

**POLS 493G: Seminar in Organization Theory & Development
Fall 2022**

Thursdays, 6:00-8:30

Professor: Dr. Casey LaFrance

Office: Morgan 413

Office Hours (Virtual, Email, or Phone will be the default; Face to face meetings are available upon request and appointment) MWF 11-12, Tues 1:30-2:30

(Please let me know 24 hours in advance if you would like to video chat over Zoom or Skype or set up a face to face meeting in a conference room).

tc-lafrance@wiu.edu

Required Texts:

Shafritz, et. al. The Classics of Organization Theory, 7 th 3d
Supplementary Readings from WO, e-reserve, web, or JStor

Introduction to the Course

Human beings are interdependent, social creatures who mostly share a desire for order in civilization. Bringing about such order requires collective action facilitated by organizations. In order for these organizations to effectively carry out their purposes, they require appropriate management. In this course, we will explore the complex terrain of public organization theory and management. Because each of us interacts with organizations on a daily basis, you might find this course to be both salient and accessible to you. Unfortunately, because the fields of organization theory and public management are so nuanced, we will not be able to cover every topic in these fields. Still, this course should give you a solid understanding of the major issues of public sector organizational scholarship. Furthermore, this course is designed to equip you with practical skills that you may utilize in your daily life as a worker, a student, a family member, and a citizen.

Course Objectives

After taking this course, you should be able to:

Describe the evolution of organization theory as a field of inquiry

Explain the unique challenges that public organizations face vis a vis their private and non-profit counterparts

Describe the tenets of the Classical/Principles, Carnegie/Modern, and Critical PostModern Schools

Relate organization theory to the larger discipline of Public Administration

Utilize organization-based evaluation techniques and become familiar with strategic management and planned change

Evaluate yourself as an organization member
Understand and apply different motivational techniques and organizational structures
And Grasp the essence of public service leadership and management.

Crucial Requirements for Success in this Course:

As this is a graduate/upper division seminar, you will be expected to make frequent comments, ask thoughtful questions, and link the readings to one another and the course as a whole. In order to do these things, you must show up for course sessions ready to be an active participant in course discussions. While I will lecture, I expect an equal amount (or more) of class time to be spent facilitating discussions between you and your classmates. There is no possibility of succeeding in this course without reading the assigned works, completing written assignments and exams, and actively participating in course discussions.

In addition to being an active participant, you must also know when to listen. This is especially necessary when you encounter an opinion or insight that differs from your own. You must also complete all course assignments on time and be willing to participate in group assignments and activities with your classmates.

Finally, I urge you to contact me if you have any difficulties with the readings, assignments, or any other aspect of the course. You may e-mail, phone, or stop by my office. In the event that I am off-campus, please feel free to contact me via my personal phone number. I will gladly make every effort to assist you in mastering the material and performing well, but I will not know that you need help unless you let me know. Furthermore, if you have any questions or concerns about the course that you do not feel comfortable discussing with me, you may submit an anonymous statement at any time. While I intend for this course to challenge you, I am committed to making every reasonable accommodation necessary to aid you in succeeding.

Students with Disabilities

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

TITLE IX

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or

someone you know, has been the victim of any of these offenses, we encourage you to report this to the

Title IX Coordinator at 309-298-1977 or anonymously online

at:http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The

complete Title IX policy is available at:<http://www.wiu.edu/vpas/policies/titleIX.php>.

Web address for student rights and responsibilities:

<http://www.wiu.edu/provost/students.php> Web address for Academic Integrity Policy:

<http://www.wiu.edu/policies/acintegrity.php>

My commitment: I will be 100% available for any questions, comments, concerns, or suggestions that you wish to proffer. You may call, e-mail, visit my office, or leave an anonymous note with the department's office manager at any point during the semester. I promise that I will do all I can to answer your questions and consider your suggestions to improve the course. This course is for YOU, so take advantage of these opportunities!

Your commitment: To attend each course session unless a major catastrophe prevents you from doing so; To come prepared to ask questions, To READ offer insightful comments, and listen to your classmates. To offer the highest quality versions of your own original work for performance evaluation (grading). The nature of this course is such that it will be virtually impossible to pass, much less excel, if you do not complete the assigned readings.

Decorum

As this is an upper level/graduate course, I expect each of you to be familiar with proper classroom decorum. Failure to demonstrate proper behavior will be a basis for reducing your participation grade and/or asking you to leave a given course session until you can behave appropriately. I will be very disappointed if I ever have to take action of this sort, so please be respectful of your peers and instructor, In addition to being an active participant, you must also know when to listen. This is especially necessary when you encounter an opinion or insight that differs from your own. You must also complete all course assignments on time and be willing to participate in group assignments and activities with your classmates.

