

PA 6320 ADVANCED ORGANIZATIONAL THEORY FALL 2017

COURSE SYLLABUS

Class Meetings: Tues: 4:00pm-6:45pm CB 1.214
Instructor: John McCaskill, PhD.
Office Location: GR 2.204
Contact Information: (Office) 972-883-6274 e-mail: john.mccaskill@utdallas.edu
Office Hours: 2:00 PM to 3:30 PM Tuesdays or by appointment

COURSE DESCRIPTION AND OBJECTIVES

An elaborate body of theory, research, and practice focuses on human behavior in organizations, and includes the topics listed below for the weekly sessions. This course provides a graduate level introduction and survey of those topics, with students developing more advanced knowledge of a chosen topic through an individualized project.

The course will cover theories, concepts, and techniques (such as questionnaire measures of the concepts) pertaining to the topics listed below. It will also cover practical application of those concepts through case examples and discussions, and self-assessment exercises.

Key Learning Objectives for the Course:

- Students will become very well informed about organizational behavior (OB) theory and research, with knowledge of prominent theories and their current status in the field, and apply this knowledge of related research methods and results in their own research.
- Students will explore advice, guidance, and methods for handling many practical challenges in organizations, such as methods of motivating employees, improving quality of work life, developing effective teams, developing and evaluating managerial competencies, and other challenges, and be able to apply these methods situationally.
- Students will become well informed about the application of OB concepts and techniques in public and nonprofit organizations, through readings in the public administration and public management literature and through examples of such applications, such as examples of employee satisfaction surveys in federal agencies and expound upon them in their research.

COURSE REQUIREMENTS

Required Reading. Required readings for this course are contained in the following books, which have been ordered at the bookstore:

1. Hal G. Rainey, *Understanding and Managing Public Organizations*, 5th edition. San Francisco: Wiley/Jossey-Bass, 2014.
2. Mary Uhl-Bien, John R. Schermerhorn, and Richard N. Osborn, *Organizational Behavior*, 13th Ed. John Wiley & Sons, 2014.
3. Shafritz, Jay M., J. Steven Ott, and Yong Suk Jang. 8th edition. *Classics of Organization Theory*. Belmont, CA: Thomson-Wadsworth, 2015.

In addition, selected journal articles, book chapters, and case studies may be assigned at the professor's discretion. The journal articles assigned for the semester can be accessed through the UTD Library website (<http://www.utdallas.edu/library>).

Class Participation. Each week, the instructor will introduce the subject scheduled for discussion, connect it to broader themes and additional topics to be covered in the course, briefly present some material, and often pose some questions for discussion. However, a major portion of class meetings is devoted to a broader discussion, analysis, and critique of the topics, approaches, and readings under review. Students have the responsibility to contribute to the scholarly interchange during this activity. Accordingly, it is expected that all participants will complete readings on schedule and be prepared regularly to comment on and assist in the analysis of the literature and issues under discussion.

Leading Assigned Discussions. In the last part of the discussion of each seminar topic a student will present an analysis (review/interpretation/critique) of some portion of the literature that the field has generated on the topic under consideration. The analysis will include consideration of at least five articles (or articles and books/chapters) drawn from the readings presented later in the syllabus. The student analysis also is to include preparation of a typewritten essay (no more than 6 pages) on the topic and selected readings. Copies of the review essay should be distributed to each of the other members of the seminar at the time of the presentation. Students will select their week for analysis during the first class meeting. The review essays and presentation constitutes approximately 20 percent of the final grade for the seminar. Thus, attendance and participation is expected and integral for the full learning experience. If you know you will not be able to attend, please let me know in advance via e-mail. More than two absences may affect your final grade.

Examinations. There will be two examinations (in-class, short answer and essay) covering selected topics. The examinations are designed to test the student's ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester. The examinations will be assigned in class and are due by the end of the class period. The first examination is March 7 and is weighted at approximately 25 percent of the total grade. The second examination is April 25 and is weighted at approximately 25 percent of the total grade.

Course Research Project. By the last week of the course, submit a project paper of about 15 to 20 double-spaced typewritten pages. The objective of this project is to extend your professional knowledge about a topic related to this course, that you consider of value and interest to you.

Find a topic that you consider valuable and interesting, and that is reasonably related to the

course. Discuss your topic with me if you have any doubts or questions. Then, work on the topic in a way that helps you learn about it. You can design any of numerous different types of projects, as long as you pursue the general objective stated above. Some examples:

- Read about the topic and prepare a paper that reports what you learned about it. You should plan to read about 300 pages for such a project. For example, about 10 twenty to thirty page complex professional journal articles.
- You can also read books or sections of books. Reading and reporting on one complex book, such as Albert Bandura's *Self-Efficacy*, Craig C. Pinder's *Work Motivation in Organization Behavior*, or Bernard Bass' *Leadership and Performance Beyond Expectations* together with his *Transformational Leadership* will fulfill the requirement, and would be a good project.
- Do a set of readings such as described above and prepare an analytical/critical review of them, like a literature review in a professional journal.

