UTD

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PA 6320.0W1
ORGANIZATIONAL THEORY
FALL 2017

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Our society is an organizational society. We are born in organizations, educated in organizations, and most of us spend much of our lives working for organizations. We spend much of our leisure time playing and praying in organizations. Most of us will die in an organization, and when the time comes for burial, the largest organization of all -- the state -- must grant official permission.

---Amatai Etzioni, Modern Organizations (Englewood Cliffs, NJ: Prentice-Hall, 1964), p. 1.

CONTACT INFORMATION

Professor: Dr. Meghna Sabharwal
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Office Location: 2.238 Green Hall
Office Hours: Available by appointment

CLASS TIME AND LOCATION

This is an ONLINE class offered over the Internet. All course materials may be found on UTD's eLearning site at https://elearning.utdallas.edu

Please set up prior appointment with the instructor, if you wish to meet with her personally.

NOTE: If you have something that needs my immediate attention, please send me an e-mail with **URGENT – PA 6320** in the subject line, and I will try to respond right away.

COURSE DESCRIPTION

This course is designed to give students a broad introduction to organizational theory and its concepts. This course will help students develop a keen understanding of employees and their behavior in an organization. Organizational theory is the study of how people act in organizations and how the organizations themselves, behave. Successful organizations continuously learn, adapt and relate to the diverse needs of their employees and external environment. Class readings draw from leading scholars in a variety of disciplinary traditions in order to shed light on the historical development of the

literature. Additionally, the course material will review some of the contemporary approaches to the study of organizations.

After finishing this course, each student should have a basic understanding of the concepts, goals, benefits, and limits of the prominent organization theories in public administration. This course provides a survey of theory, anecdotal evidence and empirical research on organizations, which are relevant to public administration, with a focus on key organizational functions and ways of defining, understanding and responding to organizational problems. Students should complete this course with knowledge of both the value and limitations of the organization theory literature and the existing empirical research about organizations.

LEARNING OBJECTIVES

By the end of this course, students should be able to:

- Apply classical and contemporary organizational theories as tools for learning about and analyzing the organizations in which they work and about which they read.

- Use various theories or models examined in the class to describe, explain, predict, and evaluate management practices and behavior.

- Expound upon what it means to organize, lead, and manage well.

- Synthesize the important components or dimensions of organization, leadership, and management, such as change, culture, motivation, and strategic decision-making, and develop a sense of how one leads and organizes in relation to those topics – leading change, developing organizational culture, motivating people, designing organizations, leading strategic decisions.

- Develop an understanding of how gender, race, nationality, and other cultural diversity dimensions influence organizational behaviors and outcomes.

- Integrate the state of knowledge and managerial thinking on these topics and others covered in the course.

- Engage in discussions and exercises to demonstrate a sense of how to apply in practice the topics and ideas covered in the course and demonstrate mastery of written communication skills

REQUIRED TEXTBOOK AND MATERIALS

1. Tompkins, Jonathan. (2005). *Organization theory and public management*. Wadsworth Publishing Company.

The instructor will provide readings from Shafritz, Jay M., J. Steven Ott, and Yong Suk Jang. (2010, 7th ed.). Classics of Organization Theory. Belmont, CA: Thomson-Wadsworth.

If you prefer to have a hard copy of the text, feel free to buy the Shafritz, Ott and Jang text: https://www.amazon.com/Classics-Organization-Theory-Jay-Shafritz/dp/0495569410

Textbooks and some other bookstore materials can be ordered online through Off-Campus Books or the UTD Bookstore. They are also available in stock at both bookstores.

CLASS FORMAT AND INSTRUCTOR'S EXPECTATIONS

This course is entirely web-based and all work will be completed online through UTD's eLearning site, therefore we will not be meeting in person for classes. The class format will consists of power point presentations (main points for each week), discussion boards, concept papers, quizzes, and a midterm and final exam. Even though we will not be meeting face to face, you are responsible for reading the assigned course material each week so that you can participate in online discussions and successfully. **LATE SUBMISSIONS ARE NOT ACCEPTED** (unless there are extenuating circumstances, and only with proper written documentation).

