

**PA 720: Organization Design & Change Management
Syllabus, Spring 2017**

Thursdays 6-8:45 p.m. Downtown campus Room 677

Instructor: M. Ernita Joaquin, PhD

Contact Information: (415) 817-4460; eioaquin@sfsu.edu

Office Hours: Mondays 4:00—5:30 pm or by appointment



**SAN FRANCISCO
STATE UNIVERSITY**

Schedule at-a-Glance:

- In-classroom meetings - **Thursdays 6:00-8:45 pm, DTC 677, unless otherwise specified:**
Jan 26 (6:00-7:15 pm only), Feb 9, Feb 23, March 9, April 6, April 20, May 4, & May 18
- Virtual activities (weeklong online discussions, or short papers, or field activities) **during the weeks** on which these other Thursdays fall: Feb 2, Feb 16, March 2, March 16, March 30, April 13, April 27, May 11

Welcome to PA 720!

Public administration is founded on a good knowledge of *organisation*, from a multi-disciplinary perspective. Essential to effective management of public, for-profit, or non-profit organizations is understanding the formal and informal structures of organizational decision making, human resources, systems, the organization's environment, its adaptive processes, and strategies.

In designing this course, my thinking was also along this line: while organization and management may sound “generic” enough to span both public and private realms (Industrial Psychology/Business Management), as students of **public administration** you are encouraged to regard our topics with an eye to what is happening with the social and political environment. Organizations do not operate in a vacuum, and, as you will see in your project and reading materials, our sweep of the theories of O&M (as we shorthand it) begins with a clinical, dispassionate look at organizational structures but ends with a perspective that has power at the very core.

Learning Resources

The main text is Charles Perrow's **Complex Organizations**. This is supplemented by Stefan Kuhl's **Normal Organizations**, a mixture of journal articles, reports, and documentaries/videos. Please note that some of the readings may be joined or changed with relevant developments happening in the US and elsewhere.

Learning Objectives

As we study a material, we need to identify: **What types of questions, or problems, is this school of thought trying to answer on (public) organization and management?** How are their questions different from the ones posed by alternative perspectives? What gaps do they fill, or leave behind?

Although theories often overlap, a theory is supposed to be sufficient for its own purpose, and often leaves out questions for other theories to address; hence, familiarization with an organization or management theory requires identifying its

- **expectations** of how the world of organization behaves,

- **diagnostic** purposes, and
- the empirical **research** carried out to test it.

Outside a theory's limits, there is often an alternative perspective illuminating other aspects of organizational life.

Studying this subject should also help us answer: **How might the questions raised by a theory speak to the dilemmas of contemporary public or nonprofit organizations? How can this theory help us formulate the right questions about organizational dilemmas?**

Classics are so-called because their insight endures; modern theories owe them a lot. Every time you tackle a field of study, like this one, make sure you check how **knowledge accumulates**, but also, how and why certain organizational **problems persist** (i.e., there seems to be a never ending interest on them) in one form or another.

Methodology

Students will enhance their capacity as organizational change agents, researchers, or management analysts through lectures, reflections, conversations, simulating management consulting, individually and as a group. Panel-type, discussion-leading exercises will hone their ability to synthesize, engage, and present to a formal audience. Research skills will be practiced with the Organizational Diagnosis project, which applies theory in understanding the students' own organizational environments.

Course Requirements

1. **Attendance and participation** - Excellent grades entail a high commitment to participation. Absences affect the quality of our discussions. While this category is not graded by itself, it may be crucial in your final grade. Two absences in-class would incur an overall grade of F. Due to time constraints and out of fairness, the professor cannot design makeups for individual absences.
2. **Panel Discussions (15%)** — Students will discuss papers/articles related to the topic for the night, like a panel of presenters. A panel may consist of 3 different papers. Each paper will be assigned at the start of the semester to a pair of students (or at most 3, depending on enrollment).

