering the material and performing well, but I will not know that you need help unless you let me know.

Furthermore, if you have any questions or concerns about the course that you do not feel comfortable discussing with me, you may submit an anonymous statement at any time. While I intend for this course to challenge you, I am committed to making every reasonable accommodation necessary to aid you in succeeding.

My commitment: I will be 100% available for any questions, comments, concerns, or suggestions that you wish to proffer. You may call, e-mail, visit my office, or leave an anonymous note with the department's office manager at any point during the semester. I promise that I will do all I can to answer your questions and consider your suggestions to improve the course. This course is for YOU, so take advantage of these opportunities!

Your commitment: To attend each course session unless a major catastrophe prevents you from doing so; To come prepared to ask questions, To READ offer insightful comments, and listen to your classmates. To offer the highest quality versions of your own original work for performance evaluation (grading). The nature of this course is such that it will be virtually impossible to pass, much less excel, if you do not complete the assigned readings.

Decorum

As this is an upper level/graduate course, I expect each of you to be familiar with proper classroom decorum. Please turn off all electronic devices and pay attention to your instructor and classmates. Failure to demonstrate proper behavior will be a basis for reducing your participation grade and/or asking you to leave a given course session until you can behave appropriately. I will be very disappointed if I ever have to take action of this sort, so please be respectful of your peers and instructor.

In addition to being an active participant, you must also know when to listen. This is especially necessary when you encounter an opinion or insight that differs from your own.

You must also complete all course assignments on time and be willing to participate in group assignments and activities with your classmates.

Finally, I urge you to contact me if you have any difficulties with the readings, assignments, or any other aspect of the course. You may e-mail, phone, or stop by my office. In the event that I am off-campus, please feel free to contact me via my personal phone number. I will gladly make every effort to assist you in mastering the material and performing well, but I will not know that you need help unless you let me know.

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Disability Services

"In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services."

Writing Center Statement

If you feel that you need help in developing your writing assignments, I suggest you visit the University Writing Center's website: <http://www.wiu.edu/UWC/> . Here, you will be able to schedule an appointment.

Make Up Exams/Assignments: If you miss an exam, and have a **VERY COMPELLING** reason, I will **consider** offering a make-up exam. Late assignments will automatically receive a 10 percent deduction for each class session past the due date. I will not consider make-up work for quizzes/group assignments missed due to unexcused absences. It is your responsibility to inquire about make up assignments.

Academic Integrity

: Please refer to you undergraduate or graduate handbook for WIU's policy on Academic Integrity (for Plagiarism and other forms of cheating). It is impossible to learn from one another if any of us recycle the ideas of others. Please turn in your own original work, use quotation marks “ “ when quoting a source, and use a recognized citation style (preferably APA). Please do not speak to one another during the course of an exam. If I suspect that you may be cheating, I will contact the University Judicial Office or take other necessary measures. If your actions are judged as academically dishonest, you will receive an automatic zero on the assignment and a grade of F in the course.

Assignments

Song/Short Story/Piece of Art Analysis 5% (Due in Class Week 4)

Find a song, short story, or other piece of art that deals with or relates to a topic in organization theory. Explain the relationship between this piece of art and one or more themes from the course. Is the work still relevant today? In addition to being influenced by organizations, briefly explain (in your opinion) how a society's art influences perspectives and scholarly studies of organizations.

Undergraduate students will be expected to write 1-2 pages for this assignment, while Graduate students will be expected to write 2-3 pages.

Movie Or Sporting Event Analysis 5% (Due In Class Week 6)

Choose a film or a sporting event that ties in with organizational theory topics from the course. Explain the relationship between this film/sport and one or more themes from the course. What do a society's leisure activities imply about the society's perspectives on organizations? How is the film/sporting event similar or different from the piece of art you studied in the first assignment?

Undergraduate students will be expected to write 1-2 pages for this assignment, while Graduate students will be expected to write 2-3 pages.

Organization Development Mini Case 10% (Due in Class Week 10)

Using literature from the Gallos text as a starting point, you will identify a potential issue in organization development (motivation, change management, communication, partnerships, strategic planning, etc.) associated with a public or nonprofit agency and offer 3 suggestions for addressing these issues and the theoretical rationale for each. Undergraduate students will write 3-5 pages, while graduate students will write 5-7 pages.

Interview with a Public/Contract Employee and Organizational Analysis: 50%

Due During the final exam period, though you may be asked to give an informal presentation during the last week of class so that we can complete presentations during the final exam period.