CLASS PARTICIPATION

Students are required to login regularly to the online class site. The instructor will use the tracking feature in eLearning to monitor student activity. Students are also required to participate in all class activities such as discussion board.

GRADING POLICY

Your final grade will be awarded based on the following scale. Grades for all assignments and tests will be available in the grade book in eLearning.
- Weekly participation and discussions (12 discussion posts) – 40 points
- Weekly Quizzes – 15 points
- Exam 1 – 20 points
- Exam 2- 25 points

Letter Grade Percentage Points

90-100 = A; 80-89 = B; 70-79 = C

INTERACTION EXPECTATIONS

Traditional classes, unlike online classes, meet at a specific time and place on a regular schedule. The online course offers the participants the opportunity to interact asynchronously; this means that the participants most likely will **not be** "in" the online classroom at the same time. Our interactions will take place on the discussion board forum. Communication online is through words - we do not hear inflections, sarcasm, or humor, and we do not have physical cues and gestures to clarify meaning. Therefore, we must make every effort to phrase our responses and posts so they will not offend nor alienate our classmates. I expect each of you to completely think out all your posts, read and reread them thoroughly prior to posting, and to carefully consider what you are saying and how you are saying it. At all times show respect and courtesy for your fellow classmates.

COMPUTER LITERACY

In order to succeed in this class, you must be computer literate and have a basic understanding of the Internet. If you do not consider yourself to be computer literate, please consider taking a traditional class instead.

INTERNET ACCESS

All coursework, reading assignments will be provided electronically on the Internet. Activities will include streaming and watching videos as well as completing exams and assignments online. These activities are not possible on anything other than a high-speed Internet connection. **Remember computer technology can be unreliable, so plan ahead.**

Quizzes and exams will be timed, and once you start your quiz or exam, you cannot reset the clock – the exam must be completed within the allotted time period. If you are booted off or experience a slow connection, you will not be able to start over. If you run into trouble, send me an email IMMEDIATELY to document the problem. Or you may send an email to the UTD Computing Help Desk (assist@utdallas.edu) and copy me on the email. If your problem is related specifically to eLearning, call the help desk anytime at 1-866-588-3192 and ask for an email copy of your ticket, which you can then forward to me for verification.

POLICY ON SERVER UNAVAILABILITY OR OTHER TECHNICAL DIFFICULTIES

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk. UTD provides eLearning technical support 24 hours a day/7 days a week. Please use this link to access the UTD eLearning Support Center:
http://www.utdallas.edu/elearninghelp, 1-866-588-3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

eLEARNING SYSTEM

This class uses UTD's eLearning System to manage the online content. You should log in to your eLearning account before the first day of class to ensure that you have no problems accessing the site. Once you are logged in, you will find links to eLearning student tutorials.

INTERACTION WITH INSTRUCTOR

The instructor will communicate with students mainly using the Announcements and Discussions tools. Students may send personal concerns or questions to the instructor using the course email tool. The instructor will reply to student emails messages within 3 working days under normal circumstances.

REQUIRED SOFTWARE

You must have access to Microsoft Office software (Word, PowerPoint and Excel) version 2007 or higher. Teachers and UTD students are eligible for significant discounts on software at the UTD Tech Store. You also must have Adobe's Acrobat Reader and Apple's Quick Time Player, which are both available through free downloads.