Prepare a handout of your key briefing points (slides are optional) and distribute them before you speak. Each paper's content - **the organization and management theory the article tests or explores, its findings and key claims, its relevance to contemporary issues** - would need to be cogently presented in about 15 minutes, plus about 5 minutes for questions.

Yours is not the only paper to be discussed — there are other panelists - so make sure you rehearse your material. Make the sharing of key ideas lively and clear — your audience will not have read your paper. **Connect your material to current events.** Follow good presentation rules (e.g., memorize your material / check if the audience is with you; do not read straight up). Be efficient; handouts could contain details.

Questions you may be asked include: (a) the underlying connections or any debate among the materials presented in the panel, or between those and Perrow's book; (b) how managers could use the material to address organizational issues.

3. **Virtual Activities** (25% total) - Virtual activities pick up the classroom discussions, with a bit of extra research and deeper reflection afforded by several days of grappling with a material. Virtual weeks may consist of online chats conducted through I-Learn, or fieldwork, or short paper assignments. Note that online discussions may have **staggered deadlines** falling on days other than Thursdays, to encourage equitable and more flexible participation. Read the activity guidelines on I-learn carefully.

Know when virtual activities are coming up/starting up/ nearing its deadline (for example, virtual chats may begin on a Friday after a classroom meeting, and be done with by midnight of the following virtual Thursday). Manage your time, especially if you are taking more than one hybrid course.

- With virtual discussions, I will be monitoring the boards and guiding the small-board discussions from time to time.
- “Chat Comers”- as distinct from the discussion boards — will be provided for questions that are peripheral to the material being discussed currently.

4. **The OD Memo. How could theories be of help in understanding organizational behavior?**

Developing an instrument for organizational diagnosis (35%) - This will be a signature _____ assignment for PA 720. You will submit and upload your paper to your E-portfolio, for academic reflection once you reach the PA 890 course.

The goal of the instrument development is to leave you with a practical framework with which to think about organization and management, now and in the future, rather than an output that merely satisfies the course requirements of PA 720.

- You will **harness** what you are learning from each school of thought that we are covering, and prepare a **practical, diagnostic questionnaire** that could be used in future analysis. The exercise is meant to cover **several aspects** of O & M, not just a particular area like “efficiency” or “leadership.”
- **Pilot** or field-test a portion of your instrument for fitness.
- **Present** the project at the end of the semester.

There will be **three points** in the semester for you to focus deeply and make progress on this project: during two virtual weeks, when you draft and refine your Memo, and another in the middle for you to field-test and consult about your paper.

Please see the appendix at the end of this syllabus for details.

5. **Individual Book Review (25%)** — One of the taken-for-granted aspects of organization is the **tool view of organizations**: that organizations are not born neutral, are not intrinsically moral, but fundamentally are **tools** that can be shaped to carry out the will of **those at the top**.

In today's growing atmosphere of intolerance and exclusion, it would be useful to see the potential dark side of organization. Students will write a 4-page (single-spaced) book review of Stefan Kuhl's **Normal Organizations**.

Divide your 4-page review into these parts: (1) summarize what you see as key ideas from each chapter of the book — what are the different concepts from each chapter that explain how ordinary people and ordinary organizations came to participate in organized violence? (2) relate the author's ideas with some of Charles Perrow's ideas in **Complex Organizations, and with** contemporary issues in organization in the United States, or elsewhere. (3) Conclude with overall takeaways.

Grade breakdown / summary

Panel presentation — 15%

Virtual activities — 25%

OD Memo and presentation — 35%

Book review - 25%

Students will receive letter grades on their work, in which an A is worth 10 points, and A- is worth 9, a B+ is worth 8, a B- is a 7, a B is a 6, and so on. These numerical equivalents are then multiplied by their weights (%) and then added up to get the final grade. The professor will return feedback and/or scores for any virtual activity that occurs during the semester as promptly as possible. Final grades are posted typically two weeks after the last week of the semester.

