

Master of Public Administration Program
School of Government
University of North Carolina

PUBA 710: ORGANIZATION THEORY

Spring 2022
COURSE SYLLABUS

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|---------------|------------------------|
| Instructor: | Willow Jacobson, Ph.D. |
| Class Time: | Wednesday 9:00-12:00 |
| Telephone: | (919) 966-4760 |
| Email: | Jacobson@sog.unc.edu |
| Office Hours: | By appointment |

Course Description

Managers are confronted with new challenges brought about by the global economy, pressures to improve government performance, demands to produce more with less. Organizations are downsizing, becoming less hierarchical and more decentralized. Yet, how are practitioners to make sense of all of the “popular” management books? How can they rise to the challenge of managing the tumultuous future? How can they understand the transformations of the organizations within which they operate? This course is designed to provide students an opportunity to wrestle with these questions by acquainting them with the basic themes, concepts, and competencies of the field of organizational theory and management.

Through this course, students will come to see that organizations operate as systems. Within this overarching orientation there are many diverse strategies for understanding organizations and management; the materials we will read are drawn from a range of perspectives including public administration, private sector management, psychology, sociology, and political science. This course will integrate these various perspectives and stress their application to public and non-profit organizations charged with the implementation of public policy.

This course will require students to illustrate and apply the issues learned from theoretical and conceptual materials. At the completion of the course students will be able to:

- define traditional and contemporary interpretations of what is an organization and how various management functions shape public service organizations;
- conduct a systematic diagnosis of public management challenges and opportunities;
- and identify appropriate strategies and actions to address public management issues.

Course Objectives

- Provide students a conceptual and experiential grounding in the basic themes and concepts of management and organizational operation.

- Create an opportunity for students to learn and demonstrate the methods of organizational diagnosis, analysis, and recommendation.
- Allow systematic examination into important dimensions of organizational life –what motivates people, how decisions are made, the challenges and opportunities of diversity, conflict, and power dynamics.

These objectives will be attained through reading, lectures, debate, class simulations, exercises, and group projects. Students will be evaluated both on their knowledge of course material and the quality of their written and oral presentation skills to simultaneously promote substantive learning and professional development.

Ground Rules

This is a graduate-level course that demands students be carefully prepared. Furthermore, this course is presented within the context of a professional degree program and will be conducted according to the standards of the professional workplace. Students are expected to refrain from non-class related communication and interactions such as texting, Facebook, IM, etc. Class members should consider themselves colleagues who will collaborate to help each other develop a solid understanding of materials and concepts. To facilitate this process, class will start and end on time. All assignments must be completed on time. Late work will be penalized five points for every 24 hours up to 50% off the final grade. Finally, plagiarism and other forms of academic dishonesty will not be tolerated, and disciplinary action will be pursued if such behavior is discovered. For further information about academic misconduct, see the UNC Code of Student Conduct located on the web at <http://instrument.unc.edu/>.

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel: 919-962-8300 or Email: accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. You are encouraged to contact ARS as early in the semester as possible.

Unless otherwise specified for a specific assignment, all assignments should follow The Chicago Manual of Style. Please use author-date citation style and in-text citation.

Spring 2022 Course Delivery

As long as it is possible to do so safely, we will meet in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Canvas site.

Required Texts:

Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 6th edition. San Francisco, CA: Jossey-Bass Publishers.

In addition to the required readings the course makes extensive use of supplemental readings and resources that will be posted either to the Sakai site or available on e-reserves (<http://eres.lib.unc.edu.libproxy.lib.unc.edu/eres/coursepage.aspx?cid=3666&page=docs>).

Grading

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| Class participation | 12% |
| Response to UNC case forums and Other Discussion Questions | 8% |
| Case Discussion Presentation | 5% |
| Application Team presentation | 15% |
| Organizational analyses (2 papers) | 40% |
| Final examination (in-person) | 20% |
| Total | 100% |

COURSE REQUIREMENTS

Class Participation

This course has a heavy participatory component. Your class participation comprises participation in forums and response to questions posted, class attendance, and live session participation. Although attendance is self-explanatory, in-class participation refers to how adequately you prepare for and take part in class discussions including engaging with forums and discussion questions.