Sources of Material for Project. See the bibliographic references in the books assigned for the course. The following sources are high-quality publications usually oriented toward practicing managers and readability: Public Administration Review; the Journal of Public Administration Research and Theory, the Review of Public Personnel Administration, Public Administration, Academy of Management Journal, Academy of Management Review, Journal of Applied Psychology, and Organizational Behavior and Human Decision Processes. In addition, the library has many books on the topics listed on this syllabus.

At the fifth class session (February 7), submit a one-page proposal of the topic you will cover, and a brief description of your objectives. You can change these plans, but you need to have gotten to work on deciding what to do well before this date. Students are expected to report the findings from their research investigation in our class meeting on April 18.

Grading.* Grading for this course shall be structured as follows: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 70-77=C, Below 70=F. Final grades will be based on

- | | |
|--|---|
| (1) Performance on the mid-term examination..... | 25% |
| (2) Performance on the final examination..... | 25% |
| (3) Course Research Project..... | 30% |
| (4) Class Attendance and Participation..... | 20% (includes in-class reports, participation in case exercises, and attendance). |

Attendance Policy. Students in our graduate program display very high levels of conscientiousness about class attendance and participation. Due to misunderstanding on the part of a very few students, however, this course will follow an attendance policy. Students' participation grades will be reduced for absences from class. Tardiness and early departures will also lead to reduced participation grades. If a student must miss class, he or she is responsible for ALL material presented in class. There will be material presented in the classroom that cannot be found in the textbooks or course readings. It is your responsibility to get notes from students after an absence. The professor will not provide class notes to students. The class PowerPoint presentations, case studies, and course syllabus are available through eLearning.

Note: The course syllabus may be amended at any time by the professor. If necessary, the updated syllabus will be posted on eLearning and its changes discussed in class.

Topics and Readings

January 10: Introduction and Overview

- _Shafritz, Introduction to Organization Theory (pp. 1-10), 2, 5, 6, 7, 8

January 17: Research and Theory in Organizational Behavior (OB)

- Schermerhorn, Hunt, and Osborne (hereafter, SHO), Chapter 1 and "Research Methods in OB," (OB Modules Online).
- Rainey, Preface and Chapters 1 and 2.
- Shafritz, 9, 10, 11, 12
- *Additional Reading:*
 - Robert V. Presthus, "Toward a Theory of Organizational Behavior," *Administrative Science Quarterly* 3 (June 1958): 48-72.
 - Victor Thompson, "Hierarchy, Specialization and Organization," *Administrative Science Quarterly* 5 (March 1961): 485-521.

January 24: The Public and Nonprofit Context

- Rainey, Chapter 3.
- Shafritz, 35, 38
- *Additional Reading:*
 - James Perry and Hal Rainey, "The Public-Private Distinction in Organizational Theory," *Academy of Management Review* 13 (April 1988): 182-201.
 - Barry Bozeman and Stuart Bretschneider, "The „Publicness Puzzle“ in Organization Theory: A Test of Alternative Explanations of Differences between Public and Private Organizations," *Journal of Public Administration Research and Theory* 4, 2(April 1994): 197-223.

Values, Personality and Individual Differences

- SHO, Chapter 2. Rainey, Chapter 10
- Shafritz, 36, 37
- *Additional Reading:*
 - Christopher A. Cooper, et al. "Taking Personality Seriously: The Five-Factor Model and Public Management." *The American Review of Public Administration* 43.4 (2013): 397- 415.

Emotions, Attitudes, and Job Satisfaction

- SHO, Chapter 3.
- *Additional Reading:*
 - Chih-Wei Hsieh and Mary E. Guy. "Performance Outcomes: The Relationship between Managing the “Heart” and Managing Client Satisfaction." *Review of Public Personnel Administration* 29.1 (March 2009): 41-57.
 - Paola Cantarelli, Paolo Belardinelli, and Nicola Belle. "A Meta-Analysis of Job Satisfaction Correlates in the Public Administration Literature." *Review of Public Personnel Administration* (2015): 0734371X15578534 (ROPPA Online First).

January 31: Perception, Attribution, and Learning

- SHO, Chapter 4.
- *Additional Reading:*

- Chris Argyris, "The Individual and the Organization: Some Problems of Mutual Adjustment," *Administrative Science Quarterly* 2 (June 1957): 1-24.
- Robert R. Blake and Jane S. Mouton, "Grid Organization Development," *Personnel Administration* 30 (January-February 1967): 6-14.

February 7: Power and Politics (Proposal Due)

- SHO, Chapter 12
- Rainey, Chapter 5

Decision Making

- SHO, Chapter 9.
- Rainey, Chapter 7 (*Decision Making in Organizations*).
- Shafritz, 21
- *Additional Reading*:
 - Charles Lindblom, "The Science of Muddling Through." *Public Administration Review*. 19, 2 (Spring 1959): 79-88.
 - Edmund Stazyk and Randall S. Davis. "Taking the „High Road“: Does Public Service Motivation Alter Ethical Decision Making Processes?" *Public Administration* 93.3 (2015): 627-645.

