

**Department of Public and International Affairs**  
**Public Administration (PUAD) 620 (604):**  
**Organization Theory & Management Behavior**  
For the MPA Fellows Cohort: Fall 2006

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Office Hours: Mon. 11:00 AM-12:00; Tue. 6:15-7:00PM    Mailbox: Robinson A201  
Wed. 2:45-3:45; or by appointment

**Purpose and Objectives:**

This course will serve as a graduate level introduction to organization theory and management behavior. The course is designed to be a survey course, with breadth of topical coverage emphasized rather than depth. Class members will be introduced to a wide-range of organization theories (macro, intermediate, and micro) and a variety of ways of thinking about management tasks, responsibilities, and practices. Of particular interest will be the questions of whether, or to what extent, organization and management behavior can appropriately be described as "rational" or mission driven. 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. Students should also be able to use organization theories as tools for learning about and analyzing the organizations in which they work and about which they read. Finally, students should be able to use various theories or models examined in the class to describe, explain, predict, and evaluate management practices and behavior.

**Course Organization and Pedagogy:**

The majority of class time will be used for discussion of assigned material, and a variety of methods to ensure the widest possible range of participation in each class discussion. Each class session will have two stages. We will begin by reviewing, analyzing, and evaluating the published work of individual scholars and practitioners. Then, we will examine these research products within the body of published work (or "school of thought") Tompkins outlines in *Organization Theory and Management*.

More specifically, during the first part of class we will focus on the questions that individual scholars are attempting to investigate, the research methods they employ to develop answers to those questions, and the answers they offer to the questions. We will also evaluate their answers. The format we will use for this part of class discussion is attached to the syllabus. The format will also be used to prepare written memos and to make class presentations. During the second part of the class, we will use the Tompkins' text as the basis for comparative examination, during which we will concentrate on the major ideas presented by other scholars and practitioners whose work fits within the particular "school of thought" Tompkins is outlining.

From time to time, people with special expertise on key topics covered for this class may be invited to give guest presentations.

**Work, Workload, Responsibilities, and Course Grades:**

Reading required articles and book chapters, analyzing assigned readings, and preparing a written memo on one class reading constitutes the core work you will do for the class. Preparing for and writing a six-week exam and a final exam will be the other element of the work. Examinations will be graded on a "blind" basis.

If you keep up with the reading, attend class, and record key elements of the mini lectures I offer, the preparation for the exams should not be particularly burdensome.

The breakdown of the work for the course and the proportion each part makes up of the course grade is outlined below.

Class Disc.	Memo	Six Week Exam	Final Exam
20%	15%	20%	45%
		Short Answer	Short Answer and Essay

The memo you write will focus on a single reading. Memos are worth 15 points; they should be two to two and one-quarter pages in length. All memos must be written in the required format (attached to the syllabus). Specifically, memo content will identify the research questions investigated in the reading, the methodology the researcher employed to find answers for the questions, and the answers the researcher provides to the research questions. The last section of the memo is a critique of the research findings.

If you have signed up to present on a particular reading, you should send an email version of your memo to me by 1:00 PM on the day your memo is due. In addition, please give me a written copy of the memo at the beginning of the class period during which the reading will be discussed. Once handed in, a memo cannot be withdrawn. Each class member will use his/her memo to do one of the following: a) give a 10-12 minute presentation on a required reading, or b) serve as the initial respondent to questions the instructors asks about the reading.

If you are invited to present your memo, your task is to serve as the "class expert" on the article or book chapter on which you have written a memo. Consequently, in your role as presenter, your initial task is read the contents of the memo you have written to the class. Do not attempt to ad lib or include material outside the required reading. Your second task is to respond to questions your classmates ask about the contents of your memo and the contents of the article on which you are presenting.

**Memo Rewrite Option**

You will have an option to rewrite your memo with the possibility of improving the initial result by one-half of a letter grade (B- to B, B+ to A-, etc). Improvement in the quality of the memo must be sufficient, however, to warrant such a change in the grade. Revised memos are due one week after the memo is returned to you. If you pursue this option, hand in the revised and the original memo together so I can compare the two.

**The GMU Writing Center** is a good resource for graduate students who want to improve their writing skills. The writing center is located in A114 Robinson Hall. Another good resource to help you improve your writing skills is *Elements of Style*, by Strunk and White. The price of this book at the GMU bookstore is \$9.95.

**Grading Scale:** the course grading scale will be as follows:

A+ = 100-98	B+ = 91-90	C = 81-70
A = 97-93	B = 89-84	F = < 70
A- = 92	B- = 83-82	

If, at the end of the course, the instructor decides that the grade distribution based on this scale does not seem appropriate, the grading scale could be modified slightly ("softened") to move course grades up a bit. In no case, however, will the grade scale be "hardened."

**Honor Code:** As stipulated in the GMU honor code, all written products must be the student's own work. (A copy of the GMU honor code will be distributed in class.) Proper citation is required in memos. When language is lifted word for word from a reading, it must be put within quotation marks and the page number must be cited.

