

University of Baltimore
Division of Applied Behavioral Sciences
APPL 652.085 Winterim 2019 (3 credits)
ORGANIZATIONAL THEORY AND DEVELOPMENT

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Office Hours: Email or Skype by appointment

Hybrid: In-Person Class Meets: Jan. 3, 10, & 15: 5-8:30pm in AC 252

Sakai

Copies of course materials, including syllabus, major assignment handouts, etc. may be found on Sakai. You are responsible for regularly checking the Sakai site for this course or direct emails (to your ubalt.edu email account; please be sure that my emails are not going to the junk folder).

Course Brief Description*

This course surveys organizational theory and techniques used to analyze organizational behaviors and structures for the purpose of organizational development. Topics include organizational structure and communication, sources of power, organizational culture, and organizational diagnosis.

Course Overview

This course focuses on major perspectives in organizational theory and their application and transformation over time. Organizational theory is not a single theory, but a community of like approaches to analyzing organizations. There are multitudes of models that may guide explanation or guide diagnosis of organizations. James Q. Wilson (1989) wrote, in *Bureaucracy: What government agencies do and why they do it*, "An organization is not simply, or even principally, a set of boxes, lines, and titles on an organizational chart. An organization, in the words of Chester Barnard, is a 'system of consciously coordinated activities or forces of two or more persons.' The most important thing to know is how that coordination is accomplished."

In order to guide our analysis and discovery of organizations, we ought to understand the models upon which the organizations are built, flourish, and redesign and to develop our own metaphors for supporting organizational diagnosis and intervention. We will study the contributions of seminal organization theorists and gain insights into how organizations are structured, how human behavior affects what they do and how organizations are influenced by their environments and vice versa. We use these theoretical foundations to practice diagnosing organizations in terms of environmental circumstances, organizational structures, leadership, and team dynamics.

Through Morgan's metaphors as lenses to think about different aspects of organization life within a context and environment (i.e., how they are born, form, grow, survive, and thrive), this course introduces students to multiple perspectives on organizational theories and the internal components and functions common to many organizations. Additionally, with guidance from

* University catalog description: Survey of organizational theory and techniques used in organizational development. Topics include organizational structure and communication, sources of power, organizational culture, Lewin's Change Model, Action Research and Schein's Process Change.

Harrison's diagnostics processes and other assigned readings, this course provides a practical approach for the analysis and diagnosis of organizational problems.

Student Learning Outcomes (SLOs)

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

- SLO1. Apply concepts of key organizational theories, frameworks, and metaphors to assess organizations' current structure and pain points.
- SLO2. Construct multi-theoretical approaches to organizational diagnosis and intervention.
- SLO3. Describe the systems approach to the study of organizations.
- SLO4. Evaluate the strengths and weaknesses of selected metaphorical lenses as they are applied to organizations.
- SLO5. Develop a metaphor that captures the relationship of an organization's structure and culture.
- SLO 6. Communicate professionally and persuasively through collaborative and independent written products.
- SLO 7. Elevate cross-cultural competence through intercultural interactions in groups and dyads by practicing alternative perspective-taking.

Required Texts/Readings

Harrison, M. I. (2005). *Diagnosing organizations: Methods, models, and processes* (3rd ed.). Thousand Oaks, CA: Sage. ISBN: 9780761925729

Morgan, G. (2006). *Images of organization*. (updated ed.). Thousand Oaks, CA: Sage. ISBN: 9781412939799

Other required readings will be available on Sakai. You are responsible for making sure you have a copy.

Assignments and Grading Scale

Summary of points:		GRADING SCALE
5%	1 Transcript of Chat (appx. Jan. 14)	A= 93+%
30%	2 UBalt group case studies (Due: Jan. 7 & 14)	A- = 89.5-92.9%
25%	1 GVT case study, submitted in 2 parts (Feb. 12 & 21) ¹	B+ = 87-89.49%
10%	Independent reflection paper (Due: Mar. 7)	B = 83-86.9%
25%	Responses/QCCs	B- = 79.5-82.9%
5%	Participation (in classroom, over discussion forums, at site visits)	C+ = 77-79.49%
		C = 73-76.9%
		C- = 69.5-72.9%
		F = below 59.5%

¹ Up to diagnosis (II.A-C) and references with UBarca students then, UBalt students continue in their smaller groups with intervention recommendations (II. D and E).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops. See information on add/drops at <http://www.ubalt.edu/academics/academic-calendar.cfm>.