You will conduct an informal interview with a public employee or government contractor at ANY level of government in ANY place you choose. You may conduct this interview in person, over the phone, or via e-mail. Ask any questions you like, provided these questions are relevant to course topics (e.g., leadership/management style, the informal organization, motivation/incentives, different types of accountability, etc.) and explain how your interviewee's responses stack up against the literature we have covered in class as well as literature you find on your own. After conducting this interview, give a thoughtful analysis of this organization's greatest strengths and weaknesses (from the perspective of the interviewee). Discuss how changing tides in org theory or management theory have affected the subject's organization (for instance, does the organization contract out more tasks than before? How does this organization work with similar organizations?). It will help your paper if you provide an organization chart, or at least some indication of how the organization is structured. Also, pay attention to task specialization, division of labor, employee grievance procedures, collective bargaining agreements (if any), management approach/philosophy, how outcomes/outputs are measured, whether the driving goal is efficiency, economy, equity, or something else. How would you, as a consultant, work to (1) gain more information for an organization development exercise, and (2) improve the organization's shortcomings? How will this organization change or evolve in the wake of changes in governance? We will discuss this assignment in greater detail during the first few weeks of class, and you will be given a rubric to explain how I will grade this assignment.

Graduate students should expect to write between 20-30 pages for this assignment, while undergraduate students will be expected to write 10-15 pages.

ALL students should prepare a 1-3 page executive summary written in the tone of a process consultation summary. We will discuss this in class.

Mock Comprehensive Exams I & II (Response Outline and Verbal Report) 20%

You will work in small groups to strategize and formulate responses to questions that deal with the large, looming ideas and puzzles inherent in the study of public organizations. Graduate students will be expected to take on leadership roles within their groups while ensuring that all group members are given an opportunity to voice ideas and concerns. Once each small group has worked on their responses, we will discuss them as a class.

Participation and Attendance 10%

Show up to class. Please be prepared for class by taking sufficient time to read, digest, and re-read (if necessary) the assigned works. While it would be an unimaginably disappointing decision, I reserve the right to assign written memoranda/reports if it becomes evident that students are not reading and ruminating prior to class.

Total: 100 points possible (100%)

Grading: A = 90-100 B= 80-89 C= 70-79 D= 60-69 F= <60 (Grads)

Grading: A=90+; B+=85-89; B=82-84;B-=80-81;C+=75-79; C=72-74; C-=70-71;D+=65-69; D=62-64; D-=60-61; F= <60. (Undergrads)

Schedule of Course Topics and Readings

Please Note that the scheduled contained in this syllabus is subject to change and/or revision at the discretion of the instructor. Please come to class so that you may keep up with the activities of this course. Additional reading assignments (e.g., Journal Articles, etc.) will be announced as the course progresses. Please make sure that you complete ALL readings before the class session in which they will be discussed. All Articles Listed on this Syllabus are available on J-Stor, BlackBoard, or your textbooks.

Week 1: 01/15 Introduction to the Course, Goals of the Course

Why Organize?

Unique Challenges of Public Sector Organizations

Part A: Why Organize?

McSwite, O.C. Theory Competency for MPA educated practitioners

<http://onlinelibrary.wiley.com/doi/10.1111/0033-3352.00010/abstract>

Hobbes' State of Nature, Skim sections 3-7

<http://plato.stanford.edu/entries/hobbes-moral/>

Bartleby the Scrivener (Skim)

<http://www.vcu.edu/engweb/webtexts/bartleby/bartleby.html>

Questions:

What is an organization?

Why do human beings organize?

What are some of the ostensible costs and benefits of organization membership?

How can we link civilization with organization?

What would happen to society if we all “preferred not to” follow orders as Bartleby does?

What are some fundamental social changes that occur the minute a society gains a second member? A Third?

Week 2: 01/22 Unique Challenges of Public Sector Organizations

Read:

Wilson (1887). The Study of Administration.

<http://teachingamericanhistory.org/library/index.asp?document=465>

-Allison : Public and Private Mgmt: are they fundamentally alike in all unimportant aspects?

<http://myweb.csuchico.edu/~sbarrios/allison.pdf>

-Gaus: The Ecology of Public Administration

<http://campus.greenmtn.edu/faculty/gregbrown/ELA4000/GausEcologyPubAdm.pdf>

Kaufman. Administrative Decentralization and Political Power.

<http://www.jstor.org/discover/10.2307/973980?uid=3739656&uid=2129&uid=2&uid=70&uid=4&uid=3739256&sid=21101127515951>

Summary of Applebee, “Government is Different” (Provided in Class)

Questions:

How is public administration distinct from business administration?
What does this say about the universality of management studies?
Can politics be firewalled from administration? Is this as desirable as Wilson suggests?
Why does our focus change with predictable regularity?
Do different sorts of people self-select into public sector careers?

Week 3: 01/29

Part A: Classical Organization Theory (The Principles School)

Read:

General Principles of Management, Henri Fayol (1916).

The Principles of Scientific Management, Frederick Winslow Taylor (1916).

Bureaucracy, Max Weber (1922).