**Class Absences:** If you have to miss a class for personal or professional reasons, you can make up for the absence by writing a short memo on each of the required readings for that class. Specifically, you should identify the key research questions the scholar has asked in the article and the answers he/she provided to each of the questions. Send the summary to the instructor before the class session begins.

**Incompletes:** Incompletes are discouraged but they can be given. A request for an incomplete must be made in writing, and permission must be given in writing. If you are facing a medical emergency or some other kind of extraordinary circumstance, please let me know at the earliest possible moment.

Required Readings Available for Purchase:

Most of the required readings for the course are found in a readings packet and the three books listed below. The packet and books can be purchased at the GMU bookstore in a special area designated for Office of Continuing Professional Education contract courses.

Jay M. Shafritz, J. Steven Ott, and Yong Suk Jang ed., *Classics of Organization Theory*, 6<sup>th</sup> ed. (2005)

Jonathan Tompkins, *Organization Theory and Public Management* (2005)

Mary Walton, *The DEMING Management Method* (1986)

Readings Packet

Special Note: I am using some of my own published work in this course. These readings are assembled in a course packet for your convenience. I do not receive any royalty for the use of these readings and I do not receive any royalty on the packet.

## SYLLABUS

Regular class meeting time is 7:00-9:15 PM on Wednesday, but three times during the semester, we will meet at 4:00 PM (and PUAD 502 will meet at 7:00 PM). Please note that we will also meet one Friday afternoon from 2:00 to 7:00.

\*\*Required readings that do not have a source identified are found in Shafritz, Ott, and Jang, 6<sup>th</sup> ed., *Classics of Organization Theory*.

### 1. THEORIES, RESEARCH METHODS, FINDINGS, & APPLICATIONS

(Aug. 30)

Conant, "The Changing Face of the New Jersey DEP" (packet)

Conant, "The Manager's View of Management Education and Training" (packet)

\*\*Practice Memo Due

\*\*Begin Presentation Sign-up (Maximum of 2 people for any article)

### 2. PUBLIC MANAGEMENT AND ORGANIZATIONAL EFFECTIVENESS

(Sept. 6)

Tompkins, Chapters 1, 2, 3

\*\*End Presentation Sign-up

### 3. BUREAUCRACY

(Sept. 13)\*\*Class meets at 4:00 PM

Weber, "Bureaucracy"

Tompkins, Chapt. 4, "Max Weber's Theory of Bureaucracy"

### 4. SCIENTIFIC MANAGEMENT

(Sept. 20)

Taylor, "The Principles of Scientific Management"

Tompkins, Chapt. 5, "Scientific Management Theory"

### 5. ADMINISTRATIVE MANAGEMENT

(Sept. 27)

Gulick, "Notes on a Theory of Organizations"

Tompkins, Chapt. 6, "Administrative Management Theory"

### 6. HUMAN RELATIONS THEORY and NATURAL SYSTEMS THEORY

\*\*(Sept. 29, Friday Afternoon 2:00-7:00)

**Six-Week Exam (2:00 - 3:00)** Covers Material from Weeks 1-5

(3:15 - 7:00)

Roethlisberger, "The Hawthorne Experiments"

Tompkins, Chapt. 8, "Human Relations Theory"

Barnard, "The Economy of Incentives"

Tompkins, Chapt. 9, "The Natural Systems Perspective"

Recommended: Tompkins, Chapt. 7, "Pre-Human Relations Theory"

**7. STRUCTURAL-FUNCTIONAL THEORY**

(Oct. 4)

Merton, "Bureaucratic Structure and Personality"

Tompkins, Chapt. 10, "Structural-Functional Theory"

**8. TECHNOLOGY, STRUCTURE & THE OPEN SYSTEM MODEL**

(Oct. 11) \*\*Class Meets at 4:00 PM

Woodward, "Management and Technology" (packet)

Burns and Stalker, "Mechanistic and Organic Systems"

Tompkins, Chapt. 11, "The Open Systems Perspective:"

Recommended:

Pfeffer and Salancik, "External Control of Organizations: A Resource Dependence Perspective"

**9. OPEN SYSTEMS/ PARTICIPATIVE MANAGEMENT**

(Oct. 18)

Conant, "Stability, Change, and Leadership in State Administration" (packet)

Tompkins, Chapt. 12, "Participative Management Theory"

**10. HUMAN RESOURCES THEORY AND ORG. (GROUP) BEHAVIOR**

(Oct. 25)

Maslow, "A Theory of Human Motivation"

McGregor, "The Human Side of the Enterprise"

Tompkins, Chapt. 13, "Human Resources Theory"

Recommended:

Janis, "The Desperate Drive for Consensus at Any Cost"

**11. QUALITY IMPROVEMENT**

(Nov. 1)

Walton, *The Deming Management Method*

Recommended:

Tompkins, Chapt. 14, "Quality Management Theory"

**12. ORGANIZATIONAL CULTURE & MANAGEMENT EXCELLENCE**

(Nov. 8)

Schein, "Defining Organizational Culture"

Tompkins, Chapt. 15, "The Organizational Culture Perspective"

Conant, "Can Government Organizations Be Excellent, Too?" (packet)

Recommended: Tompkins, Chapt. 16, "Excellence in Government"

