

Spring 2-1-1995

PSC 504.01: Administration in Complex Organizations

Jonathan R. Tompkins

The University Of Montana, jonathan.tompkins@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Tompkins, Jonathan R., "PSC 504.01: Administration in Complex Organizations" (1995). *Syllabi*. 6797.
<https://scholarworks.umt.edu/syllabi/6797>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Political Science 504
ADMINISTRATION IN COMPLEX ORGANIZATIONS
Spring 1995

Professor Tompkins
Tel: 243-2721

Office: LA 252
Hours: Anytime I'm not in class

COURSE DESCRIPTION

This seminar provides a comprehensive overview of organization and management theory. It requires extensive reading of the "classics" in the field as well as selections from the more recent literature.

This is a seminar in the true sense. Responsibility for its success rests primarily with the students. The teacher's role is to guide classroom discussion.

COURSE OBJECTIVES

1. To facilitate the acquisition of conceptual and theoretical knowledge of organizations.
2. To develop analytical and problem-solving skills.
3. To develop writing skills.

REQUIRED TEXTS

Shafritz and Ott (eds.), Classics of Organization Theory, (Brooks/Cole, 1992).
Tom Peters and Nancy Austin, A Passion for Excellence, (Warner Books, 1985).
Selected articles in Readings Packet.

COURSE REQUIREMENTS

1. Student Participation (10%): Students are required to read all reading assignments and be prepared to discuss them in class.
2. Analytical Essays (50%): Students are required to write two, 3-4 page analytical essays. Analytical essays are a form of technical writing in which the student seeks to pack as much analysis as possible into relatively few pages. They require a delicate balance between succinctness on the one hand and depth of analysis on the other. They are written for a superior who wants to understand the issues at stake but in relatively brief form.
3. Case Study and Analysis (15%): Students are required to write a 2-3 page (double-spaced) case study that presents a situation of the kind often confronted by managers in organizational life.

In addition, students are required to analyze their own case in 2-3 pages. The analysis should raise key managerial issues and address them from the perspective of one or more of the theories studied in this course. If your case is based on actual experience, disguise your case histories so that no one's privacy is violated. It is my intent to use these cases as learning exercises in future courses.

4. Final Exam (25%): Students are required to write an in-class final exam. The exam questions are provided on this syllabus. Four questions will be drawn at random and students will write on three of them in class.

READING ASSIGNMENTS

Jan 23 Organization Theory and Management Practice

Shafritz and Ott, "Introduction," pp. 1-9.

Jan 30 Directing, Controlling, and Motivating Employees

John Campbell et al., "Expectancy Theory," in readings packet.
Daniel Katz and Robert Kahn, "The Psychological Basis of Organizational Effectiveness," in readings packet.

Exam Question #1: Describe the four motivational strategies identified by Katz and Kahn and the behavioral consequences that might be expected to follow from each. Which of these strategies aim at directing and controlling employees, and which at motivating them to achieve superior levels of performance? Which would you adopt as a manager and why?

Feb 6 Weber's Model of Bureaucracy: Structural Control

Max Weber, "Bureaucracy," in Shafritz and Ott.
March and Simon, "Theories of Bureaucracy," in Shafritz and Ott.

Exam Question #2: Bureaucracy can be understood as a structural mechanism for directing and controlling employees. Describe four key elements of Weber's model of bureaucracy, and explain how each of these (according to Weber), contribute to making the bureaucratic form of administration rational and efficient. Finally, discuss how knowledge of Weber's model may constrain your ability to organize the workplace and motivate employees.

Feb 13 Scientific Management and Administrative Management Theory

Adam Smith, "Of the Division of Labour," in Shafritz and Ott.

Frederick Taylor, "The Principles of Scientific Management," in Shafritz and Ott.
Henri Fayol, "General Principles of Management," in Shafritz and Ott.
Luther Gulick, "Notes on the Theory of Organization," in Shafritz and Ott.

Exam Question #3: Frederick Taylor is best known for his scientific method for getting the maximum output from a worker for a minimum input of energies and resources. Describe the steps involved in this method and his implicit theories about how to a) direct, b) control, and c) motivate employees. Finally, offer your own assessment of scientific management and how it contributes to or interferes with organizational performance.

Feb 20 HOLIDAY

Feb 27 Early Human Relations Theory

Mary Parker Follett, "The Giving of Orders," in Shafritz and Ott.
Frederick Roethlisberger, "The Hawthorne Experiments," in readings packet.

Exam Question #4: Define exactly what Follett meant by "observing the law of the situation." Explain how Follett's work anticipated ideas associated with later schools of thought, including human relations, human resources, and TQM.

