

**San José State University**  
**COSS/POLS/MPA Program**  
**PADM 217-01, Organization Theory (Spring 2023)**

**Course and Contact Information (Required - Delete the word “Required” in final draft)**

Instructor: Christina Salvatier, MPA  
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Email: Christina.Salvatier@sjsu.edu or by [Canvas](#)  
Office Hours: Tuesdays 4:30 PM to 5:30 PM, or by appointment  
Class Days/Time: Tuesdays, 6:00 PM - 8:45 PM  
Classroom: Clark Hall 303A or [Zoom](#), Passcode: 846380  
Prerequisites: PADM 210, Units 3

**Course Description**

This course is about organizations and the various theories that help administrators understand them. Despite the term “theory” in the course title, the goal of the course is to introduce administrators to some of the fundamental ideas about organizations: how they work, how people and groups behave within them, why they change and why they sometimes do not change. Through the course readings and a study of the latest research, students will analyze and apply various theories about organizations, including organizational goals, structures, authority, leadership, decision patterns, and communication. This course emphasizes on methods of change and differences between the public and private sectors. Public organizations face a unique demanding political, legal, and economic environment often filled with opponents, supporters, stakeholders, and ambiguous laws. The field is multidisciplinary in nature, with contributions from economists, psychologists, and political scientists. By the end of the course, students will have knowledge of the core concepts of organization theory, to develop public administrators working to articulate and problem solve within a diverse and changing workforce and public service and governance. Throughout the course we will use practical situations to evaluate the connection between theory and practice.

**Course Format**

This course is organized as a seminar and will adopt a hybrid classroom delivery format, both in person and via Zoom. This course will require internet connectivity and a computer. Course materials such as syllabus, handouts, notes, assignment instructions can be found on Canvas. Students are responsible for regularly checking email and the [Canvas](#) messaging system on the [Spartan App Portal](#) to learn of any assignment deadlines and course updates. For help with using canvas, please see the [Canvas Student Resource Page](#).

Students are responsible for completing all the assigned readings and being prepared to lead general discussions about the session topic as well as in-depth discussion about assigned articles and readings. In class exercise will re-enforce the concepts discussed, and participation is expected.

## Course Goals & Student Learning Objectives

Goal: To educate public administrators and non-profit professionals in the critical use of theory as it applies to their and professional careers.

## Course Content Learning Outcomes (CLO)

### University Learning Goals (ULGs), Program Learning Outcomes (PLOs) & Course Learning Outcomes (CLOs)

The overall course goal is to educate public administrators and non-profit professionals in public budgeting, theory, processes, and procedures so they can achieve the SJSU University Learning Goals (ULGs) and demonstrate mastery of the NASPAA/SJSU MPA program learning outcomes. Upon graduation, San José State University students will have developed:

- ULG 1:** Social and Global Responsibilities
- ULG 2:** Specialized Knowledge
- ULG 3:** Intellectual Skills
- ULG 4:** Integrative Knowledge and Skills
- ULG 5:** Applied Knowledge

Upon completion of the Master of Public Administration program, the student will be able to:

- PLO 1:** Lead and manage in public governance
- PLO 2:** Participate in and contribute to the policy process
- PLO 3:** Analyze, synthesize, think critically, solve problems, and make decisions
- PLO 4:** Articulate and apply a public service perspective
- PLO 5:** Communicate and interact productively with a diverse and changing workforce and public.

Upon successful completion of this course, students will be able to:

- CLO1:** Lead and manage in public governance: Students will understand core theories necessary for helping to shape the organizations in which they operate and manage. This is assessed through class discussion, the assigned analysis memo, and research project proposal.
- CLO2:** Participate in and contribute to the policy process: Students will understand how to diagnose and affect positive change within an organization. This is assessed through participation in class discussion, analytical memos, and individual research project.
- CLO3:** Analyze, synthesize, think critically, solve problems, and make decisions: Students will understand how organizations make decisions as a collective of individuals and institutionally. Students will be familiar with the tools, strategies, and the conditions which improve overall organizational effectiveness during decision, development, implementation, and change of organization strategies. They will also demonstrate familiarity with different theoretical

constructs commonly used to analyze organizations This is assessed through analysis memos and Team research project.