COURSE SCHEDULE & ASSIGNMENTS AT-A-GLANCE

• *The professor reserves the right to change anything on this syllabus*

• **Additional reading materials, like news reports, may be added at any time (TBD), in view of the unpredictability and rapid changes happening in our world**

Week/ Date	Topics	Required readings or videos	Due in class	What to do online
JAN 26 Classroom 6:00-7:15 pm tonight only Must-attend session	Course introduction, requirements, policies Virtual activities Group presentations The OD Memo	Memorize key dates and plan Bring to class and/or familiarize with • Syllabus • Textbooks/ electronic readings • I-learn	Course orientation Meet your group mates for the panel presentations	By JAN 27, log on to I-learn for the start of an asynchronous discussion
Week ending on FEB 2 Virtual - chat	Managing Change, Part 1: • Managerial & structural shifts at the global scale; different types of innovation	Required viewing: • “Invisible Innovation” video		Log on to I-learn. Complete the discussion by February 2 at midnight.
FEB 9 Classroom 6:00-8:45 from hereon	Bureaucratization and the ills mis-attributed to “bureaucracy” • Bureaucratization, defined • The “ideal” type bureaucracy/ Weberian model	Required reading/ viewing: • Perrow, Chapter 1 • Bureaucracy (Weber excerpt) • Ford and Scientific Management (video)	Lecture discussion Group meeting for your future presentation	
FEB 16 Virtual - short paper	Human Relations: Contemporary studies on productivity	Required reading/ viewing: • “What makes us feel good about work” (video) • Amazon’s Darwinism (online) • Cheapest, Happiest Company (online)		Log on to I-learn to submit a short paper by Feb 16 at midnight.
FEB 23 Classroom meeting	Human Relations: Classical research on productivity, group relations	Required reading/ viewing: • Perrow, Ch 3 • Death by overwork (online) • “The puzzle of motivation” (video)	Lecture discussion Group meeting for your future presentation	By FEB 24, log on to I-learn for the start of an asynchronous discussion

Week/ Date	Topics	Required readings or videos	Due in class	What to do online
Week ending on MARCH 2 Virtual - chat	Neo-Weberian Theories • Humans and mechanical decision making	Required reading: • The Human Factor (Langeswiesche) • Perrow, Ch. 4		Log on to I-learn. Complete the discussion by March 2 at midnight.
MARCH 9 Classroom meeting	Neo-Weberian Theories • Decision making • Systems analysis • Organizational learning	Required reading/viewing: • Perrow, Ch. 4 • Culture Theory and Asiana plane crash (video) Panel Session 1: 1. The Writings of James March (Pugh & Hickson) 2. Public Managers in Integrated Services Collaboratives (Campbell) 3. Learning Disabilities of Airline... (Tamuz)	Panel presentations Lecture discussion	
MARCH 16 Virtual - paper writing & consultation	Drafting your Organizational Diagnostic Memo	See the guidelines for the OD Memo		Log on to I-learn to check in; consult on your OD Memo
MARCH 23 Spring break				Remember that you have a book review due on May 4
MARCH 30 Virtual - mini research	The Environment of Organizations • The population ecology model • Network analysis	Required readings: • Perrow, Ch 6 • The writings of Hannan... (Pugh & Hickson) • Human Service Nonprofits... (Twombly) • 101 Start-up Failure Post-Mortems (online)		Log on to I-learn to submit your homework by March 30 at midnight.
APRIL 6 Classroom meeting	Institutional Analysis • Moral ambiguities in organizational function • Mission drift • Path dependence/ institutional rigidity and institutional change	Required reading: • Perrow, Ch. 5 Panel Session 2: 1. Path Dependence (Meier, et al.) 2. Corporations & NGOs (Bauer & Schmitz) 3. Multiple Sources of Mission Drift (Jones)	Panel presentations Lecture discussion	