Students should be aware of the current deadlines and penalties for adding and dropping classes. **Last day to drop without a “W” is January 2, 2019 and last day to drop with “W” is January 11, 2019.** The airfare travel stipend (up to \$800-BCN or \$900-BIQ against airfare and insurance receipts) will be applied to your account after our travel departure.

Class and Classroom Protocol and Etiquette

- 1) This syllabus represents a general framework of the content and direction of the course. As this course is being offered for the first time during a winterim and with a study abroad component, changes are to be expected, but not in scope and expectations.
- 2) Mature and respectful online and classroom behavior contributes to a positive learning climate, and is expected of all students.
- 3) All assignments are due at the time specified. *Late assignments will be marked down 5 percentage points if submitted within the first 24 hours, and will not be graded if later.*
- 4) Cell phone must be silenced during class meetings. Please be respectful of the learning environment, your classmates, and instructors.
- 5) E-mails will be checked regularly during normal business hours Monday-Friday.
- 6) Final class meeting at the end of February will be coordinated with students and attendance is required.
- 7) Due to the brevity and nature of this course, absence from any required class meetings will warrant **5 points reduced from your total average score for each absence** (i.e., you will not be able to earn a score higher than B+). Class meetings include site seeing and other cultural experiences coordinated for the entire class.

Methodology

Understanding of course materials will be reinforced and/or assessed through Sakai and class discussion forums, lectures, case studies, reflection, and responses to readings.

This course relies on a semi-independent learning model for the pre-trip and post-trip phase. You will have to carefully pace your reading and submission of responses to questions posed on the discussion forums (on Sakai). Additionally, in groups you will have to prepare three case studies (for grades), independently write a reflection piece (that intertwines your reviews of the company site visits and guest speaker), and attend lectures.

UBalt teams will consist of 3 to 4 students to analyze two practical cases. Some of you will maintain your UBalt teams and some will be split up. You'll add 2 to 3 more team members when you study abroad; teams will consist of 4 to 5 students. Thus, you'll be in a global virtual team (GVT). BCN Study Abroad will include a pre-departure get-to-know your teammates and a post-study abroad GVT case study.

Study Time

Due to the time compression, this course will be fast-paced. You must make every effort to pace your readings beginning now. Be sure to read chapters at least twice before posting and responding to QCCs.

Assignments

CASE STUDIES: Throughout the course of studies you will be working in your teams to prepare case study analyses. Be sure to integrate literature from Morgan, Harrison, and others, as relevant. Your 2 UB case studies should be appx. 5 pages in length (double-spaced), the GVT

case study will be appx. 15-pages in length. All case analyses shall adhere to the format prescribed in Appendix A (unless otherwise specified). Cases will be evaluated via the rubric summarized in Appendix B.

Note. UBalt students studying with UBarca students will prepare with their UBarca students all components associated with I, II.A, II.B, II.C, and III. The UB-UB work will be turned in Feb. 12. UBalt students will then complete the remaining components of the assignment with their UBalt partner(s; who studied with UBarca students). The full case analysis will be due February 21, 2019.

Case analyses must include citations and references and follow the American Psychological Association (APA) Publication Manual (6th ed.) format. Your works should be **submitted via Turnitin.com (on Sakai) by the specified or announced date and time. The date and time serve as the postmark.** Please submit only one paper per student group. The submitter does not have to be the same person each time.