**CLO4:** Articulate and apply a public service perspective: Students will understand how public, private, and nonprofit organizations are similar and different from one another. Students will know how to diagnose problems and develop feasible solutions through the application of theories and frameworks to “real world” problems. This is assessed through student presentation of current events and analysis using theories discussed in class, and through the research project.

**CLO5:** Communicate and interact productively with a diverse and changing workforce and citizenry: Students will learn how to effectively summarize, appraise, and communicate through both oral and written media communications, how organization effect ethics, culture, diversity, and citizen engagement. They will demonstrate an understanding of how gender, race, nationality, and other cultural diversity dimensions influence organizational behaviors and outcomes. This is assessed presentation of analysis memos, and research project proposals.

## **Required Texts/Readings**

### **Textbooks**

Daft, Richard L. 2021 Organization Theory and Design (13th Edition). Cengage Learning.  
eBook: ISBN: 9780357702390; Hardcover: ISBN: 9780357445143

Pearce, Jone L., and Jessica E. Sowa. 2018. Organizational Behavior: Real Research for Public and Nonprofit Managers. 1st edition. Melvin & Leigh, Publishers  
ISBN: 978099923597

### **Other Readings**

To be provided by the instructor.

### **Recommended Textbooks**

Rainey, H. G. (2014). Understanding and Managing Public Organizations (6<sup>th</sup> Edition), San Francisco: Jossey-Bass. ISBN: 9781119705895

Shafritz, J. M., J. S. Ott, and Y. S. Jang. 2016. Classics of Organization Theory. 8th ed: Wadsworth.

### **Library Liaison**

Nyle Monday: [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu).

Essy Barosso-Ramirez: [essy.barroso-ramirez@sjsu.edu](mailto:essy.barroso-ramirez@sjsu.edu)

### **Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships,

labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

<b>Course Requirements</b>	<b>Grade</b>
<b>Participation &amp; Contribution to Class Learning</b>	
Discussion Posts: Comment & Question 10 of 11 (1 points each)	10 Points
Plagiarism Tutorial	5 Points
Contribution to class group discussion, learning & responses to online discussions	10 Points
<b>Assignments:</b>	
Executive Summary and Analytical Memo	10 Points
<b>Team Research Project:</b>	
Annotated Bibliography on Organization Theory Literature	15 Points
Organization Theory Literature Presentation	10 Points
Peer Evaluation	5 Points
<b>Individual Research Project</b>	
Project Idea Submission	10 Points
Presentation	10 Points
Written Research Proposal/Paper	15 Points
<b>Total</b>	<b>100 Points</b>

### **Discussion Posts: Comment & Question:**

Each student will complete the assigned reading per class and post to the course's discussion board on Canvas. Each discussion post should contain one comment and one question about the assigned reading. **All discussion posts are due the night before class.** Readings should be critically analyzed. On the night the reading is scheduled, students will break up the divide articles equally among each other and prepare to lead a discussion on their selected article/chapter during the class meeting. Students that plan to miss class are encouraged to submit discussion post. Things to consider for discussion post and students group discussion:

1. Do you agreed or disagreed with the author and why?
2. Can you connect the ideas of the reading to something you have experience?
3. Post should not summarize the reading.
4. Is there a connection between the current reading and something that has been discussed in class or in a professional experience?

### **Plagiarism Tutorial**

All students will complete the [Plagiarism Tutorial](https://library.sjsu.edu/tutorials/plagiarism-%E2%80%94-graduate-level) on the library's website at <https://library.sjsu.edu/tutorials/plagiarism-%E2%80%94-graduate-level>. Through this activity students will learn the SJSU rules regarding the use of quotations, paraphrases, and citations. Students are expected to know this material and apply it throughout the rest of the course. Once the training is complete, the library's automated system will provide a grade. Each student will upload a PDF file on

Canvas, reflecting the students name and grade. All students must pass the tutorial with a grade of 80 or better, then submit the by the due date.

