Introduction to Class

Welcome to POS 543, Organizational Management. In this class we will focus on public organizational theory and management. We all live in organizational settings and are dependent on organizations for our livelihood. The course introduces analysis of organizational management in public and private settings. The course is designed to enable learners to fully participate in the learning process. As an online course, you require a good computer or tablet and high speed internet connectivity. Each week participants must schedule regular blocks of time to study and complete assignments. The course format is asynchronous, managed through Black Board Learning System.

Course Purpose

The purpose of this course is to provide an in depth study of organizations and organizational management processes. The course participant will become familiar with alternative frameworks for understanding organizations. You will notice that organizations have been studied from the perspective of several social science disciplines including economics, psychology and sociology, which will be reflected in the assigned readings. The course design serves multiple program interests, which include, needs of students in the Certificate in Public Management, Masters of Administration, and Masters of Public Administration (MPA) programs.

This course provides learners with a broad overview of the structure and function of public organizations. We examine both theoretical and practical nature of organizations in different settings ranging from large and small government units, private companies, and non-profits. Different assignments
are aimed at providing useful understanding of important concepts in organization management. Although these concepts include theoretical frameworks such as perfectives of organizations as rational, natural, and open systems, we include strong elements of real–life examples. The idea is to provide insights for successful future careers in public, non-profit, and private organizations. Students will also learn about major issues managers confront with, while managing effective organizations. The course will also explain human behavior in public organizations especially, decision making, and the impact of individual employees upon organizations.

**Course Student Learning Outcomes**

This course will assist students in building their own communications, leadership and other organizational knowledge, skills, and competencies. At the end of the semester, students will be able to demonstrate that they:

- Understand the basic nature and approaches of organization theory
- Explain the interaction between organizations and their environments
- Comprehend the dynamics of Organizational Management
- Perform an organizational diagnosis teasing out organizational pathologies and ways to fix those based on theories learned

**Assignments/ Assessments of Course Student Learning Outcomes**

1. **Reading Assignments and Discussions**

Students are expected to read the assignments and research the answers to the discussion questions posted in the discussion area. Each student is required to respond to at least three questions and comment on at least a single issue raised by another member of the class. Students are expected to use other creative means of getting involved in discussion board activities including sharing information on current issues concerning public organizations. Participation in class discussions and activities constitutes 20% of the course grade.

2. **Weekly Response to the Reading**

During weeks 1-4, each participant is required to turn in a summary response to the assigned reading. The responses are not to exceed 2 pages typed; single-spaced, and must be posted in the Blackboard Learn "Assignments" area by the end of each week. The instructor will deny access to students who fail to submit their summaries in reasonable time. Because
you have limited space, you will need to focus on identifying and synthesizing central themes in the readings. Summarizing content is one small element of this assignment; more important is your ability to critically assess the strengths, weaknesses, and relative contributions of the literature to the broader questions being covered in the reading. This assignment is worth 20 % of the grade.

3. Organizational Observation and Diagnosis / Research Paper

Participants will write a research paper that relates one or more of the topics covered in class to their own research interests(s). I am flexible as to the format of the research paper. You may use any style that meets your needs. One option is the “front end” of a research paper that defines a research question, reviews and critiques the extant literature, develops a few hypotheses, and proposes a method for testing the proposed hypotheses. If you have data and want to do a conference type paper with analysis and results that’s okay, but you should be aware that you only have a few weeks to complete the paper.

A paper that describes an organizational problem, preferably an organization in which you have an interest may be a second option (i.e. your default organization). You may have worked or volunteered in the selected organization. If you don’t have much experience in organizations, you are encouraged to read daily newspapers such as the Arizona Sun Daily, Arizona Republic, New York Times, Los Angeles Times and others to find stories on organizational lives and challenges, which you may choose to write about. You are encouraged examine an aspect of that organization, diagnose its problem(s), if any and suggest solutions for fixing the problem.

If you choose to write an organizational diagnosis paper, you should start by providing the organization’s mission statement before focusing your attention on the problems you observed or read about. These problems could be system wide or confined to a specific unit. It is up to you to clearly describe the problem, be it on matters of organizational culture, structures, operations, or any other concept identified and discerned from POS 543. If possible discuss how the problem was resolved. The paper should be professional with appreciation of some of the theories or theory learned from class. All papers must be prepared specifically for this class and should be based on original ideas.

The maximum page limit for both papers is 15-20, double –spaced and 12 size font. The papers must be free of spelling and grammatical errors and
employ proper research techniques and presentation, including references. Students should discuss the topic with the professor. Outlines of papers may be submitted for approval before --------------.

Participants are expected to complete and post a single page abstract of the research paper during the week of ----------------. Final papers are due by end of day ------------- . The paper must be submitted paper in the “Assignments area” of Blackboard Learn. All papers will be uploaded into SafeAssign for plagiarism detection. Papers that are not original shall receive a failing grade.

The class is welcome to comment on these abstracts. The research paper is worth 40 % of the course grade.