Writing resource: <http://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>

RESPONSES OR QUESTIONS/COMMENTS/CRITICISMS (QCCs): For each discussion forum, students will be expected to submit one response for one of the discussion thread options. If you have something different to say or question, feel free to express it instead of answering the question, but be sure to note that you are expressing something different under the thread option **“Different Thought.”** [Note that this should not occur more than 2 times across the 8 forums]. After presenting your response, you will be permitted to see others’ responses. **You must respond to at least 2 other people’s responses within each discussion forum and at least one should be on a different thread.** (It is preferable that you engage in different threads). The discussion forum necessitates a shared creation of learning. I’ll be right there with you, observing and guiding (when needed).

Grading: I will be looking for quality, insightfulness, timeliness, and stimulation in both what you write and how you respond. Be sure to quote important passages and direct your readers to page numbers from which your response was inspired. You are encouraged to relate the readings to your work or personal experience or other readings that you have done, as well as to uncover, articulate, and challenge assumptions; and propose alternative interpretations based upon reasoned, analytical thinking. You should ask probing questions and provide answers. By challenging someone’s assumptions, inferences or conclusions (respectfully, of course), you can help to clarify his or her thinking considerably. Just remember to challenge *what* is being said, not *who* is saying it.

On 1/3, 10, and 15, we will study a bit more what metaphors are about in the realm of organizational theories, discuss some highlights from the readings, and possibly have facilitated class activities. The forums, however, are a way to engage in dialogue and to read and learn from one another. I will also look to see that you have submitted early enough for people to post responses to you. Each person’s (lead) posting **MUST have at least 2 peer commentaries.** Therefore, if you get to a post that you really want to reply to, but it has already 2 peer responses, you may give a reply, but then choose at least 2 more so that each student’s response has gotten some attention. The earlier you post the better, so that others can have a chance to respond to your posting. And, to make things interesting, you are encouraged to reply to classmates’ responses to your posts. In other words, stimulate the dialogue. For every thoughtful and stimulating response you give to other’s replies under your thread, you can receive an additional ½ point extra credit toward your UBalt case analyses up to 5 points. Furthermore, it demonstrates participation and supports your participation grade too. And,

because learning is not just about earning a grade, I encourage you to respond to the postings of your classmates regardless of the potential points you may earn. Dialogues will close two weeks after the initial response due date.

PARTICIPATION: Participation will be evaluated by both online engagement and face-to-face engagements. I will observe and note your (intercultural) interactions and communications to determine how much you are giving, as much as taking, toward your learning and development. By not participating in discussions you are cheating your fellow classmates from learning from your own thoughts and experiences. Active learning should stimulate students' critical thinking about issues. **Be inquisitive; always ask questions.** Grades are determined by preparation of class assignments, discussions, and active engagement in class activities.

PEER EVALUATION: Students will be asked to evaluate their UB teammates' performance on team case studies. You will each submit one personal and peer performance evaluation soon after completion and submission of each case study. You will have access to an anonymous online peer evaluation form that I have created. Be sure to establish *clear goals* and *role expectations* of one another. Also, establish *deliverable deadlines*. Consider and vocalize to your team realistic and unrealistic expectations and come to a compromise on how to get work done. Exchange your schedules early and often. Peer evaluations are due to be completed no later than 48 hours after completing the assignment. The evaluations will be taken into consideration when final case study grades are calculated. Failure to complete a self and peer evaluation will automatically reduce your grade by 4 percentage points. Failure to provide qualitative justification will warrant a loss of 2 percentage points.

Firing Option. Sometimes peer evaluations are not enough to get your peers to participate, while I do not anticipate any problems, I am presenting a **firing option**. The firing option links to any of our coursework assignments that you work with a group. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will have to conduct an additional research project on their own in addition to completing any remaining assignments.

REFLECTION:

Your reflection paper (due 3/7/19 @ 12pm) will consist of two required parts. Part I should be between 1000 to 1250 words in length (for the body of the paper; a little more is fine, less is not). Part II must be a minimum of 500 words; more is appreciated.

Part I. What is your image(s) of organizations, now that you have taken the class? What does the study and practice of organizational theory mean to you? Reflect on the site visit and guest speaker. What are some lessons you learned? What kind of metaphors would you present for the organizations and why? Present your understanding of Morgan's metaphor and create your own inspired metaphor (be sure to link it to an existing organizational theory).