### Executive Summary Analytical Memo

On the first day of class each student will choose one article reading and write an Executive Summary Analytical Memo on the reading. The Executive Summary Analytical Memo is one to two pages long. An example of the required format is at the end of this syllabus. A student cannot achieve a grade of “A” on the Executive Summary Analytical Memo without relating the article being reviewed to relevant issues presented in the class textbook, other relevant class readings, or in-class presentations. If the student relates presentations or readings to the Executive Summary Analytical Memo, there will always be a reference page. In an excellent Executive Summary Analytical Memo, the student will test and connect to pragmatic uses of this theory. The purpose of the Executive Summary Analytical Memo is to have the student not only summarize the article, but to think creatively and analyze the theory. In addition to writing the Executive Summary Analytical Memo, each student will present and discuss them in class. The Executive Summary Analytical Memo is due as noted in the syllabus.

Papers must be **1-2** of double-spaced word-processed text in Times New Roman 12-point font, **with in-text citations in APA format**. An additional page (s) will contain the list of Sources Consulted **in APA format**. The Executive Summary will be evaluated using the following criteria (range of the score are given in tenths of a point):

Criteria	Points
1. The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations and reference page are correct.	1
2. The comprehensiveness and care with which the summary describes the main points of the article (in bullet points).	1
3. The appropriate application of concepts from readings to the summary (comparison, counter, enhancing).	1
4. The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	2
5. The quality of analysis of the theory, the viability of the theory. The quality to test and connect to pragmatic uses of this theory.	5
<b>TOTAL</b>	<b>10</b>

### Annotated Bibliography on Organization Theory Literature:

While most professional work is done independently, teamwork is required in some settings, and collaboration on projects is required in many organizations. Therefore, we will form five teams that will each a portion of the Annotated Bibliography.

On the first day of class student will form into groups of four. Each group will be responsible for conducting a comprehensive annotated bibliography on the field of organizational theory. An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. For guidance in

researching and analyzing the sources for your annotated bibliography, see [How to Critically Analyze Information Sources](#). For information on the author's background and views, ask at the library reference desk for help finding appropriate [biographical reference materials](#) and [book review](#) sources. The library also offers resources on [What is an Annotated Bibliography](#). Annotated bibliography will be in APA format and consist of books and articles not assigned in class.

Essays must be double-spaced word processed text in Times New Roman 12-point font, **with in-text citations in APA format**. An additional page (s) will contain the list of Sources Consulted **in APA format**. **Annotated Bibliography must be based on at least 20 references**. Each group is responsible for identifying 4 to 5 books on organization theory published after 2015, 4 to 5 articles from a public administration journal and 4 - 5 articles from an organization theory journals. Each member of the group will find one book, two public administration journal articles, and two organization theory journal articles, write an annotated bibliography for each, and merge it with the other annotated bibliographies provided by your group members. Examples of top public administration and organization theory journals are listed on the following links:

Top Public Administration Journal Rankings

<http://www.scimagojr.com/journalrank.php?category=3321>

Top Organization Theory Journals

<http://www.scimagojr.com/journalrank.php?category=1407>

[https://sjsu-rimo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL\\$ALMA71385068600002901](https://sjsu-rimo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL$ALMA71385068600002901)

The format of the Annotated Bibliography should be in essay format and will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the essay is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”.	3
b) The comprehensiveness and care with which the research is crafted.	3
c) The demonstration of understanding of the topic leading to the selection of appropriate sources and the creation of an essay that explains the context and current research related to it.	5
d) At least 4 - 5 Books	2
e) At least 16 Journals	2
<b>TOTAL</b>	<b>15</b>

Total word count should be divided by the number of members is in research group. The intro will introduce the titles of the books and journals and reason for selection. The conclusion will describe the latest trends in research on organization theory and a short analysis of how it applies to the policy and practice of the field of public administration.