Come to class prepared with questions to ask of the instructor and fellow students from the reading assignments. I expect your comments to provide meaningful contributions, integration of material, and advancement of the discussion. Your participation is based on both frequency and quality. Frequency is important so that the class can benefit from your own unique experience. Your instructor will evaluate quality using several criteria. The first is relevance. Making a comment that is extremely insightful but not relevant to the question your instructor has asked or the point that your classmates are discussing is rarely helpful. Comments that are directly relevant will help to advance the class's thinking on a topic. Finally, participation means not only active involvement in discussion but also careful listening, consideration, and respect for your colleagues' opinions. Therefore, it is important that we all treat the classroom as a safe environment. It is a place for experimentation and risk-taking.

Perspectives of all individuals from all backgrounds reflecting the diversity of our students are valued. Varied voices and views enhance our learning community and diversity—broadly defined to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability—is honored. The

asynchronous and synchronous components of the course are designed to create an inclusive space for all students.

Throughout the course we will be using cases and exercises *that you devise* to examine and apply organization theory. These methods allow us to discuss issues raised by examples or experience to uncover deeper management principles. The philosophy of these techniques is that students learn best when they grapple with actual material to uncover lessons themselves, rather than when the instructor feeds them information, and they listen passively.

Discussion on forums and during class will be one of the primary ways in which you will learn—you are expected to contribute to discussion for your own benefit and the benefit of your classmates. Simply attending class is not sufficient for earning a high grade. At each class, I expect each student to be prepared to:

- Suggest questions for class discussion,
- Engage in a thoughtful and critical evaluation of the class's readings,
- Contribute relevant examples from your own experience

Organizational Chart:

Students will need to find and post before class an organization chart that they think is either "good" or "bad," and be prepared to provide a brief explanation of why they think that.

Application Team Project:

Students will be assigned to a group that will be responsible for leading a case, exercise, or debate discussion. These teams will be established by the second class meeting. Within the team's discussion they should be sure to illustrate the substantive theme for the week, to which they are assigned, drawing on both course reading as well as outside material. The presentation should not be a PowerPoint summary of the reading, but an interactive exercise that illustrates the theme of the week and guides a follow-up discussion through thoughtful questions. Dates for each team's presentations are noted in the syllabus (on page 7). The instructor will provide suggestions and assistance if the teams require them, but students are encouraged to be creative in developing their exercises. Applications must be to a public or non-profit organizational context. Each team must notify the instructor, at least a week in advance, about the type of exercise they will be conducting. Students will have 30 minutes total for the application team presentation. Grading criteria for the presentation include:

1. Appropriate focus of the presentation to reflect the general theme of the week;
2. Effectiveness of the activity to illustrate the substantive theme of the week;
3. Degree of organization and clarity in guiding and debriefing the activity.

Responses to UNC Case and Other Discussion Questions:

Throughout the semester we will talk about the UNC case. You are expected watch the case videos before the class for that week and to post to the discussion associated with the case when appropriate (not all weeks have associated discussion boards). UNC case posts will be evaluated based on how well the student integrates the course material in their comments, draws in new material, or makes important connections. UNC case discussion responses should be completed 24 hours prior to class. It is expected all students will review all UNC forum posts prior to class.

In addition to posting on the UNC forum, students will be expected to respond to a number of other discussion prompts throughout the semester. These questions are designed to allow you to reflect on the topic and apply and integrate learning and should be completed prior to the live session each week.

Organizational Analyses (2 papers)

One of the objectives of this course is to offer students an opportunity to apply the course concepts to an assessment of an organization, identify a specific management challenge, and offer recommendations mitigating an organizational challenge. Each student is expected to write and present an original case study that **diagnoses** an organization of their choice and must be either a public or non-profit organization. The papers will be evaluated on:

1. the thoroughness of the research and diagnosis of organization and its associated challenges and opportunities (including clear citation of sources referenced);
2. application of course concepts in the diagnosis;
3. clarity in writing style and organization (including correct spelling and grammar).

Writing a series of organization analyses will permit you to apply organization theories to the description and interpretation of a public service organization. You will need to select for study some operational unit, comprised of five to fifty or so people. For example, the Chapel Hill Parks and Recreation Department or Police Department, rather than the entire Town of Chapel Hill government. I suggest that you choose an organization close by, so that you will have ready access to the people who work there. You may choose to study either a government agency or a nonprofit organization. You should not currently be employed by the organization you select, though it can be an organization you have previously worked for.

Organization Selection Memo: In a memo, identify three organizations you would be interested in studying this semester. Indicate your rank-ordering preference for each organization, provide its mission and size (if you can determine it in advance), and explain why you would be interested in studying it. After the memos have been reviewed, the instructor will provide feedback and, if appropriate, approval of the proposed organization for the student to contact to start their organization analysis.