Notes on the Theory of Organization, Luther Gulick (1937).

Questions:

According to Weber, what are the key features of a bureaucracy?

What are the advantages and drawbacks of hierarchy?

What are some limitations of Weber's ideal type bureaucracy?

What is the central idea behind scientific management?

Compare Taylor's focus on efficiency with Wilson's declaration regarding "a murderous man with a knife."

What is task specialization? Work Standardization?

Which external/environmental forces does Taylor acknowledge? Fail to acknowledge?

With regard to management and motivation of employees, what are the assumptions of classical org theory?

The Iron Cage?

What motives, other than enhanced pay, exist for employees?

How do Classical Org Theory and Scientific Mgmt relate to the logic of the dichotomy?

Part B: Neoclassical Organization Theory

Read:

Bureaucratic Structure and Personality, Robert K. Merton (1957).

The Proverbs of Administration, Herbert A. Simon (1946).

Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative science quarterly*, 1-25.

Suggested: Gallos, 28-30

Questions:

Scholars tap into the "informal" organization. How do we distinguish it from the "Formal" org?

Simon argues for Bounded Rationality and Satisficing rather than the application of uniform “best” practices. Who is right? Why?

What is goal displacement and how does it occur?

Simon was deeply interested in overcoming bounded rationality. So much so, in fact, that he spent almost the entirety of his career post “Administrative Behavior” studying artificial intelligence. What would he say about the ubiquity of technology today? Do we make better decisions? What happens when we remove the human element from our decisions?

Week 4: 02/05

Part A: Human Resource Theory (Organization Behavior School

The Giving of Orders, Mary Parker Follett (1926).

The Hawthorne Experiments, Fritz J. Roethlisberger (1941).

A Theory of Human Motivation, Abraham H. Maslow (1943).

The Human Side of Enterprise, Douglas Murray McGregor (1957).

Groupthink: The Desperate Drive for Consensus at Any Cost, Irving L. Janis (1971).

Roy, D. F. (1959). "Banana Time": Job Satisfaction and Informal Interaction. *Human organization*, 18(4), 158-168.

Part B: Organizations and Environments (Systems Theory)

Organizations and the System Concept, Daniel Katz & Robert L. Kahn (1966).

Romzek, B. S., & Dubnick, M. J. (1987). Accountability in the public sector: Lessons from the Challenger tragedy. *Public Administration Review*, 227-238.

Gallos, Chapter 24

In-Class: Undercover Boss ---Waste Management

What does Follett mean when she says that a person despises the order more than the task he/she is ordered to perform?

What is Follett’s Law of the Situation? How does it differ from traditional perspectives of management?

What is an informal organization? How does it differ from a formal organization?

What do the observations made by Barnard and Roy say about Weberian bureaucracy? The dichotomy?

What are your needs? How are they met, or not met, in your work life and in the classroom?

What does it mean to be co-opted? Why is this an effective tactic?

Do you prefer a Theory X or Theory Y manager? Is this another false dichotomy?

Is there a “banana time” or “peach time” for you in your classes or work?

Week 5: 02/12

Assignment 1 Due

Organizations and Environments and Organizational Economics (Principal-Agent, Transaction Costs, and Public Choice Theories)

Theory of the Firm: Managerial Behavior, Agency Costs and Ownership Structure, Michael C.

Jensen & William H. Meckling (1976).

The Economics of Organization: The Transaction Cost Approach, Oliver E. Williamson (1981).

Notes on Downs (1967), Niskanen (1971) and Gore (1993) provided by instructor during discussion of New Public Management reforms.

Activity: Bureaupathologies

Week 6: 02/19 Power & Politics; Critical Org Theory

Part A: Power and Politics in Org Theory

Democracy and the Iron Law of Oligarchy, Robert Michels (1915/1962).

The Bases of Social Power, John R. P. French Jr. & Bertram Raven (1959).

Bachrach, P., & Baratz, M. S. (1962). Two faces of power. *American political science review*, 56(04), 947-952.

Part B Critical Org Theory (Radical Feminism, Critical Legal Studies)

Duncan Kennedy: Legal Education and the Reproduction of Hierarchy

http://duncankennedy.net/documents/Photo%20articles/Legal%20Education%20and%20the%20Reproduction%20of%20Hierarchy_J.%20Leg.%20Ed..pdf

Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence

Catharine A. MacKinnon *Signs* Vol. 8, No. 4 (Summer, 1983), pp. 635-658

Settlement Women and Bureau Men: Constructing a Usable Past for Public Administration

Camilla Stivers *Public Administration Review*, Vol. 55, No. 6 (Nov. - Dec., 1995), pp. 522-529

Gallos, Chapter 16

How do normal people do evil things?

How do we reconcile the need for obedience to authority with such horrible consequences?