Criteria	Word Count
Introduction	100 – 200 words
Books (4 to 5)	150 words per book (Total words 600 to 750)

Public Administration Journals (Total of 8)	150 words per annotation (Total words 1,200 – 1,500)
Org Theory Journals (Total of 8)	150 words per annotation (Total words 1,200 – 1,500)
Conclusion	150 - 200 words
Total Words	2,500 to 3,500

### Organization Theory Literature Presentation:

Each group will present and discuss the results of their annotated bibliography research. Each presentation must be a five-slide PowerPoint oral presentation to guide the class through their topic. This is a seminar presentation that is designed to engage the class with the topic and increase their knowledge of this area of organizational theory. Therefore, the presentation will end with a discussion of the topic by the class that will be led by the presenter using two prepared questions. The presentation must be no more than 20 minutes, and the two prepared question for discussion will be no longer than 10 minutes of discussion. If the student needs to use the professor's laptop to give their presentation, the student must communicate this in advance to ensure that the slideshow is downloaded prior to the start of class.

Criteria	Points
1. The appropriateness of the research	2
2. The comprehensiveness and care with which the research proposal focus being analyzed is described.	2
3. The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	2
4. The quality of the critical thinking used to develop the question and presentation	2
5. The use of citations and reference list	2
<b>TOTAL</b>	<b>10</b>

### Organization Theory Literature Peer Evaluation:

#### Final Individual Research Project Proposal:

At the end of the course each student should finish a 5 – 10-page research proposal. Students should seek to advance theory in the proposal and come up with a plan for carrying out the research and an analysis. The ideal proposal would suggest a new recommendation or come up with new theoretical propositions, and, more generally, refine our understanding of organizational theory. Students should use the proposal to develop an argument to test theory. Students are not required to gather data or do an actual analysis. Students will need to consider they type of data that is needed, about operationalizing constructs, and about the kind of evidence needed to substantiate the argument. The theoretical argument should be within the first 3 - 5 pages of the proposal, and the rest of the proposal should focus on the details of conducting the research project. Some of the course readings include both theoretical pieces and empirical studies that test hypotheses. These serve as good example for the student to craft research ideas. On the last two days of the course, each student will present their individual research proposal. Each student will have 12-15 minutes to present their proposal and five minutes for Q&A.

Criteria	Points
1. The appropriateness of the research proposal	3
2. The comprehensiveness and care with which the research proposal focus being analyzed is described.	3
3. The demonstration of understanding of relevant concepts that can be used to explain the topic and its context, impact and policy or program outcomes.	3
4. The quality of the critical thinking used to develop the question, methodology and presentation	3
5. The use of citations and reference list	3
<b>TOTAL</b>	<b>15</b>

### Final Individual Research Project Proposal Format:

The proposal will have the following topic headings typically found in research question report research report used as dividing points within the paper:

**RECOMENDATION (1 sentence):** One sentence that summarizes your research question

**BACKGROUND (2 pages):** Why did you select this topic? Description of issue, problem, or program. Include any past information, analysis, or reports to fully explain the issue. What is the value of this research? To whom? What kind of data do you need to answer your question?

**LITERATURE REVIEW (2-4 pages):** what sources from the Annotated Bibliography and other support the research proposal and background?

**RESEARCH METHDOLOGY, DESIGN OR METHOD (2-3 pages):** what would be evaluated, considered, reviewed, and what design or methods would be used? What analysis would be conducted? Are there societal concerns, preceding/existing policies or programs. The planned analysis must both support your recommendation and acknowledge all sides of the issue (e.g., opposition, alternatives). Be sure to include appropriate

**ANALYSIS / DISCSSION: (1-2 pages):** Reaction to the topic – feasibility, value, suggestions for reforming the question, suggestions regarding the kind of data, suggestions regarding sources of data.