Once you have selected an organization, you will need to explain to people in the organization your interest in learning about how they are organized and to ask for their help in understanding their organization. To get a complete (or at least more complete) view of the organization, over the course of the semester you will need to meet and interview multiple people from the organization as well as review secondary documents about the organization (for example websites, annual reports, organizational charts, etc.). For each paper it is expected you will have 2-3 interviews to provide the needed information, for a total of at least 4-6 interviews over the course of the semester.

Each student will prepare two analyses of their organization:

1. The **first** analysis will describe the organization from a structural and human resources perspective. The purpose of your first paper is to introduce your organization and provide a

structural and human resources analysis. Your analysis should include a complete description of the organization from detailing its mission, work product (if any), clientele, services, structure, decision-making process (i.e., who is in charge, who is responsible for financial matters, is there a board, etc.). This paper is not intended to be simply descriptive; it should include substantial analysis drawing on the theories and materials discussed in class related to the structural and human resources frame.

2. The **second** will analyze the organization from one additional frame, either what Bolman and Deal call the “political frame” or what they term the “symbolic frame.”

Using the analyses you have already done (as appropriate to the problem or opportunity you choose to focus on) and whatever other theories you find useful, your final paper should diagnose how the agency’s current organizational patterns relate to that problem/opportunity and suggest organizational changes through which the agency might be able to better address it. This paper should not simply summarize your first paper but **should serve to integrate and provide a more comprehensive assessment** (for example leadership and/or change management).

A hard-copy of each organization analysis is due on the date indicated on the class schedule below and should be submitted in class. The two analyses should be eight to ten double-spaced pages each.

Final Examination (in-person)

The final exam will draw on material from throughout the class, including lectures, readings, case discussions, and Application Team presentations. This will facilitate your reflection on the material we covered throughout the course. It will involve a series of short answer questions that test your knowledge of key concepts and your ability to apply these concepts to practical organizational situations and issues.

Course Schedule

| Spring 2022 Course Overview | | |
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| Session | Topic | Assignments |
| 1: January 12 | Course Introduction and History | |
| 2: January 19 | Organizational Structure: History and Theory | List of Organizations Due |
| 3: January 26 | Organizational Structure: Design | UNC Forum Discussion 1 Response Organization Chart Assignment |
| 4: February 2 | Organizational Purpose and Strategic Planning | UNC Case Discussion 2 Response |
| 5: February 9 | People and Organizations | Application Team One UNC Case Discussion 3 Response |
| 6: February 16 | Culture and Organizations | Respond to discussion questions 1 |
| 7: February 23 | Organizational Effectiveness | Application Team Two Respond to discussion questions 2 |
| 8: March 2 | Power and Politics | Paper One Due |
| 9: March 9 | Communication and Conflict in Organizations | Application Team Three UNC Case Discussion 4 Response |
| 10: March 16 | Spring Break | |
| 11: March 23 | Teams and Working with Others | |
| 12: March 30 | Collaboration and Inter-Organizational Relationships | Application Team Four UNC Case Discussion 5 Response Respond to discussion questions 3 |
| 13: April 6 | Leadership and Organizations | Application Team Five UNC Case Discussion 6 Response |
| 14: April 13 | Change Management and Integration of Frames | |
| 15: April 20 | Decision-making and Ethics in Organizations | Paper Two Due |
| 16: April 27 | In Class: EXAM | |
| EXAM | April 27th at 9:00 AM | |

CALENDAR AND READING ASSIGNMENTS (subject to change as necessary)

Session 1: Course Introduction and Historical Grounding

No Readings.

Session 2: Organizational Structure: History and Theory

Readings

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapters 1-3.**
- DiMaggio, Paul J & Walter W. Powell. 1983. "The iron cage revisited" institutional isomorphism and collective rationality in organizational fields", *American Sociological Review*, 48, 147-60.
- Optional: Rainey, Hal. 2009. *Understanding and Managing Public Organizations*. Jossey-Bass. Fourth Edition, **Chapter 2.**
- Optional: Mintzberg, Henry. 1979. "The Five Basic Parts of the Organization." In *Classics of Organization Theory*. Shaftritz, Jay M., J, Steven Ott, and Yong Suk Jang (ed).2005. Belmont, CA: Thomson Wadsworth.