Finally, I urge you to contact me if you have any difficulties with the readings, assignments, or any other aspect of the course. You may e-mail, phone, or stop by my office. In the event that I am off-campus, please feel free to contact me via my personal phone number. I will gladly make every effort to assist you in mastering the material and performing well, but I

will not know that you need help unless you let me know. Furthermore, if you have any questions or concerns about the course that you do not feel comfortable discussing with me, you may submit an anonymous statement at any time. While I intend for this course to challenge you, I am committed to making every reasonable accommodation necessary to aid you in succeeding.

Disability Services

“In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services.”

Name, Pronoun, or Other Requests: Please let me know if you prefer to be called by a name other than the one indicated on the official university roster. Please also feel free to let me know if there are any preferred pronouns you’d like me to use when discussing your ideas.

Writing Center Statement

If you feel that you need help in developing your writing assignments, I suggest you visit the University Writing Center’s website: <http://www.wiu.edu/UWC/> . Here, you will be able to schedule an appointment.

Make Up Exams/Assignments: If you miss an exam, and have a VERY COMPELLING reason, I will consider offering a make-up exam. Late assignments will automatically receive a 10 percent deduction for each class session past the due date. I will not consider make-up work for quizzes/group assignments missed due to unexcused absences. It is your responsibility to inquire about make up assignments.

Academic Integrity

: Please refer to you undergraduate or graduate handbook for WIU’s policy on Academic Integrity (for Plagiarism and other forms of cheating). It is impossible to learn from one another if any of us recycle the ideas of others. Please turn in your own original work, use quotation marks “ “ when quoting a source, and use a recognized citation style (preferably APA). Sanctions for violating academic integrity, at a minimum, will require the student earn a grade of ZERO for the assignment.

Assignments Song/Short Story/Piece of Art Analysis 5% (Due in Class Week 4)

Find a song, short story, or other piece of art that deals with or relates to a topic in organization theory. Explain the relationship between this piece of art and one or more themes from the course. Is the work still relevant today? In addition to being influenced by organizations, briefly explain (in your opinion) how a society's art influences perspectives and scholarly studies of organizations. Undergraduate students will be expected to write 1-2 pages for this assignment, while Graduate students will be expected to write 2-3 pages.

Movie Or Sporting Event Analysis 5% (Due In Class Week 6)

Choose a film or a sporting event that ties in with organizational theory topics from the course. Explain the relationship between this film/sport and one or more themes from the course. What do a society's leisure activities imply about the society's perspectives on organizations? How is the film/sporting event similar or different from the piece of art you studied in the first assignment?

Undergraduate students will be expected to write 1-2 pages for this assignment, while Graduate students will be expected to write 2-3 pages.

Interview with a Public/Contract Employee and Organizational Analysis: 50%

Due During the final exam period, though you may be asked to give an informal presentation during the last week of class so that we can complete presentations during the final exam period. You will conduct an informal interview with a public employee or government contractor at ANY level of government in ANY place you choose. You may conduct this interview in person, over the phone, or via e-mail. Ask any questions you like, provided these questions are relevant to course topics (e.g., leadership/management style, the informal organization, motivation/incentives, different types of accountability, etc.) and explain how your interviewee's responses stack up against the literature we have covered in class as well as literature you find on your own. After conducting this interview, give a thoughtful analysis of this organization's greatest strengths and weaknesses (from the perspective of the interviewee).

Discuss how changing tides in org theory or management theory have affected the subject's organization (for instance, does the organization contract out more tasks than before? How does this organization work with similar organizations?). It will help your paper if you provide an organization chart, or at least some indication of how the organization is structured. Also, pay attention to task specialization, division of labor, employee grievance procedures, collective bargaining agreements (if any), management approach/philosophy, how outcomes/outputs are measured, whether the driving goal is efficiency, economy, equity, or something else. How would you, as a consultant, work to (1) gain more information for an organization development exercise, and (2) improve the organization's shortcomings? How will this organization change or evolve in the wake of changes in governance? We will discuss this assignment in greater detail during the first few weeks of class, and you will be given a rubric to explain how I will grade this assignment. Graduate students should expect to write between 15-30 pages for this assignment, while undergraduate students will be expected to write 10-15 pages.

ALL students should prepare a 1-3 page executive summary written in the tone of a process consultation summary.

We will discuss this in class.

Mock Comprehensive Exams I & II: I (Response Outline and Verbal Report) 20%

You will work in small groups to strategize and formulate responses to questions that deal with the large, looming ideas and puzzles inherent in the study of public organizations. Graduate students will be expected to take on leadership roles within their groups while ensuring that all group members are given an opportunity to voice ideas and concerns. Once each small group has worked on their responses, we will discuss them as a class.

Participation and Attendance 20%

Show up to class. Please be prepared for class by taking sufficient time to read, digest, and re-read (if necessary) the assigned works. While it would be an unimaginably disappointing decision, I reserve the right to assign written memoranda/reports if it becomes evident that students are not reading and ruminating prior to class.

