San José State University
POLS/MPA Program
PADM 217, Organization Theory, Spring 2018

January 25 to May 10, 2018

Course and Contact Information

Professor:	Leonard L. Lira
Office Location:	Clark 402D
Telephone:	408-924-5565
Email:	leonard.lira@sjsu.edu
Office Hours:	Tue & Thur @ 3-5 PM or by appointment
Class Days/Time:	Thursdays, 6-8:45 pm
Classroom:	Clark Building 306

Course Description:

This course is, as the title implies, is about organizations and the theories that help us understand them. Despite the term "theory" being embedded in the course title, the aim of the course is to introduce professional practitioners to some of the foundational ideas about organizations: how they work, how people and groups behave within them, why they change and why they sometimes do not change when they should, etc. We will cover some of the classical readings of organization theory, as well as delve into examples of latest research in organizational theory. Theory is not an end in itself. Rather we use theory as a way to explain the world, and in turn, we use empirical research to extend theory and develop a more complete picture of that world. The hope is that by the end of the course you will come to know many of the core concepts of the field, the basic-building blocks – used to explain why organizations behave as they do – to help you become what is known in the field as a "pracademic," which is someone who is both an academic and an active practitioner in their subject area. Afterall, this is the essence of public administration – constant learning of thought for constant improvement of action.

The course is organized as a seminar. Students will be responsible for completing all of the assigned readings and being prepared **leading** general discussions about the session topic as well as in-depth discussion about assigned articles and readings. In class exercise will re-inforce the concepts discussed, and maximum participation is expected.

Course Goals and Student Learning Objectives

GOAL:

To educate public administration and non-profit professionals in the critical use of theory as it applies to their practitioner and professional careers.

OBJECTIVES:

Through the material in this course students will continue to build capacity in the National Association of Schools of Public Administration and Affairs Core Competencies as a part of their overall goal achievement for the SJSU MPA program.

COURSE CONTENT LEARNING OUTCOMES:

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

1) Lead and manage in public governance: Students will understand core theories necessary for helping to shape the organizations in which they operate and manage. This is assessed through class discussion, the assigned analysis memo, and research project proposal.

2) Participate in and contribute to the policy process: Students will understand how to evaluate relevant stakeholders to public management issues and know how to participate as a member of a public policy design team. This is assessed through participation in a team project.

3) Analyze, synthesize, think critically, solve problems and make decisions:
Students will understand how organizations make decisions as a collective of individuals. They will be familiar with the tools and strategies and the conditions which improve overall organizational effectiveness during decision, development, implementation, and change of organization strategies. This is assessed through analysis memos.

4) Articulate and apply a public service perspective: Students will understand how public, private, and nonprofit organizations are similar and different from one another. Students will know how to diagnose problems and develop feasible solutions through the application of theories and frameworks to "real world" problems. This is assessed through student presentation of current events and analysis using theories discussed in class, and through the research project.

5) Communicate and interact productively with a diverse and changing workforce and citizenry: Students will learn how to effectively summarize, appraise, and communicate through both oral and written media communications, how organization effect ethics, culture, diversity and citizen engagement. This is assessed presentation of analysis memos, and research project proposals.

Required Texts/Readings

Textbooks

Required:
Daft, Richard L. *Organization Theory and Design* (12th edition). Lexington, KY: Cengage Learning, 2016.

Shafritz, J. M., J. S. Ott, and Y. S. Jang (2016). Classics of Organization Theory. 8th ed: Wadsworth.

Recommended:

Rainey, H. G. (2014). *Understanding and Managing Public Organizations* (5th ed.), San Francisco: Jossey-Bass. ISBN: 9781118583715

Other Readings as assigned by the professor will be posted to Canvas or available at King Library.

Library Liaison

Paul Kauppila. Paul.kauppila@sjsu.edu If you need research help.

CANVAS Messaging

Canvas will be used extensive in this course. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through the Canvas to learn of any updates.