STUDENT RESOURCES

The following university resources are available to students:

UTD Distance Learning:
http://www.utdallas.edu/elearning/students/cstudents.htm

McDermott Library:
Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to: http://www.utdallas.edu/library/distance.html

POLICIES AND PROCEDURES

Make-up exams and late assignments

The dates of exams and other assignments are indicated on the class schedule. Because you will have a full week to complete the exams, you most likely will not need a make-up. However, in case of extenuating circumstances, make-up exams will only be given for legitimate reasons and with proper written documentation. If you fail to take an exam or turn in an assignment without a reasonable excuse, you will receive a "0" for that portion of the course. **THERE WILL BE NO MAKE-UPS FOR QUIZZES.**

INCOMPLETE GRADE POLICY

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

ASSIGNMENTS

DISCUSSION BOARD

Although we will not be holding discussions in a traditional classroom setting, we will have virtual conversations on the online discussion board. There will be 12 discussion topics posted throughout the course of this semester; the professor will post one discussion question each week related to the readings. In order to receive full credit for this component of the course, **you will be required to write 12 original posts over the course of the semester (minimum of 200 meaningful words each week for the first post). Direct quotes from the material do not count towards the 200 words.**

Your work on the Discussion Board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is due by 9pm Central Standard Time on **Thursday** of each week.

At least two responses to postings of colleagues are due by midnight on Sunday. You are expected to read the postings throughout the module. Some weeks you may post more than this. The responses should not be all made at once, but spread out, to allow discussions to develop.

SEE GRADING REBRIC below and on eLearning

Posts will be judged by the following criteria:
1. Did the student read and understand the original posting?
2. Did the student attempt to contribute a new thought to the thread?
3. Does the student demonstrate a critical understanding of the topic based on the readings?
4. Does the student make reference to the readings in the discussions?
5. Is the writing grammatically correct? (Spelling, punctuation, and grammar count! Quoted material does not count towards the word count).

Discussion Board Rubric and Grading

15 points each week

Your work on the Discussion Board includes regular threaded discussions and activities. Interaction on the discussion board will be monitored throughout the week. An initial posting is **due by 9pm (CST) on Thursday of each week**. You will be graded on this initial posting with the following rubric:

Initial Posting Rubric: Ideas and Organization	
Proficient (A) • well-developed (200 words minimum); answers the questions asked • provides sample citations for support of opinions • readily offers new interpretations of discussion material. • critically analyze the content - your posting should not be just a summary of the reading • ideas clearly expressed; be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too	10
Basic (B) • Shows evidence of understanding most major concepts; • will offer an occasional divergent viewpoint or challenge; • shows some skill in support for opinions. • Some signs of disorganization with expression; transition	8

wording may be faulty.	
Below average (C) • Has mostly shallow grasp of the material; • rarely takes a stand on issues; • offers inadequate/no levels of support. • Poor language use garbles much of the message; • only an occasional idea surfaces clearly; • expression seems disjointed; • overuse of the simple sentence and a redundancy with words and commentary; • paragraphs often appear unrelated to each other. This student requires constant prompting for contributions.	6
Minimal (D) • A minimal posting of material. Shows no significant understanding of material. • Does not add to the discussion; • Misses the questions. Language is mostly incoherent. Late work	4
Unacceptable (F) – failure to submit	0
TOTAL:	10

Responses to Other Student Postings - 5 points

At least two responses to postings of colleagues are due by midnight on **Sunday**. You are expected to read the postings throughout the module. Some weeks you may post more than this. There is no particular word limit on the responses you provide to your peers. However, short responses such as: "I agree," "You are right" etc. will NOT be graded. Your responses should be logical, reasoned, and well supported. The responses should not be all made at once, but spread out, to allow discussions to develop. Your responses (all of them) will be graded together, using the following rubric:

- a minimum of two responses (2 points)

- incorporate quotes from the other postings (1 point)

- be logically reasoned and supported (1 point)

- be grammatically correct and proofread for spelling errors. It counts in the real world, so it counts here too (1 point)

ASSIGNMENT SUBMISSION INSTRUCTIONS

Locate the assignment in your eLearning course. You will submit your assignments in the required file format with a simple file name and a file extension. To submit your assignment, click the assignment name link and follow the on-screen instructions to upload and submit your file(s).