Total: 100 points possible (100%)

Grading: A = 90-100 B= 80-89 C= 70-79 D= 60-69 F= <60 (Grads)

Grading: A=90+; B+=85-89; B=82-84;B-=80-81;C+=75-79; C=72-74; C-=70-71;D+=65-69; D=62-64; D-=60-61; F= <60.

(Undergrads)

Schedule of Course Topics and Readings

Please Note that the schedule contained in this syllabus is subject to change and/or revision at the discretion of the instructor. Please come to class so that you may keep up with the activities of this course. Additional reading assignments (e.g., Journal Articles, etc.) will be announced as the course progresses. Please make sure that you complete ALL readings before the class session in which they will be discussed. All Articles Listed on this Syllabus are available on J-Stor, BlackBoard, or your textbooks.

Course Schedule

08/25

Syllabus

State of Nature and Group Dynamics
The Evolution of Cooperation
Social Contract Theory
Pre-Industrial Agrarian/Feudal Systems (Did we domesticate crops, or did they domesticate us?)

READ:

McSwite, O.C. Theory Competency for MPA educated practitioners
[Theory Competency for MPA-Educated Practitioners \(wiley.com\)](http://wiley.com)

Hobbes' State of Nature, Skim sections 3-7
<http://plato.stanford.edu/entries/hobbes-moral/>

Bartleby the Scrivener (Skim)
<http://www.vcu.edu/engweb/webtexts/bartleby/bartleby.html>

09/01 ORTHODOX/Classical PA

Politics and Administration/Principles School/Orthodoxy
POSDCORB/Scientific Management/
Weberian Bureaucracy

READ:

Wilson, "The Study of Administration:
https://www.jstor.org/stable/2139277#metadata_info_tab_contents

The Principles of Scientific Management, Frederick Winslow Taylor (1916).

Bureaucracy, Max Weber (1922).

Notes on the Theory of Organization, Luther Gulick (1937).

09/08 Human Relations and Modern Organization Theory Systems Theory Part I

Maslow
Follett
MacGregor
Barnard
Simon, The Proverbs of Administration

09/15 BRING 5 of your favorite leadership quotes to share!!
Management vs Leadership in Public Organizations (Readings from JStor)

What Right Do Public Managers Have to Lead?

Robert D. Behn

Public Administration Review, Vol. 58, No. 3 (May - Jun., 1998), pp. 209-224

Management by Groping along

Robert D. Behn

Journal of Policy Analysis and Management, Vol. 7, No. 4 (Autumn, 1988), pp. 643-663

Public-Sector Leadership Theory: An Assessment

Montgomery van Wart

Public Administration Review, Vol. 63, No. 2 (Mar. - Apr., 2003), pp. 214-228

In Class: WHO MOVED MY CHEESE?

09/22

Organizational Culture and Organization Development
Decision-Making and Strategic Planning in Organizations
GAME NIGHT!

<https://www.managementstudyguide.com/edgar-schein-model.htm>

<https://www.td.org/talent-development-glossary-terms/what-is-organization-development>

Kaufman, https://www.jstor.org/stable/973980#metadata_info_tab_contents

Bureaucratic Structure and Personality, Robert K. Merton (1957)

<https://www.jstor.org/stable/2570634>

Roy, D. F. (1959). Banana Time! Job Satisfaction and Informal Interaction. Human organization, 18(4), 158-170

<https://www.jstor.org/stable/pdf/44124108.pdf>

Gerald T. Gabris (1992) Strategic Planning in Municipal Government: A Tool for Expanding Cooperative Decision Making between Elected and

Appointed Officials

<https://www.jstor.org/stable/3380807?seq=1>

09/29 Process Consultation and OD Interventions, Group Decision Phenomena

Case Study: CDC Restructuring Post-COVID 19

GAME NIGHT 2

LaFrance, Casey (2011). Targeting discretion: an exploration of organisational communication between rank levels in a medium-sized Southern US police department. *International Journal of Police Science & Management* ; Summer2011, Vol. 13 Issue 2, p158-171 (EBSCO HOST DATABASE)

Organization Development in Public Agencies: Perspectives on Theory and Practice
Robert T. Golembiewski *Public Administration Review*, Vol. 29, No. 4 (Jul. - Aug., 1969), pp. 367-377 (JStor)

Culture: The Missing Concept in Organization Studies
Edgar H. Schein *Administrative Science Quarterly*, Vol. 41, No. 2, 40th Anniversary Issue (Jun., 1996), pp. 229-240 (JStor)

10/6

Systems of Organizational Exchange (Market, Hierarchy, Network)

Mauss: The Gift (Skim)

<https://files.libcom.org/files/Mauss%20-%20The%20Gift.pdf>

Powell (1990)

https://faculty.babson.edu/krollag/org_site/org_theory/scott_articles/powell_network.html