Part II. Please share with me your views about your experience with this study abroad program and course. What were some of the highlights and lowlights? Other than visiting another country, what do you feel you gained from the experience? Is there anything you found particularly interesting and useful during the course (as related to course content) and why?

Resume Poppers: The experiences provided as you work to fulfill these various assessment and activities not only enhance your declarative knowledge of organizational theory, but also develop students' abilities to apply diagnosis and design metaphors, work across cultural divides and countries, and foster critical-thinking, research and integration, intercultural

communication, organization, information technology, decision-making, project management, performance goal-setting and evaluation, and teamwork skills.

Student Success Resources

For more information on items below, see Syllabus Addendum on Sakai Syllabus page.

Office of Technology Services (OTS), AC 101, provides technology support to the UB community. email: callcenter@ubalt.edu; Phone: (410) 837-6262

Sakai Support, has a 24/7 hotline if you experience any problems uploading your assignments. 24/7 Toll-Free Phone: 1.855.501.0856 or 24/7 Email: ubsakaisupport@ubalt.edu

Library, Psychology library liaison: Mike Kiel, skiel@ubalt.edu

Reference & Instruction Librarians: langref@ubalt.edu, (410) 837-4274 or (888) LANGREF. Langsdale Library online chat service: <http://langsdale.ubalt.edu/research-help>.

Disability and Access Services (DAS), Academic Center 139, das@ubalt.edu, (410) 837-4775

Students requesting accommodations must register with the DAS to establish a record of their disability. DAS provides reasonable and appropriate accommodations for students who have documented disabilities. For documentations guidelines and more information, visit the DAS website at www.ubalt.edu/das.

INOVA Student Assistance Program, (844) 523-3363

Provides students assistance with personal counseling, family concerns, academic skills, finances, substance abuse, legal consultations, child care, and more. All INOVA services are available to current UB students, as well as their families.

Office of Community Life, Academic Center 112, communitylife@ubalt.edu, (410) 837-4755

University Policies (see syllabus addendum for complete information)

Academic Integrity

Students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). When practiced, academic integrity ensures that all students are fairly graded. Violating 'Academic Integrity' undermines the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity.

Students should know the [Academic Integrity Policy for the University of Baltimore](#). Your own commitment to learning, as evidenced by your enrollment at the University of Baltimore and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Code of Conduct](#) is available at http://www.ubalt.edu/campus-life/student-handbook.cfm#Code_of_Conduct.

Instances of academic dishonesty will not be tolerated.

- Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. It includes but is not limited to:
 - Copying in part or in whole, from another's test or other evaluation instrument;

- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
 - Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy;
 - Altering or interfering with grading or grading instructions;
 - Sitting for an examination by a surrogate, or as a surrogate;
 - Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.
- Plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism includes but is not limited to:
 - The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's scholarly works as one's own.

Cheating or plagiarism will result in a failing grade and sanctions by the University.

University Policy on Turnitin

Incorrect use of other work(s), as identified by the professor or Turnitin will likely result in plagiarism charges submitted in writing to the OCL, and findings of plagiarism can lead to a failing grade on an assignment, a failing grade in the course, or even suspension from UB. Not understanding the definition of plagiarism or improper attribution are not excuses for failure to abide by originality requirements in this or any other course.

Privacy Act

Public Law 93-380 (Family Educational Rights and Privacy Act of 1974, also known as the "The Buckley Amendment") provides certain rights to students (and, in some cases, parents) concerning access to educational records. For more specific information on your privacy rights, visit the [FERPA for Students website](#).

University Police, Charles Royal Bldg. 200, ubpolicedepartment@ubalt.edu, 410.837.5520. **EMERGENCY PHONE: (410) 837-4444 Relay users dial 7-1-1**

All UB students are encouraged to download the emergency phone app [LiveSafe](#). The app connects UB students to the UB Police Department in a seamless manner, allowing for efficient communications and response. LiveSafe is free for all members of the UB community.

