

PA 720: Organizational Theory and Behavior

Wed 4:10-6:50

TH 428

Public Administration Program
San Francisco State University

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"The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function."

F. Scott Fitzgerald

Course Description: Organizational behavior is a field of study that explores how individuals, groups and organizational structure impact behavior of individuals working within organizations. Unlike other academic fields of study which describe such relationships and behavior, the field of organizational behavior attempts to use this knowledge in order to improve the performance of organizations. As such, the field of organizational behavior is prescriptive--focusing on changing behavior within organizations to improve organizational effectiveness. Although there are all types of social organizations, for the purpose of this course, we will focus on improving the performance of public and nonprofit organizations, although most of the principles we will talk about apply across sectors.

Gareth Morgan (1989) recommends that as managers we have a need for a full tool chest. After all, "if you only have a hammer, every problem tends to become a nail." (p.14). Taking his recommendation to heart, we will explore a diverse range of perspectives and consider a vast number of tools and approaches. We will begin by reviewing the basic concepts of organizational behavior and the environment in which organizations are operating in 2006. We will then explore the motivations behind individual behavior; the relationships among individuals in groups and teams; and then how the characteristics of the structure of the organization influence the behavior of individuals within the organizations.

Communication:

There are several ways to communicate with me—by phone, stop by the office (I'm often here...), but the quickest way is to send me an e-mail. It is necessary for all students to have an SFSU e-mail account, because I will be sending announcements, changes, updates through E-MAIL.

Format: If you send me an e-mail, it is very helpful if you begin your subject heading for each e-mail with the course number and then what it pertains to.

eg: Subject: PA 720: Question about readings

iLearn: All assignments will be posted and handed in on iLearn.

<https://ilearn.sfsu.edu/login/index.php>

Assignments: The assignments apply academic theories to "real life" or professional experiences.

- o Participation (10 pts)
 - o Come to class prepared, having read the readings and ready to participate in class discussions.
 - o Participate in small group and class discussions of readings and in-class activities
- o Case Memo (10* 3= 30 pts) (GROUP PROJECT)
 - o **Issue 1: motivation:** "Division of Water Resources"
 - o **Issue 2: culture:** "Change of Leadership at the Local Education Authority"
 - o **Issue 3: change:** "Appalachian Mountain Club"
- o Briefing Memo (10 pts) Prepare a memo that summarizing existing research on a key organizational concept **(Individual)**
- o Book Critiques (10 pts) Critique 1 book. **(Individual)**
 - o *Cops, Teachers & Counselors. Stories from the Front Lines of Public Service* **OR**
 - o *Making the Impossible Possible: Leading Extraordinary Performance: The Rocky Flats Story*
- o Columbia Disaster Case (20): participation and written analysis **(INDIVIDUAL PROJECT)**

- Prepare a case (20): Create your own case from an existing film, book or non-academic reading and apply an organizational concept to the case **(GROUP PROJECT)**

NOTE:

- LATE ASSIGNMENTS WILL RECEIVE 1 GRADE LOWER FOR EACH LATE WEEK.
- NO INCOMPLETES WILL BE GIVEN WITHOUT DOCUMENTATION OF NEED.
- ALL WORK MUST BE YOUR OWN. FOR FURTHER INFORMATION ABOUT PLAGARISM—WHAT IS IS AND HOW TO AVOID IT:
<http://cet.sfsu.edu/index.cfm?section=etl&content=integrity/plagiarism&menu=7>

Texts:

Bolman & Deal. 2003. Reframing Organizations. 3rd ed. Jossey Bass.

Morgan, Gareth.2006. *Images of Organization*. Sage Publications.

Maynard-Mooney & Musheno. 2003. *Cops, Teachers & Counselors. Stories from the Front Lines of Public Service*. University of Michigan Press.

Cameron, Kim S & Marc Lavine. *Making the Impossible Possible: Leading Extraordinary Performance: The Rocky Flats Story*. Berrett-Koehler Publisher.

Case:

Columbia Shuttle Disaster Case. Order from Harvard Business School Case Collection (about \$25).
http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?referral=6903&id=305032

PA 720 Schedule of Topics, Readings, Activities	
<i>NOTE: THE HAPPENINGS OF THE WORLD PROVIDE RICH EXAMPLES OF ORGANIZATIONAL BEHAVIOR. AT TIMES WE MAY ADD OR DELETE READINGS AS NEW EVENTS OCCUR, GREAT ARTICLES APPEAR ETC.</i>	
Week 1: 1/24	<p><u>How will we learn about Organizational behavior?</u></p> <ul style="list-style-type: none"> ○ Class expectations <p><u>What is Organizational behavior?</u></p> <ul style="list-style-type: none"> ○ Definition ○ Organizing Frameworks <p><u>Theory and its application</u></p> <ul style="list-style-type: none"> ○ Christensen and Raynor. 2003. "Why Executives Should Care about Management Theory?" September: 67-74. (ER) <p><u>Using Technology</u></p> <ul style="list-style-type: none"> ○ Review of iLearn
Week 2 1/31	<p><u>Organizations as Machines: Organization Bureaucracy</u></p> <p>Readings: Morgan: Ch 2. Bolman & Deal: Chs 3 Leavitt. "Why Hierarchies Thrive?" <i>HBR</i>. 3/03.</p>
Week 3 2/7	<p><u>Organizations as Organisms: Open Systems</u></p> <p>Readings: Morgan: Ch 3. Durant, Robert F. 2000. "Whither the Neo-administrative state?". <i>Journal of Public Administration Research and Theory</i>. 10(1).</p>
Week 4 2/14	<p><u>Alternative Forms of Organizational Structure</u></p> <p>Readings: Bolman & Deal: Chs 4 - 5 (take a peak at Morgan, Ch 3 & 4)</p>
Week 5 2/21	<p><u>Motivating Individual Behavior within organizations</u></p>

Readings:

Bolman & Deal: Ch 6,7

Perry and Wise. 1990. "The Motivational Bases of Public Service" *Public Administration Review*. 50:3: 367-373

Wright, Bradley. 2001. "A Review of Current Literature and a Revised Conceptual Model". *Journal of Public Administration Research and Theory*. 11(4).