The Gift of the Magi

https://americanenglish.state.gov/files/ae/resource_files/1-the_gift_of_the_magi_0.pdf

Katz & Khan, Organizations and the Systems Concept

Williamson, Transaction Costs Economics

<https://www.jstor.org/stable/pdf/27871227.pdf>

Review Weber

10/13

MIDTERM EXAM (Think, Pair, Square, Share)

More info as the class continues

10/20

CITI Training Workshop (Human Subjects Research Training)

Interviewing as a Research Methodology

Grant-Writing in a networked-era

In Lieu of Readings this week, please complete the CITI Human Subjects Research Modules

http://www.wiu.edu/sponsored_projects/compliance/CITI%20Instructions_COI.pdf

10/27

Critical Organization Theory/Feminist Org Theory (All readings on JStor)

Postmodern Org Theory/Action Theory

Democracy and the Iron Law of Oligarchy, Robert Michels (1915/1962).

The Bases of Social Power, John R. P. French Jr. & Bertram Raven (1959).

Bachrach, P., & Baratz, M. S. (1962). Two faces of power. American political science review, 56(04), 947-952.

Duncan Kennedy: Legal Education and the Reproduction of Hierarchy

https://duncankennedy.net/documents/Legal%20Education%20as%20Training%20for%20Hierarchy_Politics%20of%20Law.pdf

Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence

Catharine A. MacKinnon Signs Vol. 8, No. 4 (Summer, 1983), pp. 635-658

<http://feministes-radicales.org/wp-content/uploads/2012/03/Catharine-MacKinnon-Feminism-Marxism-Method-and-the-State-An-Agenda-for-Theory-Copie.pdf>

Settlement Women and Bureau Men: Constructing a Usable Past for Public Administration
Camilla Stivers Public Administration Review, Vol. 55, No. 6 (Nov. - Dec., 1995), pp. 522-529
<https://www.jstor.org/stable/3110343>

11/3

Organizational Learning

Managing Expectations

Guest: Ryan Hansen, Spring Lake Park

Highlights of Public-Private Partnership Research

<https://www.worldbank.org/en/topic/publicprivatepartnerships/overview>

Levitt, Barbara, and James G. March. "Organizational Learning."

<http://www.jstor.org/stable/2083321>

Learning to Change: An Information Perspective on Learning in the Organization

Stuart Macdonald Organization Science, Vol. 6, No. 5 (Sep. - Oct., 1995), pp. 557-568

Romzek & Dubnick (1987). Accountability in the Public Sector, Lessons from the Challenger Tragedy

<https://doi.org/10.2307/975901>

Week 11: 11/10

Emotional Labor, Burnout, and Employee Self-Care

Public Service Motivation

Bureaupathologies

Guest: Jen Smith, LCSW, Local Therapist and Social Worker

Meier, K. J., Mastracci, S. H., & Wilson, K. (2006). Gender and emotional labor in public organizations: An empirical examination of the link to performance. Public Administration Review, 66(6), 899-909. (JStor)

Mastracci, S. H., Newman, M. A., & Guy, M. E. (2006). Appraising Emotion Work Determining Whether Emotional Labor Is Valued in Government Jobs. The American Review of Public Administration, 36(2), 123-138. (JStor)

11/17 Org Theory in Media/ Power and Politics of Organization

PARKS AND RECREATION AND PUBLIC ADMINISTRATION

Guest: Rachel Lenz, Macomb Park District

Norman, Kelly, and Abigail Ware Kelso. "Television as Text: The Public Administration of 'Parks and Recreation.'" *Administrative Theory & Praxis*, vol. 34, no. 1, 2012, pp. 143–46. *JSTOR*, <http://www.jstor.org/stable/41427173>

Democracy and the Iron Law of Oligarchy, Robert Michels (1915/1962).

The Bases of Social Power, John R. P. French Jr. & Bertram Raven (1959).

Bachrach, P., & Baratz, M. S. (1962). Two faces of power. *American political science review*, 56(04), 947-952.

<https://macombparkdistrict.com/>

11/24

Thanksgiving Break!

12/3

Week 13: 11/20

Organizational Life in an Era of Networked-Governance

The Future of Public Organization Theory

Read:

Kettl, The Next Government of the United States

<https://www.businessofgovernment.org/sites/default/files/Performanceinthe21stCent.pdf>

Provan, Keith G., and H. Brinton Milward. "Do Networks Really Work? A Framework for Evaluating Public-Sector Organizational Networks." *Public Administration Review*, vol. 61, no. 4, 2001, pp. 414–23. *JSTOR*, <http://www.jstor.org/stable/977503>

12/10

Presentations

12/16

Thursday, 6PM FINAL EXAM (TPSS)

Final Papers Due on WesternOnline by Midnight