

University of Montana

ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 2-1-1996

PSC 504.01: Administration in Complex Organizations

Jonathan R. Tompkins

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

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

Let us know how access to this document benefits you.

Recommended Citation

Tompkins, Jonathan R., "PSC 504.01: Administration in Complex Organizations" (1996). *Syllabi*. 6873.
<https://scholarworks.umt.edu/syllabi/6873>

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 1996

Professor Tompkins
Tel: 243-2721

Office: LA 252
Hours: 9:30 am until noon

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 increase conceptual and theoretical knowledge.
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, 1995).
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 Memos (50%): Students are required to write two, 3-4 page analytical memos. These 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 29 Organization Theory and Management Practice
Shafritz and Ott, "Introduction," pp. 1-9.

Feb 5 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 12 Weber's Model of Bureaucracy: Structural Control
Max Weber, "Bureaucracy," in Shafritz and Ott.
Henry Mintzberg, "The Five Basic Parts of the Organization," in Shafritz and Ott.
Elliott Jaques, "In Praise of Hierarchy," 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 26 Understanding Public Bureaucracy
James Q. Wilson, Chapters 1 and 2, in readings packet.
Osborne and Gaebler, "Reinventing Government: Intro," in Shafritz and Ott.

March 4 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.

March 11 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 18 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 25 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," Shafritz and Ott, pp. 303-306.
Peter Senge, "The Fifth Discipline: A Shift of Mind," 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 25****

April 1 The Organizational Culture and Symbolic Management School
Edgar Schein, "Defining Organizational Culture," in Shafritz and Ott.
Peters and Waterman, "In Search of Excellence," in Shafritz and Ott.
Peters and Austin, "Bone-Deep Beliefs," Chapter 13 of Passion for Excellence.
William Ouchi, "The Z Organization," in Shafritz and Ott.

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 8 SPRING BREAK

April 15 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.

*****Case studies are due today - April 15*****

April 22 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.

April 29 Analysis of Case Studies

*****Essay #2 is due today - April 29*****

May 6 Analysis of Case Studies and Review for Test

May 13 FINAL EXAM

WRITING ASSIGNMENTS

Analytical memos, 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.

Memo #1 Due March 25

Your immediate superior wants to maximize productivity without sacrificing morale, but she is unsure how to do so. She asks you to investigate what organization theory has to offer and to report back regarding your findings. Write an essay in the form of an analytical memo 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 29

A new agency head has just come on board. Short on ideas, he asks you (a management consultant) to write an analytical memo 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; you will want to abstract out 3-5 key concepts to develop. Your goal is to articulate your own theory of excellence).

CRITERIA FOR GRADING ANALYTICAL MEMOS (ESSAYS)

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

GUIDES TO UNDERSTANDING THE CRITERIA

1. Thoroughness of Answer

The best essays respond to each the question 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 shows evidence of 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 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 well constructed and 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 subjects. There are no single-sentence paragraphs or sentence fragments.

One point will be subtracted for each single-sentence paragraph, verb-subject disagreement, sentence fragment (incomplete sentence), and run-on sentence.