Emergency notification phone line: 410.837.4201

Emergency Campus Text Alert System: Register for this emergency notification system. Once registered, you will be alerted to any emergency on campus regardless of where you are - on, off or on route to campus. Sign up for the Campus Text Alert System through the tools in the MyUB portal.

Inclement Weather Advisory

In the event that UB is delayed due to inclement weather or other unforeseen circumstances or if inclement weather is predicted, please check your email throughout the day to know if class will be cancelled or held online. If class is ever cancelled, for whatever reason, you will still be responsible for the day's assignments and turning in any assignments due via Sakai by the due date and time.

APPL 652.085/ ORGANIZATIONAL THEORY AND DEVELOPMENT, Winterim 2019**Course Schedule**

(This schedule is subject to change with fair notice in class and via email.)

November 4, 2018

Introduction to Course: What is theory, metaphor, and organizational diagnosis?

December 13, 2018 @ ~8pm

Introduction: What is organizational theory?

History of Organizational Theory

Preparing for study abroad: what to expect; create teams; resources.

Recommended Reading Order, Discussion Forum Questions, and ResponseSubmission Deadlines:

Gareth Morgan's *Images of Organization*

Nov 4 to Dec. 10: Read through (quickly) Morgan chs. 1 to 7; 10; 11 to get a feel for the topic and a general overview.

Dec. 17-28, 2018

Carefully read chapters to address each of the Discussion Forums. Try to address a new discussion forum every two days. Remember to refer to the book, incl. page #s.

Discussion Forum 1) Preface, Chapters 1 and 10 (Intro. to Organizational Theory)

- a. What is an organization? How can we describe organizations? What general functions are common to all organizations? How are organizational boundaries defined? OR
- b. What are some strengths and weaknesses of metaphors as a method for studying organizational theory? OR
- c. Watch: Video: "The Deep Dive." ABC News Nightline profiles Ideo Company: <https://www.youtube.com/watch?v=2Dtrkrz0yoU> Discuss the profile in relation to Morgan's approach to studying metaphors.

Discussion Forum 2) Chapter 2 (Machines)

- a. Drawing on theories and principles of scientific management, do organizations really function as machines? Why or why not? How does this type of management give rise to bureaucracy? What are the benefits and costs associated with organizing in this manner? OR
- b. What is the origin of organizations as we now know them? When and why did the study of organizations begin? What is "bureaucracy"? What are its main features? What is scientific management? What are its main features? OR
- c. What is the fundamental premise underlying classical theory? Under classical theory, what are the primary functions of organizational managers? What are the strengths and shortcomings of the classical approach to thinking about organizations? OR
- d. What are the circumstances and conditions influencing the effectiveness, successes, and failures of a mechanistic organization? What are some social consequences of mechanization and the bureaucratization of society? OR

- e. How does metaphorical thinking reinforce how the mechanistic approach to organization has become a taken-for-granted mindset, and to open the way to alternative modes of thinking?

Discussion Forum 3) Chapter 3 (Organisms)

- a. What happens when we think about an organization in biological terms? Consider an organization you know and apply this metaphor to identify organizational systems and subsystems.
- b. What are the distinctions between mechanistic and organic organizations and related ideas about the variety of the species? What does the “organization as organism” metaphor reveal about the way in which organizations form, adapt, interact with their environment, and ultimately thrive or die? OR
- c. What is meant by organizations as “open systems”? What are principles of contingency theory: the idea of “good fit” (congruency) within the organization and between organization and environment? How is it that there is no one best way of organizing – describe strengths and weaknesses in different approaches. OR
- d. Describe the principle of differentiation and integration. Why is strategy and the choice in the process of developing “good fit” (organizations, unlike organisms, do not always “adapt” spontaneously) important? OR
- e. Describe an organization with which you are familiar to illustrate how environments are constantly changing and how the new forms of turbulence and change are encouraging the development of organic networking, within and between organizations, and new concepts of collective strategy.

