



PUAD 684: Organizational Analysis
Wednesdays from 2:35 to 5:15 pm in Ward 106
Fall 2013

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Office Hours:
Best by Appointment
Wednesdays 11:00 – 2:00

PRIMARY COURSE OBJECTIVES

Many of the daily challenges managers face originate from a need to coordinate and control organizational and individual action to meet broader social objectives. Public and nonprofit managers who hope to address these challenges require an understanding of 1) the unique institutional context of public organizations, and 2) the behavior of individuals within these organizations. Such knowledge may help managers identify factors affecting organizational performance and can provide managers with tools to more fully realize organizational goals and resolve organizational problems.

In this course, we will examine several theories that seek to explain the actions of organizations (*organization theory*) and the behavior of individuals within organizations (*organizational behavior*). Our goal is two-fold: 1) to explore relevant research in public administration, and 2) to bridge theory and practice in ways that will help you approach and successfully address complex management problems.

Upon completion of the course, you should have:

- Gained a basic understanding of prominent organization theories,
- Acquired the knowledge and abilities necessary to think critically about organizational action and the behavior of individuals within organizations, and
- Learned tools and strategies for understanding, interpreting, and responding to the internal and external contexts of public organizations.

REQUIRED COURSE MATERIALS

There are no required textbooks for this course. Instead, students will read journal articles, book chapters, case studies, and other materials posted on Google Drive.

REQUIREMENTS AND EVALUATION

Class meetings will consist of a presentation of materials by the instructor and a discussion of pertinent issues and readings by course members. Each student is expected to be a prepared and active participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions ready to contribute to an analysis of topics on the agenda.

Attendance, Class Participation, and Late Work

Attendance in class is key to success. Class content will be geared toward helping you complete assignments. Points will be given for attendance and participation. It is not possible to make up these points if you miss class for reasons other than illness or recognized religious holidays.

I require you meet all deadlines outlined in the class calendar or communicated verbally. Failure to meet deadlines will result in a lower grade for the course. **Late assignments will not be accepted. You will receive a zero for late assignments.** Assignments are considered late if they are handed in after a posted or assigned deadline.

Case Study Briefs

At various times during the semester, we will review and discuss case studies related to our course material. On days when case studies are assigned, students are expected to submit a 1-page written summary of the case before class begins. The summary should be double-spaced, use 12-point *Times New Roman* font, and have 1-inch margins. Refer to the schedule of classes for deadlines.

Survey Development Project

Drawing on course content and a review of scholarly literature, each student will submit a paper describing a hypothetical mini-survey instrument to the instructor. A successful survey development project will incorporate the following items:

- 1) A concise and articulate research question used to frame survey item selection;
- 2) A brief summary indicating why your research question is significant;
- 3) A short discussion of who will be surveyed (*e.g.*, street-level bureaucrats, middle managers, organizational heads) and how (*e.g.*, phone, mail, computer, face-to-face);
- 4) A detailed list of survey items employed to test your research question. Survey items must come from existing scholarly literature and be appropriately cited (see Google Drive for examples);
- 5) A description of your measurement scale (*e.g.*, quantitative, qualitative, or both; nominal, ordinal, interval, or ratio);
- 6) A discussion of the strengths and weaknesses of your items; and
- 7) How you might improve any weaknesses if this survey were to be actually conducted.

You must submit your research question to the instructor for approval by 5:30 p.m. on September 25.

The final paper is due by 5:30 p.m. on October 30. Papers should be double-spaced, at least 12 pages in length (not including a title page, footnotes, and references), use 12-point *Times New Roman* font, and have 1-inch margins.

Organizational Analysis Group Paper and Presentation

Each student will be assigned to a group and required to write and present an organizational analysis paper drawing on course topics. Your role as the organizational analyst is to use tools and material covered in this course (and others) to probe important organizational relationships and generate appropriate recommendations.

Papers should be double-spaced, 18-20 pages in length (not including a title page, an executive summary, footnotes, and references), use 12-point *Times New Roman* font, and have 1-inch margins. A successful organizational analysis paper will also incorporate the following:

- 1) An executive summary (approximately 1 page in length);
- 2) A statement of the issue (your research question);
- 3) A review of existing research on your topic (with at least 10 citations from peer-reviewed academic journals);
- 4) A description of your sample, survey items, and methodology;
- 5) A detailed data analysis, including descriptive and inferential statistics. The instructor will provide data for the project, but students may employ other data sources with the professor's approval;
- 6) A summary of results and discussion of recommendations;
- 7) A review of possible barriers to your proposed recommendations; and
- 8) A brief closing summary.

Groups will present their papers in class on December 4. PowerPoint presentations and handouts are optional, but encouraged. Presentations should be relatively formal. Groups should be prepared to address questions from the instructor and fellow classmates. Presentation length will be determined later.

Groups must attain approval for their topic by October 9. Final papers are due to the instructor by 5:30 p.m. on December 4. **Please note, data for this project are available on Google Drive. Also, a student's individual grade for this project will be an average of 1) the overall group paper grade, and 2) an averaged, peer evaluation grade.**

Final Examination

There will be a take-home final exam on all course material due December 11 at 8:00 p.m. The exam will consist of short answer, short essay, and long essay questions. **Late exams will not be accepted and will receive a grade of zero.**

Course Grades and Evaluation

Attendance and Class Participation	10%
Case Study Briefs	10%
Survey Development Project	20%
Organizational Analysis Paper and Presentation	30%
Final Exam	<u>30%</u>
TOTAL	100%

A = 90 - 100%; B = 80 - 89.99%; C = 70 - 79.99%; D = 60 - 69.99%; F = 0 - 59.99%; with +/-