Session 3: Organizational Structure: Design

Readings

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapters 4-5.**
- Karl E. Weick. 1976. "Educational Organizations as Loosely Coupled Systems" *Administrative Science Quarterly*, Vol. 21, No. 1 (Mar., 1976), **pp. 1-11**
- Review UNC Case materials

Session 4: Organizational Purpose and Strategic Planning

Readings

- Rainey, Hal. 2009. *Understanding and Managing Public Organizations*. Jossey-Bass. Fourth Edition, **Chapters 4.**
- Mintzberg, Henry and James A. Waters. 1985. Strategic Of Strategies, Deliberate and Emergent Author(s): *Management Journal*, Vol. 6, No. 3 (Jul. - Sep., 1985), pp. 257-272
- Behn, Robert D. 1988. "Management by Groping Along" *Journal of Policy Analysis and Management*, Vol. 7, No. 4 (Autumn, 1988), pp. 643-663
- Nonprofit Management. The Strategic Plan is Dead. Long Live Strategy. (http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead_long_live_strategy)
- Review UNC Case materials
- Review practitioner interview

Session 5: People and Organizations

Readings

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapter 6 and 7**
- Grote, Dick. "3 Popular Goal-Setting Techniques Managers Should Avoid." *Harvard Business Review* (January 2, 2017). Available at UNC Library e-reserves.

- Locke, Edwin A., and Gary P. Latham. “New Directions in Goal-Setting Theory.” *Current Directions in Psychological Science* 15, no. 5 (2006). Available at UNC Library e-reserves.
- OPTIONAL: Campbell, John P., Marvin D Dunnette, Edward E Lawler, III and Karl E. Weick, Jr. 2011. “Expectancy Theory” in Natemeyer, Walter E. and Paul Hersey. *Classics of Organizational Behavior*. Long Grove, IL: Waveland Press, Inc
- OPTIONAL: Latham, Gary P and Edwin A Locke. 2011. “Goal Setting- A Motivation Technique that Works.” In Natemeyer, Walter E. and Paul Hersey. *Classics of Organizational Behavior*. Long Grove, IL: Waveland Press, Inc
- Review UNC Case materials
- Review interview

Session 6: Culture and Organizations

Readings

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapters 12, 13, 14**
- Khademian, Anne M., 2002, “Working with Culture” and “Culture as a Management Tool: The Debate”, Chapters 1 and 2 in *Working with Culture: The Way The Job Gets Done in Public Programs*. Washington, D.C.: CQ Press
- OPTIONAL: Edgar Schein. 1992. “Defining Organizational Culture,” in Shafritz, Jay M. Jr., J. Steven Ott, Yong Suk Jang. *Classics of Organization Theory*. pages 360-367
- Review UNC Case materials- no discussion post
- Review interview

Session 7: Organizational Effectiveness

Readings

- Behn, Robert D. 2003. “Why Measure Performance? Different Purposes Require Different Measures”. *Public Administration Review*. Volume 63 Number 5
- Senge, Peter M. 2011. “The Learning Organization ” in Natemeyer, Walter E. and Paul Hersey. *Classics of Organizational Behavior*. Long Grove, IL: Waveland Press, Inc.
- Rainey, Hal. 2009. *Understanding and Managing Public Organizations*. Jossey-Bass. Fourth Edition, **Chapters 6**.
- Rivenbark, W.C. and Peterson. E.J. 2008. “A Balanced Approach to Implementing the Balanced Scorecard.” *Popular Government*
- Review practitioner interview

Session 8: Power and Politics

Readings

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapter 9, 10, and 11**
- Kanter, Rosabeth Moss . 1979. “Power Failure in Management Circuits” in Shafritz, Jay M., J. Steven Ott, Yong Suk Jang. 2005. *Classics of Organization Theory*. Chapter 6.
- OPTIONAL: Salancik, Gerald R., and Jeffrey Pfeffer. 2011. “Who Gets Power—and How Do They Hold on to It?” In *Classics of Organizational Behavior*, edited by Walter E. Natemeyer and Paul Hersey. Long Grove, IL: Waveland Press, Inc. Available at UNC Library e-reserves.
- OPTIONAL: Rainey, Hal. *Understanding and Managing Public Organizations*, 5th edition. Jossey-Bass, 2014. Chapter 7, pages 170–179.
- Review UNC Case materials- no forum post

Session 9: Communication and Conflict in Organizations

Readings

- Rainey, Hal. 2009. Understanding and Managing Public Organizations. Jossey-Bass. Fourth Edition, **Chapter 12**.
- Argyris, Chris. 1994. “Good Communication That Blocks Learning.” *Harvard Business Review*
- Rogers, Carl R. and F. J. Roethlisberger. 1991. “Barriers and Gateways to Communication.” *Harvard Business Review*
- OPTIONAL: McCaskey, Michael B. 1979. “The Hidden Messages Managers Send.” *Harvard Business Review*
- Review UNC Case materials
- Review practitioner interview

Session 10: Spring Break

Have fun!