**CONCLUSION:**

### Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
A plus	98 and above	98 to 105%
A	92 to 97	92 to 97%
A minus	90 to 91	90 to 91%
B plus	88 to 89	88 to 89%
B	82 to 87	82 to 87%
B minus	80 to 81	80 to 81%



<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
C plus	78 to 79	78 to 79%
C	75 to 77	75 to 77%
D	70 to 74	70 to 74%
F	69 and below	69% or lower

## **Make-up Policy**

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. There are no make-ups for missed presentations or in-class case work. Incompletes are discouraged.

## **Participation:**

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

## **Classroom Protocol**

It is expected that when you come to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students.

## **University Policies**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. There is also a graduate writing specialist, and special workshops to assist graduate students to become competent academic writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center](#). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

## **SJSU Counseling Center**

The SJSU Counseling Services is in the New Student Wellness Center, Third floor, Room 300B, (corner of 7th and San Carlos St., across from the Event Center). Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services](#).

## PADM 217 / Organization Theory, Spring 2023

### Course Schedule

#### Course Schedule

This schedule is subject to change with fair notice through the class e-mail account.

Date	Topics, Readings, Assignments, Deadlines
	<p><b>*Bold = Everyone reads / not bolded = divided equally by class groups</b></p>
1/31	<p><b>Welcome!</b></p> <ul style="list-style-type: none"> <li>- Self-Introductions</li> <li>- Name and Contact Email</li> <li>- Syllabus Review</li> <li>- Executive Summary Analytical Memo topics selected</li> <li>- Teams formed for Annotated Bibliography</li> <li>- Students are responsible for information contained within the syllabus</li> </ul> <p><b>All Read:</b></p> <ol style="list-style-type: none"> <li><b>1. Tolbert &amp; Hall, Thinking about Organizations</b></li> <li><b>2. Frederickson “Why do we need Theory in Public Administration?” in <i>The Public Administration Theory Primer</i></b></li> <li><b>3. Kelman, “Public Administration and Organization Studies” The Academy of Management Annals</b></li> </ol>
2/7	<p><b>Introduction to Theories of Organizations</b></p> <p><b>DUE: Plagiarism Tutorial at 6:00 pm</b></p> <p>Cengage Presentation: Accessing Daft Book on Canvas</p> <p><b>All Read:</b></p> <ol style="list-style-type: none"> <li><b>1. Daft Chap 1</b></li> <li><b>2. Rainey Chap 2 (on Canvas)</b></li> </ol> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Rainey 1984 – Organization theory and Political Science</li> <li>2. Perry &amp; Rainey 1988 – The Public—Private distinction in Organization Theory</li> <li>3. Lounsbury, Michael and Christine Beckman. 2015 “Celebrating Organization Theory.” <i>Journal of Management Studies</i> 52 (2): 285–87.</li> <li>4. King &amp; Whetten, David A. 2010. Finding the Organization in Organizational theory: A meta-theory of the Organization as a social actor. <i>Organization Science</i>, 2010, 21(1), 290-306,309.</li> <li>5. Charbonneau, &amp;., Bromberg, D., &amp; Henderson, A. (2018). Public Administration and Organizational Theory: Prescribing the Proper Dose. <i>Public Organization Review</i>, 1-16.</li> </ol>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> * <b>Bold = Everyone reads</b> / not bolded = divided equally by class groups
2/14	<p><b>Working Group Meeting</b></p> <p>No Class Meeting: Groups meet to discuss Group Bibliography Assignment. Send the professor your zoom link to where you are meeting. Can't be the course zoom.</p>