Why do we operate with different morals/values when we are alone vs when we are in large groups?

What are the implications of Internet-based anonymity on civic discourse? Organizational behavior?

Week 7: 02/26

Leadership Theories

Assignment 2 Due

BRING IN 10 OF YOUR FAVORITE LEADERSHIP QUOTES

Leadership Counts

Robert D. Behn

Journal of Policy Analysis and Management, Vol. 8, No. 3 (Summer, 1989), pp. 494-500

What Right Do Public Managers Have to Lead?
Robert D. Behn
Public Administration Review, Vol. 58, No. 3 (May - Jun., 1998), pp. 209-224

Management by Groping along
Robert D. Behn
Journal of Policy Analysis and Management, Vol. 7, No. 4 (Autumn, 1988), pp. 643-663

Robinson. After the Pay Freeze. Five ways to keep performance up.
<http://fcw.com/articles/2011/01/17/feat-performance-management.aspx>

Baldoni. Great Motivation Secrets of Great Leaders.
http://govleaders.org/motivation_secrets.htm

Gallos, Chapters 5-11

Week 8: 03/05
Midterm Mock Comp: Terms
Term Paper Workshop I

Week 9: SPRING BREAK!

Week 10: 03/19
Organization Culture
Introduction to Organization Development
Strategic Planning Workshop

Read:

Gallos, Part I, III
Gallos, Chapter 31

The Concept of Organizational Culture: Why Bother?, Edgar H. Schein (2004).

The Z Organization, William G. Ouchi (1981).

Changing Organizational Cultures, Harrison M. Trice & Janice M. Beyer (1993)

, Organizational Culture: Pieces of the Puzzle, Joanne Martin (2002).

Week 11: 03/26
Process Consultation: Becoming a Masterful Consultant
Case Studies and OD Work Shop
Read:

Gallos, Parts IV-VI

LaFrance, Casey (2011). Targeting discretion: an exploration of organisational communication between rank levels in a medium-sized Southern US police department. *International Journal of Police Science & Management*; Summer2011, Vol. 13 Issue 2, p158-171 (EBSCO HOST DATABASE)

Organization Development in Public Agencies: Perspectives on Theory and Practice
Robert T. Golembiewski *Public Administration Review*, Vol. 29, No. 4 (Jul. - Aug., 1969), pp. 367-377

Culture: The Missing Concept in Organization Studies
Edgar H. Schein *Administrative Science Quarterly*, Vol. 41, No. 2, 40th Anniversary Issue (Jun., 1996), pp. 229-240

Week 11: 04/02

Emotional Labor and Employee Self-Care

Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two perspectives of "people work". *Journal of vocational behavior*, 60(1), 17-39.

Morris, J. A., & Feldman, D. C. (1996). The dimensions, antecedents, and consequences of emotional labor. *Academy of management review*, 21(4), 986-1010.

Mastracci, S. H., Newman, M. A., & Guy, M. E. (2006). Appraising Emotion Work Determining Whether Emotional Labor Is Valued in Government Jobs. *The American Review of Public Administration*, 36(2), 123-138.

Stenross, B., & Kleinman, S. (1989). THE HIGHS AND LOWS OF EMOTIONAL LABOR Detectives' Encounters with Criminals and Victims. *Journal of Contemporary Ethnography*, 17(4), 435-452.

Guest Speaker

Week 12: 04/09 Idiocracy Film and Discussion

Week 13: 04/16

Organizational Life in an Era of Networked-Governance Learning Organizations The Future of OD

Read:

Gallos, Part 8

Organizational Learning: The Contributing Processes and the Literatures

George P. Huber *Organization Science*, Vol. 2, No. 1, Special Issue: Organizational Learning: Papers in Honor of (and by) James G. March (1991), pp. 88-115

Kettl, *The Next Government of the United States*

A Preliminary Theory of Interorganizational Network Effectiveness: A Comparative Study of Four Community Mental Health Systems

Keith G. Provan , H. Brinton Milward

Administrative Science Quarterly, Vol. 40, No. 1 (Mar., 1995), pp. 1-33

The Interorganizational Learning Dilemma: Collective Knowledge Development in Strategic Alliances

Rikard Larsson, Lars Bengtsson, Kristina Henriksson, Judith Sparks

Organization Science, Vol. 9, No. 3, Special Issue: Managing Partnerships and Strategic Alliances (May - Jun., 1998), pp. 285-305

Chaos and Transformation Theories: A Theoretical Analysis with Implications for Organization Theory and Public Management

Ali Farazmand

**Week 14: 04/23 Term Paper Workshop (Bring outlines, drafts, ideas to share with a partner);
Mock Comp Part II (essay)**

Week 15: 04/30 First Half Presentations

Week 16: 05/07 2nd Half Presentations (6PM)