Discussion Forum 4) Chapter 4 (Brains/Learning)

- a. Do organizations have the capacity to learn? How can we instill double loops learning process into our organizations? Applying systems thinking, how can you apply this metaphor to an organization with which you are familiar? OR
- b. Discuss 2 current theories and practices that promote organization-wide learning, innovation, and the creation of learning organizations by generating ‘intelligent’ organizing processes. What are the strengths and weaknesses of these theories/practices? OR
- c. What are the barriers to learning and innovation created in bureaucratic organizations and many management control systems? OR
- d. What is single and double-loop learning? In what way are organizations like holographs organization? Describe the means of systematizing the principles through which managers can develop learning-oriented organizations that self-organize and self-renew.

Discussion Forum 5) Chapter 5 (Culture)

- a. How do values, artifacts, shared assumptions and other intangible practices work together to create an organizational culture? Discuss how an organization’s culture impacts the decision-making and behavior of organizations. What is the role of culture in organizational change? OR

- b. How are organizations understood as cultures and how are corporate culture is created and sustained? What do you anticipate happening to the organization as culture metaphor with the advent of Global Virtual Team? OR
- c. How does a focus on the dynamics of culture and the methods used to create and manage meaning open the door to new styles of management? OR
- d. What is the relationship between corporate culture and subculture? What are the tensions that exist between them? Describe your own organizational experience with respect to the tension.

DUE: Responses/QCCs to discussion forums 1-5 by Dec. 28, 2018 @ 9:30am

DUE: At least 2 replies to peers' first (lead) responses by Jan. 2, 2019 @ 9:30am

Remember: *Every posting should have at least 2 replies. As the lead author, please respond to people's commentaries on your initial post. For each additional post you make after the required ones, you earn ½ point EC.*

Be Timely. *If you post too late for peers to reply, you will not get credit for your post. So, please post early. Moreover, the sooner you post, the sooner you can respond to others' postings. You will only be able to see and respond to other's postings after you have submitted your own.*

Case Study 1: *See Assignments Tab on Sakai after Dec. 11, 2018. Also see the guidance for preparing the case study analysis.*

DUE: *Case Study 1 Due Jan. 7, 2019 by 12pm. One submission per group. (15%)*

Dec. 28, 2018 to Jan. 7, 2019

Discussion Forum 6) Chapter 6 (Political Systems)

- a. What are the political and power structures at play in your organization? Specifically, how do you identify competing interests? How are power and capital (political, social) amassed and applied in organizations? OR
- b. How are organizations political systems? What are skills of political management and conflict resolution? Describe a time when you observed (or you yourself) navigated through the organization's political system. What was the situation and how did you manage the system? OR
- c. What is meant by organizations rationalizing rather than being rational? How is rationality best understood through a concept of political rationality?

Discussion Forum 7) Chapter 7 (Psychic prisons)

- a. Digging deep into the psyche of an organization, how do people become trapped within organizations because of unconscious patterns and processes? OR
- b. In what way does Morgan explain that organizations and their members can get "trapped" by the realities they create? What are some behavioral reasons these experiences occur? Please draw on psychoanalytic and other explanations associated with the unconscious. OR

- c. What is your take on the ideological aspects of entrapment and the links between the ideologies that underpin modern organizations and those underpinning modern societies?

Discussion Forum 8) Chapter 11 (Shaping Organizational Life) & Harrison's *Diagnosing Organizations* (read entire book) – This response will NOT be brief, but full digestion of the material is imperative.

- a. Drawing on Ch. 11's integration and Harrison's book, how can the metaphors we have been studying be applied to organizational diagnosis? How does the choice of conceptual frames influence the conduct of organizational analysis?
OR
- b. Discuss 1 or 2 issues or problems relating to the subject matter of this course currently facing your organization. How can you use the insights of the various metaphors to deepen your understanding of these issues or problems and apply Harrison's methods to assist your organization in creating meaningful and lasting change?

DUE: Responses/QCCs to discussion forums 6-8 by Jan. 7, 2019 @ 9:30am

DUE: At least 2 replies to peers' first (lead) responses by Jan. 9, 2019 @ 9:30am

Case Study 2: See Assignments Tab on Sakai after Jan. 2, 2019.