2/21	<p><b>Multi-Disciplinary Views of Organization Theory</b></p> <p><b>Due: Individual Research Project Idea</b></p> <p><b>All Read:</b> <b>Pearce &amp; Sowa Chap 1</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Anthropological Approaches: Linstead, Stephen. 1997. "The Social Anthropology of Management." <i>British Journal of Management</i> 8 (1): 85–98.</li> <li>2. Economical: Ostrom, Elinor. 2016 "An Institutional Approach to the Study of Self-Organizing and Self-Governance" In <i>Classics of Organizational Theory</i>.</li> <li>3. Political Science: Kaufman, Herbert. 1964. "Organization Theory and Political Theory." <i>The American Political Science Review</i>. 58 (1): 5–14.</li> <li>4. Psychological: Mathieu, Hollenbeck, van Knippenberg, and Ilgen. 2017. "A Century of Work Teams in the Journal of Applied Psychology." <i>Journal of Applied Psychology</i> 102 (3): 452–67.</li> <li>5. Sociological: Perrow, Charles. "A Society of Organizations." <i>Theory &amp; Society</i> 20, no. 6 (December 1991): 725–62.</li> </ol>
2/28	<p><b>Organization Purpose &amp; Structural Design</b></p> <p><b>All Read:</b> <b>Daft Chap 2 &amp; 3</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Harris, Milton and Artur Raviv. 2002 "Organization Design." <i>Management Science</i> 48 (7): 852–65.</li> <li>2. Willis, J., Koper, C., &amp; Lum, C. (2018). Technology use and constituting structures: Accounting for the consequences of information technology on police organizational change. <i>Policing and Society</i>, 1-19.</li> <li>3. Adler &amp; Bors, "Two Types of Bureaucracies" <i>ASQ</i> 41(1);</li> <li>4. Perrow, Charles. 1961. "The Analysis of Goals in Complex Organizations." <i>American Sociological Review</i> 26 (6): 854–66.</li> <li>5. Ang, Y. (2017). Beyond Weber: Conceptualizing an alternative ideal type of bureaucracy in developing contexts. <i>Regulation &amp; Governance</i>, 11(3), 282-298.</li> </ol>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> * <b>Bold = Everyone reads</b> / not bolded = divided equally by class groups
3/7	<p><b>Using Organizational Behavior to Create and Manage Effective Teams</b></p> <p><b>All Read:</b> <b>Pearce &amp; Sowa 8</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Carrison, Dan. 2009. "Borrowing Expertise from the FBI." <i>Industrial Management</i> 51 (3): 23–26,5.</li> <li>2. Ranson, Hinings, and Greenwood "The Structure of Organizational Structures" <i>ASQ</i> 1980, Vol. 25.</li> <li>3. Lawrence &amp; Lorsch "New Managerial Job: The Integrator" <i>Harvard Business Review</i> Nov-Dec 1967.</li> <li>4. Walton "From Control to Commitment in the Workplace" <i>HBR</i> March 1985, Vol. 63</li> <li>5. Gittell, Jody Hoffer "Coordinating Mechanisms in Care Provider Groups: Relational Coordination as a Mediator and Input Uncertainty as Moderator of Performance Effects" <i>Management Science</i> 48 (11).</li> </ol>
3/14	<p><b>Organization Environment and Interorganizational Relationships</b></p> <p><b>All Read:</b> <b>Pearce and Sowa 7</b> <b>Daft, Chap. 5</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Totterdell, Peter, Toby Wall, David Holman, Holly Diamond, and Olga Epitropaki. 2004. "Affect Networks: A Structural Analysis of the Relationship Between Work Ties and Job-Related Affect." <i>Journal of Applied Psychology</i> 89 (5): 854–67.</li> <li>2. Lambright, Kristina T, Pamela A Mischen, and Craig B Laramée. 2010. "Building Trust in Public and Nonprofit Networks: Personal, Dyadic, and Third-Party Influences." <i>The American Review of Public Administration</i> 40 (1): 64–82.</li> <li>3. Brews, Peter, and Devavrat Purohit. 2007. "Strategic Planning in Unstable Environments." <i>Long Range Planning</i> 40 (1): 64–83.</li> <li>4. Hughes, Jonathan, and Weiss, Jeff. 2007. "Simple Rules for Making Alliances work.(Best Practice)." <i>Harvard Business Review</i> 85 (11): 122–6, 128, 130–1 passim.</li> <li>5. Koza &amp; Lewin "The Coevolution of Network Alliances: A Longitudinal Analysis of an International Professional Service Network." 1999. <i>Organization Science</i> 10 (5): 638–53.</li> </ol>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> * <b>Bold = Everyone reads</b> / not bolded = divided equally by class groups
