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### PSC 504.01: Organization Theory

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Political Science 504  
**Organization Theory**  
Fall 2006

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### **Course Description**

This seminar provides a comprehensive overview of organization theory, particularly as it relates to public management and organizational effectiveness. Our goal is to determine what each major school of thought can tell us about how to structure and manage complex organizations and to develop our own theory of organizational excellence.

### **Course Objectives**

1. To develop skill in theory-building
2. To increase conceptual and theoretical knowledge

### **Required Texts**

1. Shafritz, Ott, and Jang, Classics of Organization Theory (Wadsworth, 2004).
2. Jonathan Tompkins, Organization Theory and Public Management (Wadsworth, 2005).
3. Bob Stone, Confessions of a Civil Servant (Rowman & Littlefield, 2003). (Look for paperback version)

There are also a few articles on electronic reserve in the library.

Books can be ordered through the UM Bookstore and mailed to you for an additional \$6 at [ww.umtbookstore.com](http://ww.umtbookstore.com) or 406-243-1234.

### **Course Requirements**

Students are required to read all reading assignments and participate on the Discussion Board. Students are also required to write five 4-page writing assignments and submit one take-home final exam (100 points each).

A = 558-600 points  
B = 498-521

A- = 540-557  
B- = 480-497

B+ = 522-539  
C+ = 462-479

Lessons must be completed by **Tuesday at roughly midnight.**

## **Reading Assignments**

### Lesson 1 (Due Sept. 5)

#### Organization Theory and Public Management

Read the mini-lecture and Tompkins chapters 1, 2, and 3, and respond to the discussion board questions.

### Lesson 2 (Due Sept. 12)

#### Weber's Theory of Bureaucracy

Read the mini-lecture, Tompkins chapter 4 and Max Weber's "Bureaucracy" in Shafritz et al., and respond to the discussion board questions.

### Lesson 3 (Due Sept. 19)

#### Scientific Management Theory

Read the mini-lecture, Tompkins chapter 5 and Frederick Taylor's "The Principles of Scientific Management" in Shafritz et al., and respond to the discussion board questions.

### September 26

**\*\* Assignment #1 due today\*\* (See example on Electronic Reserve)**

### Lesson 4 (Due Oct. 3)

#### Administrative Management Theory

Read the mini-lecture, Tompkins chapter 6, and Henri Fayol's "General Principles of Management" and Luther Gulick's "Notes on the Theory of Organization," in Shafritz et al., and respond to the discussion board questions

### Lesson 5 (Due Oct. 10)

#### Pre-Human Relations Theory

Read the mini-lecture, Tompkins chapter 7, and Mary Parker Follett's "The Giving of Orders" in Shafritz et al., and respond to the discussion board questions.

### Lesson 6 (Due Oct. 17)

#### Human Relations Theory

Read the mini-lecture, Tompkins chapter 8, and Fritz Roethlisberger's "The Hawthorne Experiments" in Shafritz et al., and respond to the discussion board questions.

**\*\* Assignment #2 is due Friday Oct. 20\*\***

### Lesson 7 (Due Oct. 24)

#### The Open Systems Perspective

Read the mini-lecture, Tompkins Chapter 11, Burns Stalker's "Mechanistic and Organic Systems," and James D. Thompson's "Organizations in Action" in Shafritz et al., and respond to the discussion board questions.

Lesson 8 (Due Oct. 31)

Participative Management Theory

Read the mini-lecture and Tompkins Chapter 12, and respond to the discussion board questions.

Lesson 9 (Due Nov. 7)

Human Resources Theory

Read the mini-lecture, Tompkins Chapter 13, Douglas McGregor's "The Human Side of Enterprise" in Shafritz et al., and Frederick Herzberg, "One More Time: How Do You Motivate Employees?" (On electronic reserve), and respond to the discussion board questions.

**\*\*Assignment #3 is due Friday, Nov. 10\*\***

Lesson 10 (Due Nov. 14)

Total Quality Management Theory

Read the mini-lecture, Tompkins Chapter 14, Mary Walton's "Parable of the Red Beads" and Joseph Sensenbrenner's "Quality Comes to City Hall" (both on electronic reserve), and respond to the discussion board questions.

**\*\*Assignment #4 is due Friday, Nov. 17\*\***

Lesson 11 (Due Nov. 21)

The Organizational Culture Perspective

Read the mini-lecture, Tompkins Chapter 15, and William Ouchi's "The Z Organization" in Shafritz et al., and respond to the discussion board questions.

Lesson 12 (Due Nov. 28)

Symbolic Management and Leadership Theory

Read the mini-lecture, Peters and Austin's "Attention, Symbols, Drama, Vision – and Love" on electronic reserve Al Gore's "Creating a Government that Works Better and Costs Less" in Shafritz et al., and Bob Stone chapters 1-6, and respond to the discussion board questions.

