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PSC 504.01: Organization Theory

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Political Science 504
ORGANIZATION THEORY
Spring 2002

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Office Hours: Anytime I'm not in class

COURSE DESCRIPTION

This seminar provides a comprehensive overview of organization theory, particularly as it relates to managerial effectiveness. It requires extensive reading of the "classics" in the field as well as selections from the more recent literature.

COURSE OBJECTIVES

1. To increase conceptual and theoretical knowledge.
2. To develop analytical and problem-solving skills.
3. To improve writing skills.

REQUIRED TEXTS

Shafritz and Ott (eds.), Classics of Organization Theory, (Harcourt, 2001).
Selected articles in Readings Packet.

COURSE REQUIREMENTS

1. Student Participation: Students are required to read all reading assignments and be prepared to discuss them in class.
2. Analytical Essays (25% of grade each): Students are required to write three, 4-5 page analytical essays. Grades will be reduced by a half of a letter grade for each day an assignment is late, unless special arrangements are made in advance.
3. Final Exam (25% of grade): Students are required to write an in-class final exam. The exam questions are provided on this syllabus.

READING ASSIGNMENTS

- February 6 Organization Theory and Management Practice
 Unit 1 materials, readings packet.
 Katz and Kahn, "The Psychological Basis of Organizational Effectiveness," in readings packet.
- February 13 Leadership: A Moral Obligation
 Behn, "What Right Do Public Managers Have to Lead?" in readings packet.
 Wilson, Bureaucracy, chapters 1-2, in readings packet.
- February 20 Wilson's Concept of Critical Task
 Think about how you will respond to writing assignment #1 -- Due Friday
- February 27 Weber's Theory of Bureaucracy
 Max Weber, "Bureaucracy," in Shafritz and Ott, pp. 73-78.
 Elliott Jaques, "In Praise of Hierarchy," in Shafritz and Ott, pp. 234-241.
- March 6 Scientific Management Theory
 Adam Smith, "Of the Division of Labour," in Shafritz and Ott, pp. 37-41.
 Henry R. Towne, "The Engineer as an Economist," in Shafritz and Ott, pp. 44-47.
 Frederick Taylor, "The Principles of Scientific Management," in Shafritz and Ott, pp. 61-72.
- March 13 Administrative Management Theory
 Daniel C. McCallum, "Superintendent's Report," in Shafritz and Ott, 42-43.
 Henri Fayol, "General Principles of Management," in Shafritz and Ott, 48-60.
 Luther Gulick, "Notes on the Theory of Organization," in Shafritz and Ott, 79-87.
- March 20 **No Class – Spring Break**
- March 27 Human Relations Theory
 Mary Parker Follett, "The Giving of Orders," in Shafritz and Ott, pp. 152-157.
 F. Roethlisberger, "The Hawthorne Experiments," Shafritz and Ott, pp. 158-166.

 Writing Assignment #2 is due Monday April 1
- April 3 Human Resources Theory
 Douglas McGregor, "The Human Side of Enterprise," in Shafritz and Ott, pp. 179-184.
 Frederick Herzberg, "One More Time: How Do You Motivate Employees?," in readings packet.

- April 10 Systems Theory and Contingency Theory
Katz and Kahn, "Organizations and the Systems Concept," in Shafritz and Ott,
257-267.
James D. Thompson, "Organizations in Action," in Shafritz and Ott, pp. 268-281..
- April 17 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," in readings packet.
James E. Swiss, "Adapting TQM to Government," in readings packet.
- April 24 The Organizational Culture Perspective
Edgar Schein, "Defining Organizational Culture," Shafritz and Ott, pp. 369-376.
William Ouchi, "The Z Organization," in Shafritz and Ott, pp. 434-445.
Peters and Waterman, "In Search of Excellence," in Shafritz and Ott, pp. 446-450
- May 1 Symbolic Management/Leadership Theory
Peters and Austin, "Attention, Symbols, Drama, Vision – and Love," readings
packet.
Tichy and Ulrich, "The Leadership Challenge - A Call for the Transformational
Leader," in readings packet.
- May 8 ****Optional Review for Exam****
****Writing Assignment #3 due Friday****
- May 15 ****Final Exam**** (Same time but perhaps a different classroom)

CRITERIA FOR GRADING WRITING ASSIGNMENTS

weights

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 papers respond to each question thoroughly and with sufficient detail to demonstrate that the subject is fully understood.

2. Sophistication of Analysis

In the best papers, 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 papers show evidence of prior planning as if they had been outlined in advance. They have 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 and subheadings as needed. 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 papers, 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 papers 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.

WRITING ASSIGNMENTS

Tips for Writing Analytical Essays

1. 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.
2. Keep the grading criteria clearly in mind. Be sure, for example, that your introductory paragraph establishes the context and purpose of the essay.
3. Make specific references to the readings so that the professor can tell that you have read and understood them. (No footnotes needed). E.g., "Taylor believed, for example, that . . ."
4. Avoid bald assertions; back statements up with examples or academic references.

The following essays are to be 4-5 pages in length, typed, and double-spaced.

Essay #1 – Wilson’s Concept of Critical Task – Due Friday Feb 22.

Choose a small organization or organizational unit with which you are familiar and which has a relatively clear and distinct mission (e.g., a school, nonprofit agency, government agency or bureau).

After you have written an appropriate introduction (i.e., introduced your agency and the purpose of the essay), demonstrate that you understand Wilson’s theory by identifying your vision of organizational success, the environmental problem that stands in the way of success, and the resulting critical task.

(Remember that whereas a critical environmental problem is objective, the critical task is subjective. It is the leader’s personal view, guided by a vision of the future, about what must be done to achieve excellence. The critical task is not something mundane like a responsibility or a goal. It is a flash of insight; a conceptual understanding of what must be done and how).

Essay #2 – Three Schools of Organization Theory – Due Monday, April 1

Write an essay identifying the core theoretical concepts of scientific management, human relations (excluding Follett), and human resources theory. In doing so, describe their potential relevance for the organization described in Assignment #1. Close with an assessment of which of these core concepts you would put into actual practice as a manager.

Essay #3 – Two Schools of Organization Theory – Due Friday, May 10

Write an essay identifying the core theoretical concepts of quality management and symbolic management theory. In doing so, describe their potential relevance for the organization described in Assignment #1. Close with an assessment of which of these core concepts you would put into actual practice as a manager.

EXAM QUESTIONS

You will write on both of the following in class using proper essay style and providing enough explanation and analysis to demonstrate that you have mastered course content well.

1. Describe the four motivational strategies identified by Katz and Kahn and the behavioral consequences that might be expected to follow from each. Second, briefly identify and explain which strategy or strategies is emphasized by each of the following theories: Weber's theory of bureaucracy, scientific management, human relations, human resources, quality management, and symbolic management. Lastly, explain which of these strategies you would adopt for purposes of motivating the mostly professional and technical workers found in the public and nonprofit sectors (and why).
2. Write an essay outlining 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.