February 14: Motivation

- SHO, Chapter 5.
- Rainey, Chapters 9 and 10
- Shafritz, 13, 14
- *Additional Reading*:
 - Frederick Herzberg, "The Motivation-Hygiene Concept and Problems of Manpower," *Personnel Administration* 27 (January-February 1964): 3-7.
 - Albert Bandura and Edwin A. Locke, "Negative Self-Efficacy and Goal Effects Revisited." *Journal of Applied Psychology* 88, 1 (2003): 87-99
 - Edwin A. Locke and Gary P. Latham, "Building a Practically Useful Theory of Goal Setting and Task Motivation: A 35-Year Odyssey." *American Psychologist* 57, 9 (September 2002): 705.

February 21: Motivation, Job Design, and Performance Management

- SHO, Chapters 6 and 8.
- Rainey, Chapters 9 and 10.

Motivation in the Public and Nonprofit Sectors

- *Additional Reading*:
 - Gene A. Brewer, Sally Coleman Selden, Rex L. Facer II, "Individual Conceptions of Public Service Motivation" *Public Administration Review* 60, 3 (May-June 2000): 254- 264.
 - Perry, James L., and Lois Recascino Wise. (1990). "The Motivational Bases of Public Service." *Public Administration Review* 50, 3 (May-June 1990): 367-373.
 - Philip E. Crewson, "Public-Service Motivation: Building Empirical Evidence of Incidence and Effect," *Journal of Public Administration Research and Theory* 7, 4 (October 1997): 499-518.

- James L. Perry, et al. "What Drives Morally Committed Citizens? A Study of the Antecedents of Public Service Motivation." *Public Administration Review* (May-June 2008): 445-458.

February 28: Leadership in the Public and Nonprofit Sectors

- SHO, Chapters 13 and 14.
- Rainey, Chapter 11
- Shafritz, 38, 39, 41
- *Additional Reading*:
 - Wouter Vandenabeele, "Explaining Public Service Motivation: The Role of Leadership and Basic Needs Satisfaction." *Review of Public Personnel Administration* 34.2 (2014): 153-173.
 - Montgomery Van Wart, "Public-Sector Leadership Theory: An Assessment." *Public Administration Review* 63, 2 (March-April 2003): 214-228

March 7: First Examination

March 14: No Class – Spring Break

March 21: Communication

- SHO, Chapter 11.
- Rainey, Chapter 12.
- Read the first 15 pages of Edward Tufte's "Powerpoint Does Rocket Science." http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0001yB

Groups and Teams

- SHO, Chapter 7. Rainey, Chapter 12
- Shafritz, 15

Conflict and Negotiation

- SHO, Chapter 10. Rainey, Chapter 12

March 28: Organizations and Their Environment

- Rainey, Chapter 4
- Shafritz, 29, 30, 31, 32, 33
- *Additional Reading*
 - Sung Deuk Hahm, Kwangho Jung, and M. Jae Moon. "Shaping Public Corporation Leadership in a Turbulent Environment." *Public Administration Review* 73.1 (2013): 178-187.

April 4: Organizational Change, Development, Innovation, and Culture

- SHO, Chapter 15.
- Rainey, Chapters 13.
- Shafritz, 26, 27, 28
- *Additional Reading*
 - Robert T. Golembiewski, "Organization Development in Public Agencies," *Public Administration Review* 29 (July 1969): 367-77.

- Ben S. Kuipers et al. "The Management of Change in Public Organizations: A Literature Review." *Public Administration* 92.1 (2014): 1-20.

April 11: Organization Goals, Strategic Capabilities, and Design.

- SHO, Chapters, 16 and 17.
- Rainey, Chapter 6, 7 (*Strategic Management*), and 8
- Shafritz, 16, 17, 18
- *Additional Reading*:
 - Rhys Andrews and George A. Boyne. "Task Complexity, Organization Size, and Administrative Intensity: The Case of UK Universities." *Public Administration* 92.3 (2014): 656-672.

Excellence in the Public and Nonprofit Sectors

- Rainey, Chapter 14
- Shafritz, 36, 37
- *Additional Reading*
 - Barry Bozeman, "Public-Value Failure: When Efficient Markets May Not Do," *Public Administration Review* 62, 2 (March-April 2002): 145-61.
 - Hal G. Rainey and Paula Steinbauer, "Gallopig Elephants: Developing Elements of a Theory of Effective Government Organizations," *Journal of Public Administration Research and Theory* 9, 1 (January 1999): 1-32.
 - Laurence J. O'Toole and Kenneth J. Meier, "Modeling the Impact of Public Management: Implications of Structural Context," *Journal of Public Administration Research and Theory* 9, 4 (October 1999): 505-526.

April 18: Student Reports on Projects.

April 25: Second Examination. Course project paper due.