4. Examination

There will be one cumulative open –book examination worth 20% of the grade. The exam will be due by --------------, end of the day. Access to the exam will be possible on ----------------.

Grading System Summary

Assigned readings and participation 20 points
Summary of readings 20 points
Organizational Diagnosis/ Research Paper 40 points
Final Course Examination 20 points

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Readings and Materials

Two books are required:

ISBN-10: 0131958933


*All other listed readings are available in the Blackboard Learn content pages*

**Class Outline & Schedule**

**Module (1) Introduction to Organizations**

Scott & Davis, "The Subject Is Organizations," Ch. 1, pp.3-33,


Anthony Downs, 1976. "Why Bureaus are Necessary," Inside Bureaucracy, (Boston: Little Brown), Ch. 4


**Module (2) Rational, Natural, Systems of Organization, Classical and Neoclassical Theories**

Scott & Davis, "Organizations as Rational and Natural Systems," pp.35-83

Adam Smith, Of the Division of Labor, Classics, # 2, pp. 42-46

Daniel McCallum, Superintendent’s report, Classics, # 3, pp. 47-48

Henri Fayol, "General Principles of Management," Classics, # 5, pp.53-65

Frederick Taylor, "The Principles of Scientific Management," Classics, # 6, pp.66-77

Max Weber, "Bureaucracy," Classics, # 7, pp. 78-83

Luther Gulick, "Notes on the Theory of Organization," Classics, # 8, pp. 84-92
William G. Scott, Chester Barnard and the Guardians of the Managerial State: The Moral Obligation of the Elite, Classics, # 9, pp.97-102

Herbert Simon, The Proverbs of Administration, Classics, # 10, pp. 103-115


**Module (3) Open Systems, Structures, and Organizational Environments**

Scott & Davis, "Organizations as Open Systems," and "Combining Perspectives, Expanding Levels," pp. 87-106

Daniel Katz and Robert L. Kahn, "Organizations and the System Concept," Classics, # 29, pp. 347-358

James D. Thompson, "Organizations in Action," Classics, # 30, pp. 359-372


**Module (4) Managerial Behavior, Motivation, Communication in Organizations**


Janis Irving, "Groupthink: The Desperate Drive for Consensus At Any Cost," Classics, # 15, pp. 161-168


Module (5) Managerial Control and Power in Organizations

Scott & Davis, "Goals, Power, and Control," Ch. 8, pp.183-218

John French, Jr., and Bertram Raven, "The Bases of Social Power," Classics, # 22, pp. 251-260


Rosabeth Kanter, "Power Failure in Management Circuits," Classics, # 24, pp. 274-283


Module (6) Society, Leadership, Culture and Groups in Organizations


Edgar Schein, "The Concept of Organizational Culture: Why Bother?" Classics, # 26, pp. 301-313


Acker, Joan, "Gendering Organizational Theory," in Classics, # 34, pp. 420-428


Module (7) Organizational Strategies and Effectiveness

Scott & Davis, Organizational Pathologies and Effectiveness, Chs.12 pp. 310-338


Kim S. Cameron, 1986.” Effectiveness As Paradox: Consensus and Conflict in Conceptions of Organizational Effectiveness,” Management Science, 32, No. 5, Organization Design (May), pp. 539-553

Finals and Reading Week: ------------------------

Class Policies

Classroom notes, course content, discussion board activities, etc. are property of Northern Arizona University (NAU) and may not be circulated to parties not enrolled in this class.

Extra credit:

There is no expectation for extra -credit work in this graduate-level class. Please do not ask for it.
Make-up Assignments and Incompletes:

Make up assignments will be negotiated with the instructor at his discretion. Incomplete grades are not recommended. However, if you have an excusable reason, you must complete the relevant forms with due dates for submitting assignments. If you miss participation points, you should not expect a grade. On the other hand, the instructor has the discretion to substitute that component of the assignments, in case an “I” grade was agreed upon.

On plagiarism:

Plagiarism, cheating, falsifying information and other unethical activities will not be tolerated. Such actions will result in a failing grade for the assignment or the course, depending on the severity of the infraction. It is helpful to review University, College and Departmental Policies. University policies are available on the registrar’s website at: http://home.nau.edu/registrar/

Students should also review policies prescribed in the Student Handbook available at: http://home.nau.edu/studentlife/handbook/appendix_g.asp

Changes on Course Schedule

Note: From time to time, there may be some changes to this schedule due to unknown circumstances. Any changes to the course syllabus or schedule of activities will be communicated to you in advance. Please check your Blackboard Learn email regularly for notes on changes, and feedback on your work. All course-related communications will be through Black Board Learn email account.

University Policies

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181),
Students With Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

Academic Contact Hour Policy

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

Academic Integrity

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.
**Research Integrity**

The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: [http://nau.edu/Research/Compliance/Research-Integrity/](http://nau.edu/Research/Compliance/Research-Integrity/)

**Sensitive Course Materials**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

**Classroom Disruption Policy**

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.
Effective Summer 2014

Approved UCC – 1/28/14 Approved UGC – 2/12/14