Session 11: Teams and Working with Others

Readings:

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapter 8**
- Nahavandi, Afsaneh, Robert B. Denhardt, Janet V. Denhardt, and Maria P. Aristigueta. *Organizational Behavior*. Sage Publications, 2015. Chapter 10. Available at UNC Library e-reserves.
- Hazel, Sarah M., and Willow Jacobson. “Project Management Principles for Use in the Public Sector: Tools for the Everyday Project Manager.” *Project Management Bulletin* 9 (2014). [Available here](#).
- Weick, Karl E. “Prepare Your Organization to Fight Fires.” In *The Work of Teams*, edited by Jon R. Katzenbach, 131–138. *Harvard Business Review*, 1998. Available at UNC Library e-reserves.
- Pentland, Alex. “The New Science of Building Great Teams.” *Harvard Business Review*. April 1, 2012. Available at UNC Library e-reserves. (*Skim article and review graphics.*)

Session 12: Collaboration and Inter-Organizational Relationships

Readings:

- Thomson, Ann Marie, and James L. Perry. “Collaboration Processes: Inside the Black Box.” *Public Administration Review* 66, no. s1 (2006): 20–32. [Available here](#).
- Kania, John, and Mark Kramer. “[Collective Impact](#).” *Stanford Social Innovation Review* (2011).
- **View these brief videos:**
Greater Cincinnati Foundation Collective Impact: <https://youtu.be/YRX2y46fHXE>
FSG Consulting Firm Collective Impact: <https://www.fsg.org/areas-of-focus/collective-impact>
- OPTIONAL: Gazley, Beth. “Beyond the Contract: The Scope and Nature of Informal Government–Nonprofit Partnerships.” *Public Administration Review* 68, no. 1 (2008): 141–54. [Available here](#).
- Review UNC Case materials
- Review practitioner interview

Session 13: Leadership and Organizations

Readings:

- Bolman, Lee G., and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 6th edition. Hoboken, NJ: Jossey-Bass Publishers, 2017. Chapter 17.
- Denhardt, Robert B., Janet V. Denhardt, and Maria P. Aristigueta. *Managing Human Behavior in Public and Nonprofit Organizations*. Thousand Oaks, CA: Sage Publications, 2013. Chapter 7. Available at UNC Library e-reserves.

- Collins, Jim. “The Level Five Leader.” In *Classics of Organizational Behavior*, edited by Walter E. Natemeyer and Paul Hersey. Long Grove, IL: Waveland Press, Inc., 2011. Available at UNC Library e-reserves.
- **View this video:** http://www.ted.com/talks/derek_sivers_how_to_start_a_movement.html
- OPTIONAL: Greenleaf, Robert K. “Servant Leadership.” In *Classics of Organizational Behavior*, edited by Walter E. Natemeyer and Paul Hersey. Long Grove, IL: Waveland Press, Inc., 2011. Available at UNC Library e-reserves.
- OPTIONAL: Hersey, Paul. “Situational Leadership.” In *Classics of Organizational Behavior*, edited by Walter E. Natemeyer and Paul Hersey. Long Grove, IL: Waveland Press, Inc., 2011. Available at UNC Library e-reserves.
- Review UNC Case materials

Session 14: Change Management and Integration of Frames

Readings:

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapters 15, 16, 18, and 20**
- Kotter, John P. 2007. “Leading Change: Why Transformation Efforts Fail”. *Harvard Business Review*.
- OPTIONAL: Schmidt, Mary R. 1993. “Grout: Alternative Kinds of Knowledge and Why They Are Ignored.” *Public Administration Review* Vol. 53, No. 6 (Nov. - Dec., 1993), pp. 525-530
- Review practitioner interview

Session 15: Decision-making and Ethics in Organizations

Readings

- Bolman, Lee G. and Terrence E. Deal. 2017. *Reframing Organizations: Artistry, Choice, and Leadership*, 5th edition. San Francisco, CA: Jossey-Bass Publishers. **Chapter 19.**
- Johnson, Craig E. 2012. *Organizational Ethics: A Practical Approach*. Thousand Oaks, CA: Sage. **Chapter 3.**
- *MORETOOLS: A Framework For Analyzing Management Dilemmas*. Electronic Hallway.
- Rainey, Hal. 2009. *Understanding and Managing Public Organizations*. Jossey-Bass. Fourth Edition, **Chapters 7.**