DUE: Case Study 2 Due Jan. 14, 2019 by 12pm. One submission per group. (15%)

BCN Study Abroad Students: Additional Readings (These will not require Responses/QCCs, however you will have to be prepared to discuss in class with your Barcelona peers – *make me proud*)

DUE: Read these articles for January 21, 2019 class: HSA and Leadership

Quijano et al. (2008) - Human System Audit (HSA) for the analysis of human behavior in organizations

Berger et al. (2011) - Validity of the Human System Audit Transformational Leadership Short Scale (HSA-TFL) in four European countries

Heller et al. (2014) - Does an adequate team climate for learning predict team effectiveness and innovation potential? A psychometric validation of the team climate questionnaire for learning in an organizational context

Navarro et al. (2011) - Work-groups in organizations: A basic tool to manage increasing complexity and ambiguity (English version)

Saturday, Jan. 19 – Friday, Jan. 25 –Schedule for Study Abroad trip (posted on Sakai after Dec. 11, 2018)

Additional Assignment Due Dates: Posted on "syllabus" tab of Sakai.

Optional Reading: Morgan Chs. 8 and 9 (Flux and Domination Metaphors)

We are not covering these chapters, however, should you choose to read it on your own, you will certainly find it interesting, particularly as organizations are finding that they have to regularly reinvent themselves (consider AT&T, GM, and Yahoo!) and more organizations are instituting practices demonstrative of corporate social responsibility. Questions that may guide your reading and processing of these chapters are:

Chapter 8.

1. What is the relevance of understanding the underlying logics that shape and direct change in social settings?
2. What are policy issues that arise from an organization that is always in flux, and how can this provide a useful perspective for organizational change design and intervention?

Chapter 9.

1. What is the significance of corporate social responsibility and how does it reflect corporate ethics?
2. What is the nature of “radicalized organizations?” What is the source of this radicalization and of the “us” versus “them” attitudes found in many aspects of labor/management relations?
3. What are the consequences of “radicalized organizations” in terms of management of organizations generally and the future of labor/management relations?

Guidelines for Written Works

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or modified by the professor:

- All work must be typed, double-spaced, utilize 12-point font Times New Roman, 1” margins all around, no extra white space, page numbers upper right with a right justified page header (like on this syllabus)
- All assignments must be turned in electronically (unless otherwise noted in the course syllabus) via Sakai. All assignments must be .doc. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
- Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

Appendix A Case Study Format

(see p. 13 of syllabus for some guidelines of written works)

- I. Cover page including Case Study #, Case Title, Authors Names, University Affiliation, Date (centered vertically and horizontally on page)
- II. Body of Paper (formatted per APA Publication Manual Guidelines, 6th ed.)

Case Title

- A. **FACTS:** Describe the organization. Provide a brief summary of the key facts bearing on the case (you might need to look up some information). Do not repeat every fact of the case study in detail, but provide essential information that provides an adequate context for the discussion that is to follow. Describe the mission of the organization and the nature of its work (e.g., industry, type of business the organization is in and how it is organized). Describe whether the organization represents a “closed” or “open” system. Describe the products and services provided. Describe the organizational size (number of people).
- B. **ASSUMPTIONS/UNDERSTANDING:** Identify (1) the level of analysis you are focusing on to analyze the case (i.e. organization, group, or individual), (2) the nature of the organization (e.g., what are the beliefs as to why it is organized as it is), and (3) your frame of analysis and rationale in deciding how to resolve organizational problems or issues (i.e., draw on the images, metaphors, theories, you have been studying or possibly create your own image to frame your analysis; What are the factors/variables you plan to address in the case (these are driven by your understanding of the case)?)
- C. **ISSUES:** Highlight the issues, pain points, tensions, and key concepts raised by the case. This is a good place to situate the issues in the metaphor, theory, or approach you are taking to analyze the case.
- D. **SOLUTION/ALTERNATIVE PERSPECTIVE:**
 - In this section, you should provide the recommended approach or intervention based on the metaphor, concept, or approach that you selected.