Case: "The Division of Water Resources" (iLearn)

- Describe your goals in distributing performance rewards?
- How will you decide how to distribute rewards?
- Who should receive rewards?

Week 6**Motivation, continued**

2/28

Readings:

Maynard-Mooney & Musheno. 2003. *Cops, Teachers & Counselors. Stories from the Front Lines of Public Service*. University of Michigan Press.

Week 7**Organizations as Brains**

3/7

Readings:

Morgan, Chapter 4

Senge, Peter. M. 1990. "The Leader's New Work". *Sloan Management Review*. 32(1)

Kayes. "Proximal Team Learning: Lessons from United Flight 93 on 9/11". *OD* 32(1).

In class activity: Morgan. 1989: "The Challenger Disaster: A Case of Discouraged Feedback" (ER);

Robbins: "An Example: The U.S. Army". (iLearn)

- According to this brief piece, what prevented organizational learning from occurring in the case of the Challenger Disaster?"
- How does the work environment in the case of the Challenger disaster differ from that of the "new Army"?
- What can be learned from the comparison of these two cases to foster organizational learning?

Week 8**Organizations as Culture**

3/14

Readings:

Morgan, Chapter 5

Bolman & Deal: Chs 12-14

Trice, Harrison M. & Beyer, Janice M. 1991. "Cultural Leadership in Organizations." *Organization Science*. 2(2): 149-169.

Thomas H. Fitzgerald. "Can change in organizational culture really be managed?"

Organizational Dynamics, Volume 17, Issue 2, Autumn 1988, Pages 5-15

Mason, Richard. 2004. "Can A Culture be Lethal?" *OD*. 33(2): 128-142.

Parkyn, Michael B. 2006. "Making More Mike Stranks-teaching values in the United States Marine Corps." Edited by Hess, Edward D & Cameron, Kim. *Leading with Value. Pp. 213-233*. Cambridge University Press.

Case: Change of Leadership at the Local Education Authority (iLearn)

- Analyze the sources of this organization's dysfunctions.
- Provide recommendations for changing the culture of the Local Education Authority.

Week 9**Organizations as Political Systems**

3/21

Readings:

Morgan, Chapter 6

Bolman & Deal: Chpts 9-11

Organizational Mapping (iLearn)

Week 10**Organizations as Political Systems: Negotiation & Consensus**

3/28

Readings:

Cormick, Gerald, et al. "Building Consensus for a Sustainable Future"

Case: Mammoth Motors New Paint Shop

Week 11 Organizations as Flux and Change

4/4

Readings:

Morgan: Chapter 8

B&D: Chs 15-16, 18, 20

Kotter, John. P. 1995. "Leading Change: Why Transformation Efforts Fail?" *Harvard Business Review*.

Case: Appalachian Mountain Club

- What was the situation Falender was facing in 1989?
- What should Falender do now?

4/11 SPRING BREAK**Week 12 Organizational Change, cont.**

4/18

Readings:

Cameron, Kim S & Marc Lavine. 2006. *Making the Impossible Possible: Leading Extraordinary Performance: The Rocky Flats Story*. Berrett-Koehler Publisher.

Week 13 Organizational Leadership

4/25

Readings:

B&D: Ch 17

Cronin. 1984. "Thinking and Learning about Leadership." *Presidential Studies Quarterly*.

Crosby & Bryson. 2005. "Leadership Tasks in a Shared-Power World." *Leadership for the Common Good*.

Powley, Edward H. & Scott Taylor. 2006. "Values and Leadership in Organizational Crisis." Edited by Hess, Edward D & Cameron, Kim. *Leading with Value*. Pp. 194-212. Cambridge University Press.

Case: Mann Gulch and Apollo 13. Michael Useem (1996). *The Leadership Moment*. Chpts. 2 and 3.

- o How was the leadership of the Mann Gulch disaster different or similar to the leadership response to Apollo 13?
 - What actions did Eugene Kranz take that facilitated the successful return of Apollo 13?
- o Not all of the success of the rescue effort can be attributed to behavior during the crisis. Much of the success is due to his everyday actions as leader. What leadership characteristics were ultimately related to the success of the mission?
- o Can leadership be taught?

Week 14 Organizations as Psychic Prisons

5/2

Readings:

Morgan: Chapter 7

B&D: Ch 19

In class movie: Stanford Experiment Zimbardo's Simulated Prison Experiment.

- o "Why did they do it?" *Time*; 5/17/2004, Vol. 163 Issue 20, p38-42

<http://0-search.epnet.com.opac.sfsu.edu:80/login.aspx?direct=true&db=afh&an=13051191>

Week 15 The Columbia Disaster: Analysis and Response

5/9

Week 16 In class presentation of cases

5/16

Finals In class presentation of cases

Week: 5/22