Course Requirements and Assignments

Plagiarism tutorial (if you have taken this within the last year, you can submit your current certificate:

All students must complete the Plagiarism Tutorial on the library's website at http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm. Through this activity you will learn the SJSU rules regarding the use of quotations, paraphrases and citations. You will be expected to **know this material** and **apply it throughout the rest of the class**. When you have finished, you will receive a grade from the library's automated system. Print the screen showing your grade in pdf format. Then submit the pdf file on Canvas by the due date. All students must pass the tutorial with a **grade of 80 or better**, or re-take it.

Course Requirements	Grade
Participation & Contribution to Class Learning	**20 %**
Discussion Points and Questions 10 of 11 (10 points each)	100 Points
Plagiarism Tutorial	5 points
Contribution to class discussion & learning & responses to Online Discussions	100 points
Assignments:	**30%**
Analytical Memos x 2	100 points
TEAM Research Project:	**20%**
Annotated Bibliography on Organization Theory Literature	100 points
Individual Research Project	**30%**
Presentation	100 points
Written Research Proposal	100 points
Total	**100%**

Discussion Points and Questions:

For each class I want you to think of two comments and two questions from the textbook (or all required readings) that you would like to discuss and ask in class. You will then post them to the course's discussion board (on the Canvas site) **the night before class**. You should even submit questions if you plan on missing class. We will use those questions to aid our class discussion that day. You do NOT need to submit discussion questions the first week of class. Your comments should be critical in nature (but not a criticism) of the articles posted. E.G., what and why you agreed or disagreed with the author. Or where the author may have gotten it wrong and why, etc. Or how you connected the ideas of the article to another experience you had. Your discussion questions need to be thought-provoking. Avoid questions that would simply require someone in the class to summarize something from the reading. "Why" or "how" questions are good. Try to make connections between the current reading and something we've discussed in an earlier class, or to your professional experience.

Students will break up the divide articles equally among each other and prepare to lead a discussion on their selected article/chapter during the class meeting.

Analytical Memos:

On the first day of class each student will choose two article readings on which he or she will write memos. Memos are one to two pages long and provide an opportunity for the student to concisely discuss an interesting implication of the reading and to develop theory further. I suggest the following format for a memo. 1) Begin by stating a theoretical proposition from the article/chapter. A proposition is a statement about a causal relationship between two concepts. A very specific proposition is a hypothesis. 2) Discuss how that proposition might be extended or applied to a different case, another context, or a different

theoretical perspective. By choosing a new context, you are attempting to stretch the viability of the theory – see how far you can take it without breaking the theory. You might talk about how a theory might not apply to certain situations. You might also talk about how a different theoretical perspective makes us question the original proposition. 3) Talk about the implications of extending the proposition for use by practitioners. Does a different context challenge the premises of the theory? Can you build on the proposition and make it more general/more specific? What interesting implications does this have for a different theory and for practitioners? In an excellent memo you will come up with a new proposition/hypothesis to test and connect to pragmatic uses of this theory. You should not treat memos as summaries of the readings. The point of doing memos is to force you to think creatively. Rather than learning theories and spitting them out in summaries, the purpose of the memo is to challenge you to think beyond what you read and try to create something new. Ideally, you will use the memos as sounding boards for ideas that you might explore further in a research project such as your master's thesis. In addition to writing the memos, you will present and discuss them in class. Bring copies of the memo for each person in the seminar. The class is invited to comment on your ideas. I hope that students will feel free to openly question and make suggestions to the memo writer. In other words, ideas presented in a memo are open to challenge. The discussion part of the memo writing is intended to give you feedback and help you to sharpen your analytical and theory building skills. After students have given you feedback in class, you can revise the memo and submit the final version of it on Canvas by Friday.