### **13. POWER AND ETHICS IN ORGANIZATIONS**

(Nov. 15)

Pfeffer, "Understanding the Role of Power in Decision Making"

Kanter, "Power Failure in Management Circuits"

Kelly, "The Interrelationship of Ethics and Power in Today's Organization"  
(packet)

Recommended: Gerald Griffin, *Machiavelli on Management*

### **14. MODERN STRUCTURAL FORMS, TECHNOLOGY, AND ECONOMIC ANALYSIS**

(Nov. 29)

Mintzberg, "The Five Basic Parts of the Organization"

Fulk and De Sanctis, "Articulation of Communication Technology and  
Organizational Form"

Barney and Ouchi, "Learning from Organizational Economics"

Recommended:

Rubin, "Managing Business Transactions"

Hammer and Champy, "Reengineering the Corporation: The Enabling Role of  
Information Technology"

### **15. Final Exam**

(Dec. 6)

## FORMAT FOR CLASS PRESENTATIONS and MEMOS

Memos are 2 to 2.25 pages in length with 1" margins; use 11 or 12-point type, Times font, and single space within each section identified below. Please staple memo pages together. Class presentations from memos will be 10 to 12 minutes with 10-15 minutes for questions.

(A sample memo can be found in "Class Materials" for this course.) Put quotation marks around any passage you lift word-for-word from the text and put the page number in parentheses at the end of the sentence.

**Name:**

**Memo # 1**

**Date of Presentation:**

**Bibliographic Data:** Author's name, publication information: title of article or book chapter, journal or book; date and source of original publication; date and current source of publication

### I. QUESTIONS (5 points)

#### A. What questions is the author attempting to answer?

**\*\*In this section you are the author's voice; do not use author's name, simply state the questions the author is asking. If you are lifting the questions word for word from the author's work, put the questions in quotation marks and identify the page number (example: p.35).**

The same rule applies to all sections of this memo: any time you lift more than two or three words directly from the text, you should put the author's words in quotation marks.

1. Question #1 Do you expect a normative (N), empirical (E), or conceptual answer (C)?  
(The nature of the answer we expect is largely defined by the way the question is posed. If the author seems to be posing a question that explicitly or implicitly asks what *should* be or what *ought* to be, we would expect a normative answer. If the question can be answered with facts or data, we might expect the author to provide an empirical answer. If the author seems to be asking a question that is likely to be answered with ideas or concepts, rather than facts or "should" statements, we expect a conceptual answer.
2. Question #2 (expect normative, empirical, or conceptual answer?)
3. Question #3 (expect normative, empirical, or conceptual answer?)
4. Question #4 (expect normative, empirical, or conceptual answer?)
5. Question #5 (expect normative, empirical, or conceptual answer?)

#### B. Why is it important to have an answer to the question(s) the author is asking?

Does the author explain the significance of the question(s) he/she is attempting to answer? If not, it is up to you to try to determine the significance.

### II. BIBLIOGRAPHIC SOURCES, DATA, AND METHODOLOGY (3 points)

#### A. Have other scholars/practitioners attempted to answer the questions stated above?

(Answer this question directly; with yes, no, or other scholars have attempted to answer related questions, etc.)

1. What scholars or practitioners have previously attempted to answer the questions your author is investigating?
  - a. Does the author explicitly identify these scholars/practitioners in the text of the article, or are they identified exclusively in footnotes?
  - b. Does the author tell the reader what answers these scholars/practitioners provided to these questions? If so, what are the answers?

**B. What mean or means (methodology) does the author employ to investigate the questions he/she is attempting to answer? What information, evidence, or data is collected to answer the questions and what are the sources for that evidence?**

1. Is personal reflection or observation (based on experience) the primary means employed? Is the author conducting a case study, offering a comparative case study, or doing survey research? Is the author doing hypothesis testing or formal modeling? Is the work some combination of these means?
2. What data or evidence is used in the investigation? Is the data from primary sources or secondary sources? Primary sources might include interviews, field studies, government documents, survey data provided by the Census Bureau or opinion research polling firms, and some newspaper or periodical articles.
3. Is the evidence or data analyzed? If so, by what method is it analyzed?
4. Is the data made available to the reader so that he/she can independently verify (or reject) the author's conclusions?

### **III. ANSWERS (5 points)**

**A. What are the answers the author provides to the research questions?**

1. Answer to Question #1
2. Answer to Question #2
3. Answer to Question #3
4. Answer to Question #4
5. Answer to Question #5

### **IV. EVALUATION/CRITIQUE (2 points)**

**A. What type (normative, conceptual, empirical) of answer does the author provide to the questions, and how does the type of answer compare to what you expected?**

**B. What is the quality of the answer(s)?**

1. Are the answers clear and understandable?
2. Does the research design/methodology seem appropriate to the type of question the author wants to answer?
3. Are you persuaded that the author has good answers to the questions?
  - a. How might other scholars who have done work on these questions respond to the answers provided by this author (favorably or not)?
  - b. If you have reservations about the quality of the answers, what do you think could be/should be changed in the author's study to improve the quality of the answers?