Please Note: Each assignment link will be deactivated after the assignment due time. After your submission is graded, you may go to My Grades on the course menu and click the score link to check the results and feedback.

EXAMS

An open book mid-term and final examination is scheduled the week of October 9th and December 4th. The format is short-essay style and multiple choice questions. In addition, weekly quizzes will be posted on eLearning, which will be due by midnight on Sunday each week. Quizzes will be multiple choice questions. Each quiz is timed and is graded on a 10 point basis.

ACCESSING GRADES

Students can check their grades by clicking "My Grades" on the course menu after the grade for each assessment task is released.

Topics

Week 1: 8/21 to 8/27 - Introduction

ALL STUDENTS SHOULD GO TO THE DISCUSSION BOARD UNDER INTRODUCTIONS and post a brief introduction of themselves. Please do not post any personal addresses or contact information. Just tell us a little bit about yourself such as what year you are in, your major, your interests, brief working history, and future career plans (if you have formulated any at this time), and your interest in taking this class – apart from the fact that it is online. Also, do the readings mentioned in the table below:

WEEK	TOPIC	READINGS	ASSESSMENT	DUE DATE
Week 1 – August 21 - 27	Introduction to Organizational Theory	Shafritz, Ott & Jang pages 1-7 Tompkins, pages 1-8		
Week 2 – August 28 –	Classical Organizational	Shafritz, Ott & Jang pages 52-91 (5, 6, 7 and	Readings Quiz Discussion	Initial Response

September 3	Theory- Principles of Scientific Management and Bureaucracy	8) General Principles of Management by Henri Fayol The Principles of Scientific Management - Frederick Winslow Taylor Bureaucracy -Max Weber Notes on the Theory of Organization- Luther Gulick	Board	due 8/31 and response to your peers due 9/3
Week 3 – September 4-10	Classical Organizational Theory Continued – Part 2 -Principles of Scientific Management and Bureaucracy	Tompkins (Chapters 4, 5 and 6) Chapter 4 Max Weber's Theory of Bureaucracy Chapter 5. Scientific Management Theory: Frederick W. Taylor Chapter 6. Administrative Management Theory: Fayol, Mooney, and Gulick	Readings Quiz Discussion Board	Initial Response due 9/7 and response to your peers due 9/10
Week 4 – September 11-17	Neo-Classical Organizational theory -Move away from authoritarian to human needs	Shafritz, Ott & Jang Chapter 2 (9, 10, and 11) 9 -The Economy of Incentives 10- Bureaucratic Structure and Personality 11- The Proverbs of Administration	Readings Quiz Discussion Board	Initial Response due 9/14 and response to your peers due 9/17

Week 5 – September 18-24	Neo-Classical Organizational theory (Continued)	Shafritz, Ott & Jang (12 and 13)- 12. Foundations of the Theory of Organization 13. A Behavioral Theory of Organizational Objectives Tompkins, Chapter 9 The Natural Systems Perspective: Chester I Barnard		Initial Response due 9/21 and response to your peers due 9/24
Week 6 – September 25-October 1	Human Resource Theory/Human Relations Perspective	Shafritz, Ott & Jang Chapter 3 (14, 15, 16, and 17) Pages 149-188 14. The Giving of Orders 15. The Hawthorne Experiments 16. A Theory of Human Motivation 17. The Human Side of Enterprise	Readings Quiz Discussion Board	Initial Response due 9/28 and response to your peers due 10/1
Week 7 – October 2-8	Human Resource Theory/Human Relations Perspective Continued – Part 2	Tompkins, Chapters 7, 8 and 13 Pre-Human Relations Theory: Mary Parker Follett Human Relations Theory: Elton Mayo and Fritz Roethlisberger Human Resources theory: Douglas	Readings Quiz Discussion Board	Initial Response due 10/5 and response to your peers due 10/8