Annotated Bibliography:

On the first day of class student will form into 4 groups. Each group will be responsible for conducting a comprehensive annotated bibliography the field of organizational theory. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. For guidance in critically appraising and analyzing the sources for your bibliography, see How to Critically Analyze Information Sources. For information on the author's background and views, ask at the reference desk for help finding appropriate biographical reference materials and book review sources. Another good source is at the King Library, What is an Annotated Bibliography: https://libguides.sjsu.edu/c.php?g=230322&p=1528212

Annotated bibliography will be in APA format and consist of books and articles not assigned in class. Each group is responsible for identifying 4-5 books on organization theory published after 2015, and 4-5 articles each from top 4-5 public administration and organization theory journals each is listed on the following links:

Top Public Administration Journal Rankings:
http://www.scimagojr.com/journalrank.php?category=3321

Top Organization Theory Journals
http://www.scimagojr.com/journalrank.php?category=1407

The format of the Annotated Bibliography should be in essay format and follow the following structure:

Introduction = 150 words
Book AB (4-5 Books) = 600 to 750 words
4 x top 2 Org Theory Journals each (8 total) = 1,200 words
4 x top 2 PA Journals (8 total) = 1,200 words
Conclusion=150-250 words

Total word count 2,500 to 3,500'ish words. Total word count should be divided by the number of members is in research group

The introduction will introduce the titles of the books and journals and reason for selection. The conclusion will describe the latest trends in research on organization theory and a short analysis of how it applies to the policy and practice of the field of public administration.

Each group will present and discuss the results of their annotated bibliography research.

Individual Research Project Proposal:

At the end of the course each student should finish a 10-12 page research proposal. The research proposal should be more than just an essay. You should seek to advance theory in the proposal and come up with a plan for carrying out the research and an empirical analysis. The ideal proposal would suggest new hypotheses or come up with new theoretical propositions, and, more generally, refine our theoretical understanding of organizational theory. Moreover, you should use the proposal to develop an empirical test of your theoretical argument. Although I don't require you to gather data or do an actual analysis, I expect you to think seriously about the kind of data you need, about operationalizing constructs, and about the kind of evidence you need to substantiate your argument. You should not use the research proposal to summarize the material covered in class. Lay out your theoretical argument in the first 5-7 pages of the proposal, and then spend the rest of the proposal discussing details of how you plan to conduct a research project. Some of the readings for the class you will notice include both purely theoretical pieces and empirical studies that test hypotheses. These serve as good examples as you craft your own research ideas. On the last 2 days of the course you will present and talk about your research proposals. Each student will have time to discuss their proposal and field questions from the class. This assignment may be useful to begin thinking about your master's thesis requirement to complete the MPA program.

Grading Policy

Grade Values

A+	98 and above
A	92-97
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	75-77
D	70-74
F	69 and below

Note that "All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades." See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Make-up Policy

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. ***There are no make-ups for missed presentations or in-class case work.*** Incompletes are discouraged.

Participation:

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

Classroom Protocol

It is expected that when you come to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/". Please peruse these policies at the link, as they

apply to issues such as accommodations for students with learning or other challenges, religious holidays, and what is considered cheating or plagiarism.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

PADM 217 / Organization Theory, Spring 2018 Course Schedule

This schedule is subject to change with fair notice through Canvas Announcements.

Course Schedule

Week	Date	Topics	Readings *Bold = Everyone reads not bolded = divided equally by class groups
1	Jan 25	**Welcome & Course Introduction!**	**Read: 1. Tolbert & Hall, Thinking about Organizations (on Canvas): 2. Frederickson "Why do we need Theory in Public Administration?" in *The Public Administration Theory Primer* on Canvas 3. Kelman, "Public Administration and Organization Studies" The Academy of Management Annals Review these Podcasts and Blogs: 1. Orgtheory.net: http://orgtheory.wordpress.com/ 2. Organizations and Markets: http://organizationsandmarkets.com/** What other sites can you find that focus on Organization Theory?
2	Feb 1	**Introduction to Theories of Organizations**	<u>**All**</u> **1. Daft Chap 1 & 3 2. Rainey Chap 2 (on Canvas)** <u>Divided</u>:

Week	Date	Topics	Readings
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			1. Gullick – Notes on Organizational Theory, in *Classics of Org Theory* 2. Selznick – Foundations of the Theory of Organizations, in *Classics of Org Theory* 3. Simon – Proverbs of Administration, in in *Classics of Org Theory* 4. King & Whetten, David A. (2010). Finding the Organization in Organizational theory: A meta-theory of the Organization as a social actor. *Organization Science,* 2010, 21(1), 290-306,309. https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_gale_ofa219657539&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US
3	Feb 8	**Multiple Views of Organization Theory**	<u>All</u> **1. Daft Chap 4 & 5** <u>Divided</u>: 1. Rational Theory: a. Taylor, Principals of Scientific Management, in *Classics of Org* Theory b. Barney & Ouchi, "Learning from Organizational Economics" in *Classics of Org Theory* 2. Open Systems systems: a. Scott, W. & Davis, G. 2007. Organizations as Open Systems, Organizations and organizing: Rational, natural, and open system perspectives: 87-106. Upper Saddle River: Pearson Prentice Hall or b. Katz & Kahn, "Organizations and the Systems Concept", in *Classics of Org Theory* 3. Contingency Theory: a. Thompson, Organizations in Action, in *Classics of Org Theory* b. Schoonhoven, C.B. 1981. Problems with contingency theory: Testing assumptions hidden within the language of contingency theory. Administrative Science Quarterly, 349-377. < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_medline10252610&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 4. Institutional and Neo-Institutional Theories: a. Meyer & Rowan, "Institutionalized Organizations", in *Classics of Org Theory* *b.* DiMaggio & Powell, "The Iron Cage Revisited", ASR 1983, 48(2), https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_archive_12095101&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US>

Week	Date	Topics	Readings *Bold = Everyone reads* not bolded = divided equally by class groups
	Feb 15	**Bureaucracy and organizational structure**	**Weber, "Bureaucracy," in *Classics of Org Theory*** 1. Walker and Lorsh, "Organizational Choice: Product versus Function in *Classics of Org Theory* 2. Mintzberg, "Structure in 5's" in *Classics of Org Theory* 3. Adler & Bors, "Two Types of Bureaucracies" ASQ 41(1); < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_ericEJ525938&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 4. Simon, "Bounded Rationality and Organizational Learning" in Organization Science 1996, 2(1); < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_informsorsc.2.1.125&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US>
5	Feb 22	**Structure and Org Design Part I: Technology Information Technology**	**Daft, Chaps. 7 and 8** 1. Leonardi, Paul M. and Stephen R. Barley. 2010. "What's Under Construction Here? Social Action, Materiality, and Power in Constructivist Studies of Technology and Organizing." The Academy of Management Annals 4:1-51. On Canvas 2.Hickson, Pugh, and Pheysey, "Operations Technology and Organization Structure: An Empirical Reappraisal" ASQ 1969 (14)3; < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest60884789&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 3. Maurer & Ebers, "Dynamics of Social Capital and Their Performance Implications: Lessons from Biotechnology Start-ups" ASQ 2006, 51(2) 4.Cordova & Gonsales, "The 'Mission to Mars'" in *Systematics, Cybernetics, & Informatics* 2017, 15(3) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_doaj_soai_doaj_org_article_f7cf2bc4a51a456f9f823ae2a520b80c&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US>
6	Mar 1	**Structure and Org Design Part II: Size, life cycle, and control**	**Daft, Chap. 9** 1. Abrahamson & Fairchild, "Management Fashion: Lifecycles, Triggers, and Collective Learning Processes" ASQ 1999, 44 (4) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sagej10.2307_2667053&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 2.Kimberly "Organization Size and the Structuralist Perspective" ASQ 1976, 21 (4), https://sjsu-primo.hosted.exlibrisgroup.com/primo-