Week/ Date	Topics	Required readings or videos	Due in class	What to do online
APRIL 13 Virtual - paper writing	Field-test/ Work on your OD Memo; consult online			Log on to I-learn to check in (Professor attends the WSSA Conference)
APRIL 20 Classroom meeting	Economic Theories of Organization <ul style="list-style-type: none"> Classical economic theory Agency theory Transaction Cost Economics 	Required reading: <ul style="list-style-type: none"> Perrow, Ch 7 Great Hospitality Three-Way (online) Panel Session 3: <ol style="list-style-type: none"> Governance of Terror (Helfstein) Principal-Agent Theory (Bozeman) A Billionaires' Guide to Running the Govt (online) 	Panel presentations Lecture discussion	By APRIL 21, log on to I-learn for the start of an asynchronous discussion
Week ending on APRIL 27 Virtual - chat	Managing Change, Part 2 <ul style="list-style-type: none"> Another take on innovation, from the private sector and PA perspectives 	Required readings: <ul style="list-style-type: none"> Innovation is not the Holy Grail Innovation (Wilson, 1989) 		Log on to I-learn. Complete the discussion by April 27 at midnight.
MAY 4 Classroom meeting	The Power Perspective of Organizational Analysis <ul style="list-style-type: none"> How are organizations put to use by leaders? What are the consequences when power does not care for ethics or universalistic criteria? 	Required readings: <ul style="list-style-type: none"> Perrow, Ch 8 Kuhl, the entire book 	Book review due	
MAY 11 Virtual - paper writing	Field-test/ Finalize OD Memos			
MAY 18 Meeting	Presentation of OD Memo in class			Upload papers via I-learn, on or before midnight

PROFESSOR'S COURSE POLICIES & EXPECTATIONS

Professionalism

My expectations are that as graduate students, you will demonstrate utmost commitment and professionalism in the classroom and in virtual space; diligence and resourcefulness in tapping social science knowledge and tools in understanding the course contents, and improving your professional skills; and consistent monitoring of your individual learning goals.

As members of the academic community, you are enjoined to follow strict rules of academic honesty. Formal disciplinary measures may be meted out for cheating or plagiarism.

Demonstrate graduate-level writing proficiency. *A Writer's Reference* provides help in formal writing, and in using the APA style in your written assignments, online or in print.

All interaction relating to the course must be of a **positive** nature; understand that not all policies can be written on this syllabus. Follow instructions so that discussions about potential contentious topics do not harm the **trust** that is essential to learning. Look for cues so that **participation** is **equitable** and engaging for all.

While you may use laptops to take notes or access I-Learn in class, you should use a quiet keyboard. Text messaging, calling, personal emailing, and surfing the Internet during class are unprofessional. Unless specifically instructed, or relating to class, you need not access the Internet, and should avoid distracting the class by using electronic gadgets.

Attendance

Absences or tardiness will be reflected in your grade. **This is a hybrid format class, and two (2) absences** from the classroom would result in an automatic **Fail** grade. The amount of time for, and quality of discussion and team outputs can be diminished by absences and having to get everyone caught up. Plan to arrive on time, bring any homework, and stay until official dismissal. Late arrivals or early departures are partial absences.

Late Assignments and Make-ups

Due to time and the constraints of real-time exchanges over scheduled topics, **no makeups** will be designed if you were absent for a graded exercise. Submit your outputs on time. Any late **homework** or **papers** incurs a one letter-grade deduction per day if submitted after the deadline, and will not be accepted 48 hours after the deadline. Issues of health or personal matters that would prevent you from completing the course requirements should be raised as soon as known, and may be addressed through the Incomplete or Withdrawal processes. For requests to take an "Incomplete," the student is responsible for providing justification documents on problems preventing completion of the course. Please also see the College deadlines and University policies.

Participation

In a graduate class you are expected to be resource persons to the class as well, not a passive recipient of information. As such you must prepare to **master** key points in the assigned materials, as you will be called upon to contribute.

