James Q. Wilson offers a fascinating passage pertinent to organizational analysis:

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...... if organization is inessential, if all we need is the man, why do we insist on creating a position for the man? Why not let each create his own position, appropriate to his personal abilities and qualities?..... An organization is not simply, or even principally, a set of boxes, lines, and titles on an organizational chart. An organization, in the words of Chester Barnard, is a "system of consciously coordinated activities or forces of two or more persons." The most important thing to know is how that coordination is accomplished.
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Arnold J. Meltsner may not be the most familiar name to MPA students, but he had something to say about organizations as well:

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“ Particularly in America, we love to tinker with our structures and institutions to achieve improved information, decisions, and outcomes. Seldom do we recognize the difficulty in doing so.”
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It’s important to remember that an organization is not a set of boxes, lines, and titles on an organizational chart – though many treat it as such. An organization, in the words of Chester Barnard, is a "system of consciously coordinated activities or forces of two or more persons." It’s also a living, breathing organism.

This course examines the organizational and inter-organizational factors involved in many arenas important to public sector leaders: developing new policies; choosing among alternatives; gaining acceptance; assuring implementation; and coping with unanticipated consequences. It also deals with factors such as the nature of the political environment, the structure of the organization, staffing patterns and constraints, information management, and budgetary realities. Students will leave the course with knowledge of the various and changing organizational settings, dynamics, and challenges that public administrators face as they practice their craft; and a variety of analytical frameworks/tools for understanding how and why organizations and inter-organizational networks behave as they do in formulating, implementing, and evaluating policies and programs.

**Required Books**

**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 the AU Web site [www. prepared. american.edu] 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.

Reading and Writing Standards
I highly recommend that you take the American University Library’s Information Literacy Tutorial, [http://www.library.american.edu/tutorial/index.html] if you have not already done so in your academic career. It is an excellent introduction to researching and writing. Throughout this and every other course careful attention should be given to writing style, source citations, and proper listing of references, and the library’s tutorial is very helpful. For questions, please refer to the library website on citations, [http://www.library.american.edu/e_ref/citation.html] or a college writing text such as Hacker, A Writer’s Reference [www.bedfordstmartins.com/hacker/writersref] In addition, Davis, The Rowman and Littlefield Guide to Writing with Sources (2nd ed., 2004) is an extremely useful text. If you are more comfortable with a style manual not mentioned here, please contact me so that we can determine the best reference for you to use. The key point is appropriateness and consistency. In addition, you should evaluate websites carefully for academic quality and reputation. For guidance on website evaluation, please contact a site such as [http://www.library.cornell.edu/okuref/research/webeval.htm] I would also be happy to answer any questions you have on this topic.

Academic Integrity Code
Standards of academic conduct are set forth in the University’s Academic Integrity Code, [http://www.american.edu/academics/integrity/code01.htm] All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this code.

All work must be entirely your own. When you quote from others’ work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others’ ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another class are all examples of violations of the academic integrity code and will result in sanctions.

By registering in this class, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Academic Integrity Code can result in failure in the course, as well as more serious academic sanctions.

Academic support
If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the university to support you in your efforts to be successful in this course.

Academic Support Center (202-885-3360, MGC 243 asc@american.edu) [www.American.edu/ocl/asc] offers study skills materials and workshops, individual academic assistance, tutor referrals, and services for students with learning disabilities and ADHD. Writing support is available in the Academic Support Center (ASC) Writing Lab or in the Writing Center,
Expectations and Evaluations
Graduate work requires continuous learning and this course requires active involvement and a high level of commitment. This course is designed to stretch your creative thinking skills. It will also require you to focus on your personal, interpersonal, participatory, and group skills. Class participation and preparation are expected, and missing more than one class will have a negative effect on your grade. You must let me know via e-mail, in advance, if you must miss class. Failure to do so will have a negative impact on your class participation grade. Any assignments handed in late will have the final grade reduced 5 points per day late. Please see the grading rubrics on Blackboard to see what I look for in assessing student performance.

Class Participation (15%)
This is a reading and discussion-intensive course. Students are expected to attend all classes and arrive prepared. Criteria for preparation include completion of reading assignments, active listening and contribution to the discussion. Your contribution is not based solely on how frequently you speak, but rather on the quality and thoughtfulness of your comments.

Organizational Metaphor Writing Assignment – Option 1 (20%)
Think of an organization in which you are working or have worked, or another organization you know well through prolonged exposure. Identify an image or metaphor which fits your chosen organization well and provide an overview of the organization through this metaphorical lens. Write a 2 page single-spaced paper which develops the metaphor concept in this setting. Briefly describe the overall organization, its survival strategy, the key components, the relationships among parts, the degree to which the parts get along well with each other, and any other characteristics which are relevant -- all through the medium of your selected metaphor. Be sure to address the limitations of your selected metaphor. Your final paragraph should assess the benefits you believe your selected organization could gain by looking at themselves through your metaphor. Your selected metaphor cannot be one of those listed in the Morgan text.