3/21	<p><b>Organization Technology &amp; Big Data</b></p> <p><b>All Read:</b> <b>Daft, Chap. 8, 9</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Chary, Meena. 2007. "Public Organizations in the Age of Globalization and Technology." <i>Public Organization Review</i> 7 (2): 181–89.</li> <li>2. Rogge, Nicky, Tommaso Agasisti, and Kristof De Witte. 2017. "Big Data and the Measurement of Public Organizations' Performance and Efficiency: The State-of-the-Art." <i>Public Policy and Administration</i> 32 (4): 263–81.</li> <li>3. Hackler, Darrene, and Gregory D. Saxton. 2007. "The Strategic Use of Information Technology by Nonprofit Organizations: Increasing Capacity and Untapped Potential." <i>Public Administration Review</i> 67 (3): 474–87.</li> <li>4. Vonk, Guido, Stan Geertman, and Paul Schot. 2007. "New Technologies Stuck in Old Hierarchies: The Diffusion of Geo-Information Technologies in Dutch Public Organizations." <i>Public Administration Review</i> 67 (4): 745–56.</li> <li>5. Wang, Yichuan, LeeAnn Kung, Suraksha Gupta, and Sena Ozdemir. 2019. "Leveraging Big Data Analytics to Improve Quality of Care in Healthcare Organizations: A Configurational Perspective." <i>British Journal of Management</i> 30 (2): 362–88.</li> </ol>
3/28	Spring Recess - no classes
4/4	<p><b>Organization, Innovation and Change</b></p> <p><b>DUE: Analytical Case study essay due at 11:59 pm</b></p> <p><b>All Read:</b> <b>Daft, Chap. 12</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Fernandez, Sergio and Hal G. Rainey, <i>Managing Successful Organizational Change in the Public Sector: An Agenda for Research and Practice</i>. <i>Public Administration Review</i>, Vol 66, No. 2, March/April, 2006, pages 1-25.</li> <li>2. Greve "Performance Aspirations and Risky Organizational Change," <i>ASQ</i> 1998, 43(1).</li> <li>3. Tolbert &amp; Zucker "Institutional Sources of Change in the Formal Structure of Organizations: The Diffusion of Civil Service Reform" <i>ASQ</i> 1983 28 (1).</li> <li>4. Volberda, Henk W, Frans A.J Van Den Bosch, and Oli R Mihalache. 2014. "Advancing Management Innovation: Synthesizing Processes, Levels of Analysis, and Change Agents." <i>Organization Studies</i> 35 (9): 1245–64.</li> <li>5a. Karim, Samina, and Aseem Kaul. 2015. "Structural Recombination and Innovation: Unlocking Intraorganizational Knowledge Synergy Through Structural Change." <i>Organization Science</i> 26 (2): 439–55.</li> </ol>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> * <b>Bold = Everyone reads</b> / not bolded = divided equally by class groups
4/11	<p><b>Power, Sensemaking, Strategy and Decision-Making Processes</b></p> <p><b>All Read:</b> <b>Pearce &amp; Sowa 10</b></p> <p><b>Daft 13 &amp; 14</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Simon, "Bounded Rationality and Organizational Learning" in Organization Science 1996, 2(1);</li> <li>2. Weick "The Collapse of Sensemaking in Organizations: The Mann Gulch Disaster" ASQ 1993, 38 (4).</li> <li>3. Lee, Caroline W, Zachary Romano, Frank G. A De Bakker, Frank Den Hond, Brayden King, and Klaus Weber. "Democracy's New Discipline: Public Deliberation as Organizational Strategy." Organization Studies 34.5-6 (2013): 733-53.</li> <li>4. Cohen, March, &amp; Olsen "A Garbage Can Model of Organizational Choice" ASQ 1972, 17(1)</li> <li>5. Stenvall, J., &amp; Virtanen, P. (2017). Intelligent Public Organizations. Public Organization Review, 17(2), 195-209.</li> </ol>
4/18	<p><b>Organizational Culture, Values, Diversity, &amp; Ethics</b></p> <p><b>All Read:</b> <b>Pearce &amp; Sowa 9</b> <b>Daft, Chap. 7</b></p> <p>Group Divided Readings:</p> <ol style="list-style-type: none"> <li>1. Schein, Edgar H. "Culture: The Missing Concept in Organization Studies." Administrative Science Quarterly 41.2 (1996): 229-40.</li> <li>2. Paarlberg, Laurie E, and James L Perry. "Values Management: Aligning Employee Values and Organization Goals." The American Review of Public Administration 37.4 (2007): 387-408.</li> <li>3. Molina, Anthony Deforest. "Values in Public Administration: The Role of Organizational Culture." International Journal of Organization Theory &amp; Behavior 12.2 (2009): 266-79.</li> <li>4. Kim, Sungchan, and Soyoung Park. "Diversity Management and Fairness in Public Organizations." Public Organization Review 17.2 (2017): 179-93.</li> <li>5. Jurkiewicz, Carole. "Political Leadership, Cultural Ethics and Recovery: Louisiana Post-Katrina." Public Organization Review 9.4 (2009): 353-66.</li> </ol>
4/25	<p><b>The current state of Organization Theory</b></p> <p><b>*Team Presentations Due</b></p> <p><b>All Read:</b></p> <ol style="list-style-type: none"> <li>1. Bennis "Organizations of the Future" on Canvas</li> </ol>