Excellent final grades presume excellent participation in class. Being in the classroom is not equal to participation at all. Just talking, or asking a question about the schedule, for example, is not the aim

here. Prepare for each session of class to contribute meaningful thoughts about the topic at hand. Some exercises in class will be graded as a team or group. The professor reserves the right to make additional assignments if such assignments will enhance students' learning.

Communication & Advising

Head off unnecessary confusion by reading prior materials or instructions that have been provided, to keep up with the schedule. Use a specified I-Learn Chat Corners or Forum, if one is set up online. Read your emails at least once during the day.

The **best way to communicate and consult me is by email**. I will strive to reply within 24 hours, during weekdays, and within 48 hours during holidays and weekends. Emails from me — through I-Learn's system or SFSU webmail - should be considered part of instruction. Send me emails using your SFSU address (forward your SFSU emails to your regular internet mailboxes). Prefix your subject with PA 720 when sending emails. Observe email etiquette, but always give a person a chance to explain any problems.

Additional SFSU and CHSS Policies and Expectations

- **CHSS Withdrawal Policies and Deadlines:** The last day to drop a class is February 10th, 2017 until 11:59pm. Administrative drops will no longer be permitted or approved after February 10th. Starting February 11th — April 24th you must submit a paper withdrawal petition. Withdrawal from a class starting February 11th will be considered for *serious and compelling* reasons only and must have accompanying documentation. The following reasons are not considered *serious and compelling*. Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. Submit your petition within a reasonable timeframe (e.g., within 2 weeks of a change in work hours, illness, etc.). From April 25th — May 16th, 2017, you may not withdraw from a class or the University, except only in the case of a documented serious illness or verified accident.
- **Withdrawals cannot be initiated electronically and must be submitted using a paper application.** All electronic submissions of withdrawals will be denied automatically by the Associate Dean. You are only allowed to withdraw from a maximum of 18 units and take a class no more than 2 times at SF State. Approval from the instructor and/or Chair does not constitute automatic approval from the Associate Dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/src>.
- **CR/NC Option:** The last day to request CR/NC option is March 17th, 2017 until 11:59pm. The Associate Dean will not approve requests for changes if you miss this deadline.
- **Late Add Policy:** The period to add classes via permission numbers is January 23th — February 10th, 2017 until 11:59. It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting February 11th, a Waiver of College Regulations petition must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.
- **Final Exam:** According to Academic Senate policy F76-12 a time period is set aside at the

end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

http://www.sfsu.edu/~acadres/fmal_exams/finals_17.htm

- Religious observance. “The faculty of San Francisco State University shall make reasonable accommodations for students to observe religious holidays when such observances require students to be absent from class activities.” — SFSU Faculty Manual (2011, 53). Please see the professor well in advance of those days to give notice and figure out accommodations based on the Course Schedule. Failure to give advance notice may deprive you of allowances.
- Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to inform the professor early on. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu.
- Student disclosures of sexual violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact these: **The SAFE Place** - (415) 338-2208 [http://www.sfsu.edu/~safe pic/](http://www.sfsu.edu/~safe_pic/) **Counseling and Psychological Services Center** - (415) 338-2208 <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>

THE OD MEMO - A BASIC GUIDE

The title of your project could be

**Understanding Organizations:
A diagnostic instrument based on theories of organization and management**

Have a **1-page Executive Summary** of the entire memo

Have a **1-page Introduction** of this project (and the organization with which you would use this)

Then present your diagnostic memo and your field-test results. You may prepare the bulk of the memo in text format, or you may type using a tabular form, in portrait or landscape format:

	Theory X - specify this	Theory Y, etc. All the theories must be covered	How is this graded? What will be graded?
A. Theory proponents and the variables of concern in this theory	Read, discuss in class, identify and type up those variables here Put citations where you can, so that this paper can serve as a reviewer when you do a case analysis in PA 720 and PA 890		This will be graded for Accuracy of comprehension — Were you able to grasp the theories right?
B. Organizational questions pursued by this theory	Identify those questions, type them up here with an eye to an organization of interest to you . This project should be tailored to work that you know, but the questions should logically fall under the theory's purview. See the citation note above.		Accuracy Are your questions flowing from the theory?
C. Methods/ Means of answering those questions above	Brainstorm, identify, and type up those methods here. Refer to the theory's proponents to get clues about how to research those variables, be familiar with the processes and connections of the organization you choose, to be able to answer B		Resourcefulness and understanding of organization and management
D. Field notes (after trying out C)	Go to the field, "test" B and C for viability, at least for a couple of theories , and jot down here your notes, reflect and refine your diagnostic questions and methods. Review; it is possible that some organizational aspects are explainable by more than 1 theory		Research skills, reflection, and writing skills

The project, in detail:

- A. As we move through the syllabus, grab the focus of the different theories. Read the authors deeply. **Identify the variables** of interest to that perspective or theory as you go through each of one them (e.g., Weberian/ classical theory examines task specialization and competence as pre-requisites for appointment to a position, among others — tease them out well; the human relations movement examines the effect of organizational climate on individual or group productivity, and the relationship between organizational influence and job satisfaction; another theory focuses on other variables, and so on.

Flesh out those variables, to the extent the reading material suggests, and to the extent you could conduct a side research.

- B. With those variables, prepare **a set of diagnostic questions** that could be pursued in the case of a certain organization that you know (e.g., “How is task specialization accomplished, or evaluated in Organization X or Unit Y?”; “How does technology affect organizational productivity in Department B?”

The questions need not be original; in fact, you should follow or study the research questions posed by the authors of the particular theories; otherwise the theory may not be of help in explaining the potential answers.

- C. Identify **some means (or method) of answering** the diagnostic questions raised, in an organization of interest to you: how could those diagnostic or exploratory questions be answered? What organizational elements (documents, processes, people, connections or relationships) might you need to look at, how would you tap them, under what circumstances?

- D. **Mini-field-test your instrument, at least partially (test at least the questions flowing out of 2 theories):** You are not really looking for answers to your diagnostic questions here, just “testing” what you wrote in A to C above.

Take your diagnostic instrument inside an organization, look around, explore available documents and reports, observe, interview, see if the questions you ask do fit the theory, and see if the means you identify for finding the answers about that organization are viable.

This part D is the heart of the project: gauging how a theory or two may be of help, how it may be operationalized in an organization near you.

For example, if (A) **network theory** suggests that (B) I should **explore if my organization’s behaviors or decisions on certain -specific- matters are dictated more by environmental context** than by internal leadership preferences as other theories might suggest then my (C) potential means for finding the answer might include the following:

- mapping out the inter-organizational connections (however defined by the theory) of this agency
- mapping out the strength of the ties those connections, as the theory suggests, and

- finding out/ picking out an instance when an agency decision seemed to be a candidate for testing all these.

I would field-test (D) these with some participant observation and some documentary analysis - **there is not a lot of time in one semester** - and based on those, reflect on whether:

- The questions can be viably answered using the methods I identified
- I understood the focus of the theory; that I am not confusing it with another theory
- There are other theories that could explain what I have initially found
- Other remarks about the theory's relevance in uncovering an organizational puzzle

Note all the above in Part D.

You will present your Memo at the end of the semester, in particular what you have found based on your field testing.

In a sense, this a reviewer as well as a “research agenda” in Organizational Studies. But instead of starting with a research question and picking out a theory that could help you explore the question, you will start with the theory to formulate some research questions, and imagine how you might pursue those.

How much work experience do you need to prepare this paper?

Note that if you have not been employed at all or have worked long enough in a big enough organization, you may have a bit of a challenge to execute parts C and D. **This is why students may work in pairs, so that you can brainstorm together.** You may also conduct some side research on those authors' works to know how you might simulate their investigation.

As always, consult with the professor as you work through your paper.