Exam Question #5: Summarize the conclusions drawn from the Hawthorne Experiments and the assumptions and methods of human relations theory derived from them. Which of these methods, if any, will you incorporate into your approach to management, and why?

March 6 Human Resources Theory

A. H. Maslow, "A Theory of Human Motivation," in Shafritz and Ott.
Douglas McGregor, "The Human Side of Enterprise," in Shafritz and Ott.
Frederick Herzberg, "One More Time: How Do You Motivate Employees?," in readings packet.

Exam Question #6: Describe the "motivational theory" behind job enrichment and participative management. Generally speaking, what distinguishes human relations theory from human resources theory? As a manager, will you use an approach based on self-motivation alone, or will you use a two-factor approach? Why?

March 13 SPRING VACATION

March 20 Systems Theory and Contingency Theory

Katz and Kahn, "Organizations and the Systems Concept," in Shafritz and Ott.

James D. Thompson, "Organizations in Action," in Shafritz and Ott.

Kast and Rosensweig, "General Systems Theory," in Shafritz and Ott, pp. 303-306 only.

Burns and Stalker, "Mechanistic and Organic Systems," in Shafritz and Ott.

Exam Question #7: Organizations can be viewed as rational machines for achieving specific goals or as natural systems seeking to survive in a hostile environment. What are the differences between these two views, and which view or combination of views provides the most realistic understanding of organizations? What is the value of systems theory to managers?

****Essay #1 is Due Today, March 20****

March 27 The Organizational Culture School

Edgar Schein, "Defining Organizational Culture," in Shafritz and Ott.

Tom Peters and Nancy Austin, "Bone-Deep Beliefs," Chapter 13 of Passion for Excellence.

Exam Question #8: Part of the solution to the "human problem" lies in maximizing employee commitment to organizational goals. Knowing that organizations may have unique cultures, comprised of unique values and symbols, holds what implications for management theory and action?

April 3 Leadership Theory

Tom Peters and Nancy Austin, A Passion for Excellence, pp. 309-464.

Exam Question #9: Write an essay distinguishing a good leader from a good manager.

April 10 Total Quality Management

"TQM's Core Concepts," in readings packet.

"The Origins of TQM," in readings packet.

J.M. Juran, "How to Think About Quality," from Juran on Leadership for Quality, in readings packet.

Joseph Sensenbrenner, "Quality Comes to City Hall," in readings packet.

****Case studies due today, April 10****

April 17 Analysis of Case Studies

April 24 Analysis of Case Studies

****Essay #2 is Due Today, April 24****

May 1 Review for Test

May 8 ****Final Exam****

ESSAY ASSIGNMENTS

Analytical essays, a form of technical writing, ask you to extract the main points from the readings and to organize a discussion of them around a central theme. Keep the attached grading criteria clearly in mind. Be sure, for example, that your introductory paragraph establishes the purpose of the essay and introduces the theme around which the analysis will be organized. These essays are to be 3-4 pages, typed, and double-spaced.

Essay #1 Due Tuesday, March 21

Your immediate superior is having problems with staff relations. She asks you to investigate what organization theory has to offer and to report back regarding your findings. Write an essay comparing and contrasting how to direct, control, and motivate employees from the scientific management, human relations, and human resources perspectives.

Essay #2 Due Tuesday, April 18

A new agency head (or office manager) has just come on board. Short on ideas, he asks you (a management consultant) to write a report summarizing what he can do to achieve excellence in the agency. He sincerely desires a turned on work force and operational effectiveness and is relying on you for the answers. (You are to draw on the ideas of Peters/Austin and TQM theorists).

CRITERIA FOR GRADING ANALYTICAL ESSAYS

						<u>weights</u>
Sophistication of analysis	1	2	3	4	5	x6
Organization and logical development	1	2	3	4	5	x6
Clarity of expression	1	2	3	4	5	x5
Grammar, punctuation, and spelling	1	2	3	4	5	x3

GUIDES TO UNDERSTANDING THE CRITERIA

1. Sophistication of Analysis

In the best essays, the author does much more than just explain or describe. He or she shows evidence of having thought about the subject in depth. The subject is analyzed from every angle and assessed critically.

2. Organization and Logical Development

The best essays show evidence of prior planning as if they had been outlined in advance. The essay has a purpose and/or theme which is introduced in the introduction, developed in the body of the paper, and returned to in the conclusion.

Paragraphs 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.

3. 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.

4. Grammar, Punctuation, and Spelling

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