

Introduction to Organization Theory and Practice
LOC 211
Winter 2010

Instructor:

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Class Location/Time:

Annenberg Hall 303 / Tuesday 1:00 – 3:50

Office Hours:

Gail Berger: By appointment
Kelly Ross: By appointment

Required Texts:

1. Bolman & Deal, *Reframing Organizations*, Jossey-Bass (3rd or 4th Edition) (available at Norris)
2. Course Packet (available at Quartet Copies)

Course Overview:

Introduction to Organization Theory and Practice is an introductory course taught within the context of the School of Education and Social Policy as part of its Learning and Organizational Change (LOC) concentration. A basic premise of the course is that a fundamental process for improving people's lives and the institutions in which they live and work is the creation and sharing of knowledge. Learning is mediated by the context in which it occurs. This course pays special attention to organizations as a context and analyzes this context through different lenses of organizational theory. Throughout the course students will learn multiple frameworks for observing and analyzing organizations. Using these frameworks, the course will provide students with social science tools needed to analyze organizational problems and influence the actions of individuals, groups and organizations. Students will begin to understand how to best organize and motivate the human capital of the firm, manage social networks and alliances, and execute strategic change. This will be accomplished through knowledge of competitive decision-making, reward system design, team building, strategic negotiation, political dynamics and corporate culture.

Course Objectives:

1. You will understand more about the nature of complex organizations by using different theoretical frameworks for analyzing organizational issues and scenarios.
2. You will increase your ability to think about and use theories as tools for analysis.
3. You will deepen your understanding of the role of knowledge in organizations.
4. You will demonstrate your skill in recognizing organizational issues by assessing organizational effectiveness as well as making recommendations to improve it.

Assignments and Grading:

Your final grade is composed of:

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| 1. Course Contribution | 10% |
| 2. Journal Assignment | 10% |
| 3. Individual Paper | 10% |
| 4. Case Analysis | 15% |
| 5. Exam | 25% |
| 6. Team Project (Paper and Presentation) | 30% |

Course Contribution (10%)

I. Individual Participation: All class sessions involve active discussion based on the readings and cases, with an emphasis both on theoretical questions and practical implications. You should be prepared to share your ideas and to listen and interpret the issues presented by others.

Quality discussion comments possess one or more of the following attributes:

- Offer a relevant perspective on the issue. Comments should increase everyone's understanding, and should not merely be a regurgitation of the readings.
- Provide careful analysis, and demonstrate evidence of a thorough reading and analysis of the materials.
- Apply the theory and concepts offered in the reading and lectures
- Move the discussion forward by building on previous contributions with new insights

Regular participation in discussions and class exercises is expected. Class participation is critical because much of the experiential work takes place during our regularly scheduled session together. **If you must miss a class, it is essential that you notify me at least 24 hours in advance so that I can make arrangements for any in-class exercises and so that you can be certain to get the materials that will be distributed during class. Students who do not provide advance notice of absences or miss multiple class sessions will be penalized with a drop in letter grade. Excused absences will have an impact on your participation grade.**

Tardiness is not acceptable and students who arrive late to class will be penalized.

II. Highlights from the Readings & Key Takeaways from the Class Session:

I will begin each class by randomly selecting at least two students to highlight the key concepts from the assigned readings for the class. Each student who is selected will be expected to briefly discuss (students must adhere to a strict 3 minute time limit) two or three key concepts that were a focus of the readings. Moreover, the student will be expected to highlight how the concepts are relevant to the course and how they connect to theories taught previously.

At the end of every class at least two students will be randomly selected to highlight the key take-away points from the lecture.

III. Outside Class Assignments: Several assignments will be distributed throughout the quarter that must be completed outside of class. Successful completion of these projects will be factored into your course contribution grade. These assignments include:

1. Team Contract
2. Shared Activity
3. Stanford Prison Experiment Questions

Detailed information about each of these assignments will be provided when they are distributed in class.

Journal Assignment (10%)

The purpose of the journal is to encourage you to reflect on the course readings, and to analyze what you have learned from these materials. Your task in this entry is to describe your reactions, perceptions, and significant insights gained from the readings. The journal entry should not be a summary of everything that you read in the textbooks. Rather, the journal entry should focus on issues such as:

- A. What did you learn about organizations from the readings and lectures?
- B. What did you learn about the behavior of individuals within an organization from the readings and lectures?
- C. **How do the concepts presented in the readings and lectures enrich your understanding of the ways in which organizations and the people working in them function?**
- D. How can you apply the concepts that you have learned about in the readings to an organization where you have worked in the past?
- E. How will the concepts that you learned about effect the way that you will behave in future work environments?

The journal entry should be about 2 pages in length, (double-spaced, Times New Roman, 12-point font, in hard copy). You must turn in **one** journal entry, based on any of Bolman and Deal's four frameworks. You should choose the framework that resonates most with you. The due date for the journal assignment depends on the framework that you choose to analyze. Due dates, and corresponding frames are listed below:

<u>FRAME</u>	<u>JOURNAL DUE DATE</u>
• Structural Frame	February 2 nd
• Human Resource Frame	February 9 th
• Political Frame	February 16 th
• Symbolic Frame	February 23 rd

Individual Paper (10%)

The purpose of the individual paper is to encourage you to analyze your own behavior within organizations using tools and frameworks that we have discussed. The paper is due in hard copy on January 26th.

Case Study (15%)

The purpose of the case study is to encourage you to analyze an organization using the theoretical frameworks that we have discussed in class. You will also be asked to apply the concepts that you have read about in the course readings. More details about the assignment will be distributed in class on February 2nd. The assignment is due in hard copy on February 16th. The assignment must also be submitted on Blackboard through Safe Assignment.