		McGregor and Chris Argyris		
Week 8 – October 9-15	Exam	None	Exam 1	
Week 9 – October 16-22	Modern Structural Organization Theory -Formal organizations	Shafritz, Ott & Jang Chapter 4 (19, 20 and 22) Mechanistic and Organic Systems: Tom Burns & G. M. Stalker The Concept of Formal Organization: Peter M. Blau & W. Richard Scott The Five Basic Parts of the Organization: Henry Mintzberg	Readings Quiz Discussion Board	Initial Response due 10/19 and response to your peers due 10/22
Week 10 October 23-29	Power and Politics Organizational Theory	Shafritz, Ott & Jang Chapter 6 (28, 31, and 32) Understanding the Role of Power in Decision Making: Jeffrey Pfeffer The Power of Power: James G. March Power Failure in Management Circuits: Rosabeth Moss Kanter	Readings Quiz Discussion Board	Initial Response due 10/26 and response to your peers due 10/29
Week 11 – October 30-November 5	Organizational Culture and Change	Shafritz, Ott & Jang Chapter 7 (34, 35 and 36) The Concept of Organizational Culture: Why Bother? - Edgar H.	Readings Quiz Discussion Board	Initial Response due 11/2 and response to your peers due 11/5

		Schein Organizational Culture: Pieces of the Puzzle: Joanne Martin The Z Organization: William G. Ouchi Tompkins, Chapter 15-The Organizational Culture Perspective and Symbolic Management Theory		
Week 12 – November 6-12	Systems theory and environment	Shafritz, Ott & Jang Chapter 8 (38, 39 and 41) Organizations and the System Concept: Daniel Katz & Robert L. Kahn Organizations in Action: James D. Thompson External Control of Organizations: A Resource Dependence Perspective- Jeffrey Pfeffer and Gerald R. Salancik Tompkins, Chapter 11: The Open Systems Perspective	Readings Quiz Discussion Board	Initial Response due 11/9 and response to your peers due 11/12
Week 13 – November 13-19	Theories of Organizations and Societies Managing Diversity in Organizations	Shafritz, Ott & Jang Chapter 9 (43, 44) Gendering Organizational Theory: Joan Acker Creating the	Readings Quiz Discussion Board	Initial Response due 11/16 and response to your peers due 11/19

		Multicultural Organization: The Challenge of Managing Diversity - Taylor Cox Jr. Sabharwal, Meghna. 2015 "From Glass Ceiling to Glass Cliff: Women in Senior Executive Service." *Journal of Public Administration Research and Theory* 25(2) 399-426.		
FALL BREAK – NO CLASS NOVEMBER 20-26. HAPPY THANKSGIVING!				
Week 14 – November 27-December 3	Organizational Theory in the Public Sector Context	Tompkins, Chapters 2 and 16 The Distinctive Concept of Public Administration Excellence in Government	Readings Quiz Discussion Board	Initial Response due 11/30 and response to your peers due 12/3
Week 15 – December 4-10	Exam 2	None	Exam 2 (Due December 10th by midnight)	

ACADEMIC INTEGRITY

The faculty expects a high level of responsibility and academic honesty from students. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. **For online classes, letting another person complete your work for you or representing them as you is considered cheating.** Only students registered for the class may participate in class work or assignments.

SCHOLASTIC DISHONESTY

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22. A very useful statement on plagiarism (with good definitions, etc.) is available at http://www.rbs2.com/plag.htm

To ensure academic integrity, all sections of the group project will be checked through Turnitin.com

COURSE EVALUATION

As required by UTD academic regulations, every student must complete an evaluation for each enrolled course at the end of the semester. A link to an online instructional assessment form will be emailed to you for your confidential use.

GENERAL POLICIES AND PROCEDURES

The University of Texas at Dallas has developed a number of policies and procedures designed to provide students with a safe and supportive learning environment. For UT Dallas policy related to the following go to: http://go.utdallas.edu/syllabus-policies

Note: The instructor reserves the right to make any changes to the syllabus