Week	Date	Topics	Readings
			Bold = Everyone reads not bolded = divided equally by class groups
			explore/fulldisplay?docid=TN_jstor_archive_410.2307/2391717&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 3. Grey & Garsten "Trust, Control and Post-bureaucracy" Organization Studies 2001, 22(2) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sagej10.1177_0170840601222003&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 4. Walton "From Control to Commitment in the Workplace" HBR March 1985, Vol. 63 https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_gale_ofa3659592&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US>
7	Mar 8	**Team and Individual Research Day (Professor attending ASPA conference)**	**Reading & Discussion board catch up day.**
8	Mar 15	**Organization Innovation and Change**	**Daft, Chap 11** 1. Fernandez, Sergio and Hal G. Rainey, *Managing Successful Organizational Change in the Public Sector: An Agenda for Research and Practice*. Public Administration Review, Vol 66, No. 2, March/April, 2006, pages 1-25. On Canvas. https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_wj10.1111/j.1540-6210.2006.00570.x&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US 2. Greve "Performance Aspirations and Risky Organizational Change," ASQ 1998, 43(1) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_archive_410.2307/2393591&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 3. Tolbert & Zucker "Institutional Sources of Change in the Formal Structure of Organizations: The Diffusion of Civil Service Reform" ASQ 1983 28 (1) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_archive_410.2307/2392383&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US> 4.Cho & Hambrick "Attention as the Mediator Between Top Management Team Characteristics and Strategic-Change: The Case of Airline Deregulation" Organization Science 2006 17 (4) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest213831950&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US>
9	Mar 22	**Team and Individual Research day….**	**Reading & Discussion board catch up day.**

Organization Theory, PADM 217, Fall 2018

Week	Date	Topics	Readings
			*Bold = Everyone reads not bolded = divided equally by class groups
10	Mar 29	******SPRING BREAK NO CLASS MEETING*******	*****Extra credit for anyone that starts a new discussion board discussion that has multiple responses******
11	Apr 5	**Team and Individual Research Day (Professor attending MPSA conference)**	**Reading & Discussion board catch up day.**
12	Apr 12	**Organizational Values, Ethics, Practices, and Culture**	**Daft, Chap. 10** 1. Schein "The Concept of Organization Culture" in *Classics of Org Theory* 2. Acker, "Gendering Organization Theory" in *Classics of Org Theory* 3. Hofsted, Hofsted, & Minkov "Cultures and Organizations" in *Classics of Org Theory* 4. Cooperrider & Whitney "Appreciative Inquiry" In *Classics of Org Theory*
13	Apr 19	**Power, Sensemaking, Strategy and Decision-Making Processes**	**Daft, Chap. 12 & 13** 1. March "The Power of Power" in *Classics of Org Theory* 2. Weick "The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster" ASQ 1993, 38 (4) https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest203920836&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US 3. Suddaby & Greenwood, "Rhetorical Strategies of Legitimacy" ASQ 2005, 50 (1) https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_sagej10.2189_asqu.2005.50.1.35&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US 4. Cohen, March, & Olsen "A Garbage Can Model of Organizational Choice" ASQ 1972, 17(1) < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_jstor_archive_410.2307/2392088&context=PC&vid=01CALS_SJO&search_scope=ALL_ARTICLES&tab=articles&lang=en_US>
14	Apr 26	**The current state of Organization Theory**	1.Bennis **"Organizations of the Future" on Canvas** 2. Billis **"Toward a Theory of Hybrid Organizations" in *Classics of Org Theory.*** **Team presentations and discussion of Annotated Bibliographies** themselves and how they relate to the assigned reading.
15	May 3	**Student Research Proposal Presentations**	Students 1-8
16	May 10	**Student Research Proposal Presentations**	Students 9-16