<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b> * <b>Bold = Everyone reads</b> / not bolded = divided equally by class groups
	<b>Team presentations and discussion of Annotated Bibliographies</b> themselves and how they relate to the assigned reading. (In Team order 1-5 – 25 minutes each)
5/2	<b>Student Research Proposal Presentations</b>  Students 1-10
5/9	<b>Student Research Proposal Presentations</b>  Students 11-20  <b>Semester Wrap-up! Woo-hoo!</b>



Spelling and Grammar Guidance  
*Common Graduate Student Mistakes!!*

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
  - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
  - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
  - a. Their, there
  - b. Right, write, rite, wright
  - c. Sight, site, cite
  - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even then they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that will help you to remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.

11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is,**” a contraction, and you do not use contractions in formal writing.
12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a mailing address, not in prose.
15. Numbers: spell out the word for numbers up to two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numerals for percentages, money, road routes or scientific calculations.
16. Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. They are not used for journal articles or reports. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.
18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
19. Gerunds are always singular. “**Encouraging** good writing **is** important.”
20. Pronouns must match the noun and verb. “The doctors finished their rounds.” “The doctor finished his rounds.” When you do not know the gender, use masculine. Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender

**To:** Christina Salvatier                      **From:** Your Name  
**Subject:** **Topic in a few words** **Date:**                      **Date:** Assigned due date

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**RECOMENDATION (1 sentence):**

One sentence that summarizes your research question

**BACKGROUND (2 pages):**

Why did you select this topic? Description of issue, problem, or program. Include any past information, analysis, or reports to fully explain the issue. What is the value of this research? To whom? What kind of data do you need to answer your question?

**LITERATURE REVIEW (2-4 pages):**

What sources from the Annotated Bibliography and other support the research proposal and background?

**RESEARCH METHDOLOGY, DESIGN OR METHOD (2-3 pages):**

What would be evaluated, considered, reviewed, and what design or methods would be used? What analysis would be conducted? Are there societal concerns, preceding/existing policies or programs. The planned analysis must both support your recommendation and acknowledge all sides of the issue (e.g., opposition, alternatives). Be sure to include appropriate

**ANALYSIS / DISCSSION: (1-2 pages):**

Reaction to the topic – feasibility, value, suggestions for reforming the question, suggestions regarding the kind of data, suggestions regarding sources of data.

**CONCLUSION:**