Exam (25%)

The exam will be a closed-book exam that will consist of a series of multiple choice, short answer, and essay questions. The exam will be given in class on March 2nd.

Team Project (30%)

Detailed information about this assignment will be distributed in class. An outline of the project is due on January 26th. The 10-12 page analysis is due on March 9th. On the last day of class, March 9th, each Learning Group will make a 10-minute presentation of their findings and analysis. During the presentation you should highlight 2 key organizational strengths and 2 organizational weaknesses that your analysis revealed. Presentations should not be longer than ten minutes. Your presentation will also be graded on creativity.

Group Participation: You will have the opportunity to evaluate the work completed by your Learning Group teammates on the Team Project paper and presentation. See the evaluation form at the end of the syllabus for a sample of criteria on which you can evaluate each other. Each team will have an opportunity to develop its own set of evaluation criteria. These evaluations will be factored into your Team Project grade.

Accommodations for students with disabilities

In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or <mailto:ssd@northwestern.edu>. SSD is located in the basement of Scott Hall. SSD also has an excellent web-site which is viewable at: <http://www.northwestern.edu/disability/>

Academic Integrity

Northwestern students are expected to comply with the policies found in the booklet Academic Integrity at Northwestern. A copy of this booklet is found in section four of the SESP handbook or on-line at <http://www.northwestern.edu/uacc/>. Infractions may result in a grade of 'F' and/or probation or dismissal from the university.

Date	Topics	Readings (To be completed BEFORE class)	Assignments (Distributed)	Assignments (Due Today)
Class Session #1 Tuesday January 5 th	Introduction <ul style="list-style-type: none"> • What is theory? • The Individual in the Organization • Frameworks • Farmer Exercise 	1. Course Packet <ul style="list-style-type: none"> - Sutton & Staw - Garvin - Davenport and Prusak (Chap. 1) - Scott & Davis 	1. Individual Paper Assignment 2. Self-Monitoring Scale 3. Myers Briggs Self Assessment	Learning Team Worksheet
Class Session #2 Tuesday January 12 th	Managing Groups & Teams <ul style="list-style-type: none"> • “Wilderness Survival” Team Exercise 	1. Course Packet <ul style="list-style-type: none"> - Thompson - Amason et al. - Katzenbach and Smith 2 Bolman and Deal <ul style="list-style-type: none"> - Chapter 1 and 2 	1. The Learning Model Instrument 2. Team Project and Prospectus 3. Team Contract 4. Shared Activity 5. Learning Styles: http://www.engr.ncsu.edu/learningstyles/ilsweb.html	1. Resume 2. Answer the following question on the back of your resume: “Imagine that it is March 9 th , this was a great class because ...”
Class Session #3 Tuesday January 19 th	Knowledge/Learning in Organizations <ul style="list-style-type: none"> • Film “The Stanford Prison Experiment” 		1. People Express Case Questions 2. Learning Styles Instrument #2	
Class Session #4 Tuesday January 26 th	The Structural Frame <ul style="list-style-type: none"> • Congruence Model • People Express Case • WIS Exercise 	1. Course Packet <ul style="list-style-type: none"> - Nadler & Tushman - Nadler & Tushman - Nadler - People Express Airlines -Davenport and Prusak (Chapter 6) 2 Bolman and Deal <ul style="list-style-type: none"> - Chapter 3, 4, & 5 		1. Team Contract & Peer Evaluation Criteria 2. Shared Activity 3. Team Prospectus 4. Individual Paper 5. Answers to the Stanford Prison Experiment Questions

Date	Topics	Readings (To be completed BEFORE class)	Assignments (Distributed)	Assignments (Due Today)
Class Session #5 Tuesday February 2 nd	The Human Resource Frame <ul style="list-style-type: none"> • Theory “X” and Theory “Y” • Maslow’s Hierarchy of Needs • Expectancy Theory • Case Analysis 	1. Course Packet <ul style="list-style-type: none"> - Kerr - Kerr - Collins 2. Bolman and Deal <ul style="list-style-type: none"> - Chapter 6,7, & 8 	1. Case Study	1. Journal Assignment (if you choose to analyze the Structural Frame)
Class Session #6 Tuesday February 9 th	The Political Frame <ul style="list-style-type: none"> • Negotiation Exercise 	1. Bolman and Deal <ul style="list-style-type: none"> - Chapter 9, 10, & 11 	1. Negotiation Exercise	1. Journal Assignment (if you choose to analyze the Human Resource Frame)
Class Session #7 Tuesday February 16 th	The Symbolic Frame <ul style="list-style-type: none"> • Culture 	1. Course Packet <ul style="list-style-type: none"> - Davenport and Prusak (Chap. 4 & 5) - O’Reilly 2 Bolman and Deal <ul style="list-style-type: none"> - Chapter 12, 13, & 14 		1. Case Study 2. Journal Assignment (if you choose to analyze the Political Frame.)
Class Session #8 Tuesday February 23 rd	I. Organizational Leadership & Organizational Change II. Decision Making	1. Course Packet <ul style="list-style-type: none"> - McGill & Slocum - Goleman 2 Bolman and Deal <ul style="list-style-type: none"> - Chapter 15, 16, 17, & 18 	1. Film Discussion Questions 2. Award Nominations Form	1. Journal Assignment (if you choose to analyze the Symbolic Frame)

Date	Topics	Readings (To be completed BEFORE class)	Assignments (Distributed)	Assignments (Due Today)
Class Session #9 Tuesday March 2 nd	EXAM			* IN CLASS EXAM
Class Session #10 Tuesday March 9 th	Team Presentations	<ol style="list-style-type: none"> 1. Course Packet - Davenport and Prusak (Chap. 8) 2. Bolman and Deal - Chapter 19, 20, & 21 		FINAL PRESENTATION & FINAL PAPERS