Organizational Metaphor Writing Assignment – Option 2 (20%)
Think of a movie you have seen in which an organization plays a major role. Identify an image or metaphor which fits this organization well and provide an overview of the organization through this metaphorical lens. Write a 2 page single-spaced paper which develops the metaphor concept in this setting. Briefly describe the overall organization, its survival strategy, the key components, the relationships among parts, the degree to which the parts get along well with each other, and any other characteristics which are relevant -- all through the medium of your selected metaphor. Be sure to address the limitations of your selected metaphor. Your final paragraph should assess the benefits you believe your selected organization could gain by looking at themselves through your metaphor. Your selected metaphor cannot be one of those listed in the Morgan text.

Paper due Feb 16.
**Midterm Examination (30%)**
A midterm examination will be given via Blackboard. The exam will be open book and will consist of a number of short essay and short answer questions.

Exam Date Mar 1.

**Organizational Analysis Project / Presentation (35%)**
Students will be required to analyze and prepare an in-depth organizational analysis on a public sector organization of your choice. Non-profit and private organizations will be considered on a case-by-case basis. The organization you choose must have a current policy / program in place that is not working. Your role as the organizational analyst is use tools and material covered in this course to diagnose the organizational problems contributing to the program failure and make appropriate recommendations. No rewrites or resubmissions will be considered.

Pre-approval is required before beginning work. You must provide a one paragraph description (via email) of your project by Feb 9.

Your final paper should not exceed 10 pages single-spaced (excluding the executive summary, cover sheet, footnotes and references) with 10 or 12 point font and one inch margins. Shorter papers are not recommended. At a minimum, your analysis should include the following components:

a. An executive summary (1 paragraph)
b. Aims of the program or policy and problems identified from your research (1 page max)
c. Organizational analysis / organizational sources of the problems (including clear, in depth application of course tool(s) and material of your choosing
d. Proposed organizational solution(s) for addressing these problems (avoid the more money / more people argument), grounded in course material
e. Anticipated obstacles and facilitating factors in gaining approval and successful implementation of your proposal

The best presentations tend to be rehearsed and focused. Powerpoint is optional as are handouts. The ultimate recommendation(s) should follow the analysis of the issue and not precede it. They should also address the underlying issue(s) contained in the diagnosis. The organizational diagnosis is key - it should be well-articulated and defended.

Proposal due Feb 9.
Presentations begin Apr 12.
Papers due May 3.

**Class Schedule**

**Jan 19 - Policy Analysis - Organizational Analysis; Married and Sharing a Hyphenated Last Name**
Radin – Chapter 4

**Jan 26 – The Problem of Understanding Organizations; Structure and Theory**
Morgan – Chapter 1
Radin – Chapter 3


Feb 2 - When Bureaucracy Gets Complicated - Multi-Organizational Settings

Feb 9 - Nuts, Bolts, and Machine Oil; Mechanical Images of Organization
Morgan - Chapter 2

Case Analysis: A Visit to McDonald’s (BB)
Class Exercise: American Football: A Case of Mechanistic Organization?

Feb 16 – Organismic Perspectives on Organizations
Morgan - Chapter 3

Class Exercise: The Contingency Approach – Analyzing Relations between Organization and Environment
Film: Groupthink

Feb 23 - Organizations as Interests, Conflict, and Power – Part 1
Morgan – Chapter 6

Class Exercise: The University as a Political System (Handout)
Podcast - Mr Daisy and the Apple Factory. This American Life. Jan 2012.

Mar 1 - Midterm Exam
Mar 8 – Organizations as Socially Constructed Realities, Dominations, Cultures, Psychic Prisons, and Other Really Bad Things – Part 1
Morgan - Chapter 5

Class Exercise: Understanding the Culture of Your Organization
Film: The Smartest Guys in the Room

Mar 22 - Organizations as Socially Constructed Realities, Dominations, Cultures, Psychic Prisons, and Other Really Bad Things – Part 2
Morgan – Chapters 7, 9

Mar 29 - “Changes Aren’t Permanent, But Change Is” Neal Peart
Morgan - Chapter 8
Radin - Chapters 1 and 2

Optional:

Podcast - NUMMI. This American Life. Jan 2010

Apr 5 - Policy Implementation and Innovation – Making it Happen
Morgan – Chapter 4

Class Exercise: Termites
Apr 12 - Policy Implementation and Integration – The Morgan Factor

Morgan – Chapters 10, 11


Class Presentations

Apr 19 - Assessing the Future


Class Presentations

Apr 26 – Course Wrap-up


Class Presentations