COURSE POLICIES

Grade Concerns

At times, students who received a lower grade than expected on an assignment may wish to review that grade with the instructor. I am happy to discuss grades. **However, a student must wait 48 hours after receiving the grade before contacting me with concerns. In addition, grades will not be changed unless a student can provide evidence—in writing—demonstrating a mistake on the part of the professor.**

Academic Dishonesty and Plagiarism

As commonly defined, plagiarism consists of passing off another's ideas, words, writing, etc. as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own—even if you have that person's permission. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas. The plagiarist destroys trust among colleagues without which research and work-products cannot be communicated safely.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. AU subscribes to a digital plagiarism detection program called *Turnitin.com*, which may be used to check papers submitted in this course. You will be asked to submit your papers in a digital format so that your paper can be compared to websites and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

All course materials prepared by the instructor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful website to assist you in avoiding plagiarism can be found at <http://www.american.edu/ocl/asc/Writing-Lab-Writing-Tips.cfm>.

Information on American University sanctions for plagiarism can be found at <http://www.american.edu/provost/registrar/regulations/reg80.cfm>.

Students with Disabilities

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. The Disability Support Services website is <http://www.american.edu/ocl/dss/>.

If you have a disability for which you may request accommodation in AU classes and have not contacted Disability Support Services, please do so as soon as possible. Also, please feel free to contact me privately regarding this course.

Additional Resources

Library Assistance. AU libraries offer a great collection available in several different media. Access to research help and library tutorials can be found online at <http://www.american.edu/library/ask/index.cfm>. You may also direct questions to librarians by phone at 202-885-3238 or through individual appointments.

Academic Support Center and Writing Lab. The Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the Academic Support Center Writing Lab or in the Writing Center (Battelle 228). Information on the Writing Lab and other resources provided by the Academic Support Center can be found online at <http://www.american.edu/ocl/asc/>.

Counseling Center. The Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Additional information can be found at <http://www.american.edu/ocl/counseling/>.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to <http://www.american.edu/emergency/index.cfm> and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

SCHEDULE OF CLASSES AND ASSIGNMENTS*

1. Introduction

September 4th

1. Required Reading:

- Daft (1989) ~ To be completed after class

2. Foundations

September 11th

1. Required Reading:

- Meier and Hill (2005)
- Olsen (2006)
- Frederickson and Stazyk (2010)

3. Public-Private Distinctions

September 18th

1. Required Reading:

- Rainey and Bozeman (2000)
- Boyne (2002)
- Whorton and Worthley (1981) ~ Skim
- Weisbrod (1997)

4. Organizational Structure, Design, and Technology

September 25th

1. Required Reading:

- Daft (1989)
- Downs excerpt (1967)
- Milward (1996)

2. Assignment:

- Survey Development Project research question due

5. Politics, Stakeholders, and Bureaucracy

October 2nd

1. Required Reading:

- Long (1949)
- Meier (1997)
- Bryson (2004)

2. Case Study:

- "Integration Incentives" in Suburban Cleveland

3. Assignment:

- Case Study Brief due

6. Decision-Making

October 9th

1. Required Reading:

- Bozeman and Pandey (2004)
- Irvin and Stansbury (2004)
- Harvey (1988)

2. Recommended Reading:

- Simon (1944)
- Lindblom (1959)
- Etzioni (1976)

3. Case Study:

- Confrontation in Utah

4. Assignments:

- Case Study Brief due
- Organizational Analysis project approval deadline

7. Organizational Goals and Effectiveness

October 16th

1. Required Reading:

- Chun and Rainey (2005)
- Moynihan (2006)
- Frederickson (2005)

2. Recommended Reading:

- Noordegraaf and Abma (2003)
- Mathys and Thompson (2006) ~ Pages 1 – 28 only

3. Case Study:

- Going it Together: Coventry's Community Safety Partnership

4. Assignment:

- Case Study Brief due

8. Work Motivation and Employee Values

October 23th

1. Required Reading:

- Herzberg (2003)
- Houston (2009)
- Stazyk (Forthcoming)

2. Recommended Reading:

- Rainey (2003)
- Perry and Hondeghem (2008)
- Pandey and Stazyk (2008)

3. Case Study:

- Profit Sharing for the Public Sector

4. Assignment:

- Case Study Brief due

9. Workforce Diversity

October 30th

1. Required Reading:

- Selden (2006)
- Pitts and Wise (2010)
- Choi and Rainey (2010)

2. Assignment:

- Survey Development Project due

10. Communication, Conflict, and Negotiation

November 6th

1. Required Reading:

- Starks (2006)
- Garnett, Marlowe, and Pandey (2008)
- Smidts and Pruyn (2001)

2. Recommended Reading:

- Garnett (1996)
- Bingham (1996)
- Schermerhorn, Hunt, and Osborn (2003)

11. Group Behavior and Teams

November 13th

1. Required Reading:

- Cohen and Bailey (1997)
- Majchrzak et al. (2004)
- Foldy and Buckley (2010)

12. Leadership and Organizational Innovation and Change

November 20th

1. Required Readings:

- Dirks and Ferrin (2002)
- Rainey and Thompson (2006)
- Fernandez and Rainey (2006)
- Piderit (2000)

2. Recommended Readings:

- Zaleznik (2004)
- Crosby and Bryson (2005)

3. Case Study:

- A Funeral in the Public Service Center

13. No Class – Thanksgiving

November 27th

14. Class Presentations

December 4th

1. Assignment:

- Organizational Analysis paper due

16. Final Exam Due at 8:00 pm

December 11th

**** This syllabus is a detailed plan for the course, but the instructor will make changes/revisions if necessary.***