Lesson 13 (Due Dec. 5)

Leadership as a Moral Obligation

Read the mini-lecture, Tompkins chapter 16, and the rest of Bob Stone's book, and respond to the discussion board questions.

**\*\*Assignment #5 Due Friday, Dec. 8\*\***

**\*\*Final Exam Due Thursday, December 14\*\***

## Writing Assignments

### Rules of the Game

Your writing assignments are to be written in a specific way in order to achieve specific purposes. In addition to the rules outlined below, you can take guidance from the student paper on electronic reserve, but note that this student's introduction doesn't conform to the rules exactly.

1. These papers require you to choose a small organization, or organizational unit in a large organization, with which you are familiar and which has a relatively clear and distinct mission (e.g., a school, nonprofit agency, government bureau or program).
2. Papers should be 3-4 pages in length, typed, and double-spaced. Each should offer a title and appropriate subheadings, as follows:

[Title]  
Introduction  
Core Concepts

Core Concept #1  
Core Concept #2  
Core Concept #3

Analysis

3. Your introduction should a) introduce the school of thought under study, b) articulate the school's implicit theory of organizational excellence, and c) establish the paper's purpose, i.e., to develop an enriched understanding of this school of thought by assessing its relevance for your organization as it continues its pursuit of excellence. Regarding (b), introduce the theory under study as follows: Theory such-and-such holds that organizational excellence is achieved by [doing] x, y, and z.
4. The body of the paper is an exploration of how each core concept in the school's implicit theory of excellence might be applied to your organization (i.e., what your organization would look like and how it would be managed under this concept). So, be sure to begin each subsection by defining the core concept at issue. Don't offer any judgments about the relevance or applicability of this theory in the body; save judgments for the final section.
5. In the final section, "Analysis", offer your judgments regarding the value, or lack of value, of this theory for your organization.

6. Where appropriate make specific references to the readings so that the professor can tell that you have read and understood them (no footnotes required).  
Example: "Taylor believed, for example, that . . ."

**Note: Rewrites will be allowed only on assignment #1.**

### **Writing Assignment #1 – Scientific Management Theory**

Write an essay analyzing scientific management as a theory of organizational excellence by identifying its core concepts and describing what your organization would look like (how it would be structured, managed and/or operated) if it were organized strictly in accordance with scientific management theory. As you will say in your introduction, the purpose of your paper is to explore the relevance of scientific management theory to your organization as it continues its pursuit of excellence.

Close with an assessment of the value or relevance of this theory to your organization as it pursues a state of excellence (i.e., what elements of this theory are valuable to your organization).

### **Writing Assignment #2 – Human Relations Theory**

Repeat Assignment #1, but this time utilizing human relations theory (Mayo/Roethlisberger).

### **Writing Assignment #3 – Human Resources Theory**

Repeat Assignment #1, but this time utilizing human resources theory (Likert/McGregor/Argyris).

### **Writing Assignment #4 – Total Quality Management Theory**

Repeat Assignment #1, but this time utilizing total quality management theory (Deming/Juran).

### **Writing Assignment #5 – Symbolic Management and Leadership Theory**

Repeat Assignment #1, but this time utilizing symbolic management and leadership theory (Ouchi/Peters/Stone).

### **Final Exam Question**

Write on the following question, using proper essay style and providing enough explanation and analysis to demonstrate that you have mastered course content well (3-4 typed, double-spaced pages).

Present your theory of organizational excellence as drawn from the schools of thought studied this semester (not necessarily all of them). Introduce the core concepts that comprise your theory in the introduction, and then explain how each core concept contributes to organizational excellence as part of an integrated theory. (Do not apply your theory to a specific organization as you did in earlier assignments).

### Criteria for Grading

	D-	C-	B-	A-	A	
1. Thoroughness of answer	6	7	8	9	10	X3 =
2. Sophistication of analysis/understanding	6	7	8	9	10	X3 =
3. Organization & logical development	6	7	8	9	10	X3 =
4. Clarity of expression	6	7	8	9	10	X1 =
5. Grammar and punctuation	See Below					

1. Thoroughness of answer. The best essays address a theme or thesis thoroughly and with sufficient detail to demonstrate that the subject is fully understood.

2. Sophistication of analysis. In the best essays, the author does much more than just explain or describe. He or she also demonstrates having thought about the subject in depth. The subject is analyzed from many angles and assessed critically.

3. Organization and logical development. The best essays show evidence of prior planning as if they have been outlined in advance. They have a purpose or theme which is introduced in the introduction, developed in the body of the essay, and returned to in the conclusion. Paragraphs are well constructed and are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinions, and details explain the main point and lend credibility to each point being developed.

4. Clarity of expression. In the best essays, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

5. Grammar, punctuation, and spelling. The best essays are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with their subjects. There are no single-sentence paragraphs, sentence fragments, or run-on sentences.

One point will be subtracted for each occurrence of the following:

- single sentence paragraph
- verb-subject disagreement
- sentence fragment (incomplete sentence)
- run-on sentence