OR

 - If the case does not call for recommending a solution, please provide an alternative theoretical approach from a different metaphorical perspective from which to diagnose the organization and detail how that theory/metaphor deviates from the first theory/metaphor identified.
- E. **JUDGMENT:**
 - Provide your assessment of the likely results of your proposed solution, along with residual issues and activities required to address them.

OR

 - If the case does not call for recommending a solution, please present strengths and weaknesses of both theoretical frameworks. What environmental presses might necessitate maintaining one theoretical framework over the other (discuss for both theories/metaphors)?

- III. References

**Appendix B
Rubric for Evaluating Case Studies**

	Inadequate 70% or below	Needs Improvement 71 – 79%	Meets Expectations 80 – 89%	Exceeds Expectations 90 – 100%
Content - 75%				
Facts (20%)	Insufficient facts to determine context or excessive facts not germane to the case.	Adequate summarization of facts necessary to establish the context of the case.	Good summarization of facts to establish context of case. Demonstrates some perceptivity.	Concise summarization of essential facts. Reflects considerable perceptivity.
Assumptions/ Understanding (20%)	Inadequate or insufficient identification and explanation of level of analysis, nature of the organization, or frame of analysis.	Identifies and explains level of analysis, nature of the organization, and frame of analysis, and rationale is adequate.	Identification and explanation of level of analysis, nature of the organization, and frame of analysis are rationale, coherent, and substantiated with examples.	Identification and explanation of level of analysis, nature of the organization, and frame of analysis are rationale, coherent, and substantiated thoroughly with poignant examples.
Issues (20%)	Issues, pain points, or concerns are not related to a specific lens, concepts, theory, or metaphor. Fails to identify relevant issues.	Identifies issues, pain points, or concerns reflecting a lens, concept, theory, or metaphor in assigned readings or literature. Analysis is superficial.	Identifies issues, pain points, or concerns reflecting a lens, concept, theory, or metaphor in assigned readings or literature. Logical analysis.	Identifies issues, pain points, or concerns reflecting a lens, concept, theory, or metaphor in assigned readings or literature. Also integrates concepts and frameworks across assigned readings or literature. Exemplary analysis.
Solution/Alternative Perspective (20%)	Solutions/alternative perspectives not linked to issues or relevant readings or literature. Inadequate level of interpretation. Not well-reasoned.	Solutions/alternative perspectives linked to issues or relevant readings or literature. Adequate level of interpretation and reasoning.	Solutions/alternative perspectives reflect thoughtful analysis. Convincing and well-reasoned. Assertions adequately supported by assigned readings or literature.	Original and insightful solutions/alternative perspectives, reflecting synthesis of readings and literature. Solutions/alternative perspectives are persuasive and compelling.

<p>Judgment (20%)</p>	<p>Lack of applied judgment. Demonstrates inaccurate or superficial use of readings or literature.</p>	<p>Reasonable interpretation and rationalization based on rudimentary understanding of readings or literature.</p>	<p>Well-reasoned and feasible interpretation of likely outcomes based on accurate use of readings or literature.</p>	<p>High level of analysis, synthesis, and explication in sufficient depth. Conveys insight and good command of assigned material.</p>
<p>Professional – 25%</p>				
<p>Format (50%)</p>	<p>Does not adhere to APA format, or reflects mediocre organization and writing. Many errors. Did not address all the elements; fails to provide clear explanation and reasoning.</p>	<p>Attempts to adhere to APA format. Reflects attempts at good organization, formatting, and writing. Attempts to adhere to <i>APA Publication Manual</i> (6th ed.) guidelines, but noticeable errors are present. Includes all components of the assignment as specified in the syllabus.</p>	<p>Adheres to APA format. Reflects good organization, formatting, and writing. Adheres to <i>APA Publication Manual</i> (6th ed.) guidelines. Includes all components of the assignment as specified in the syllabus. However, formatting errors are noticeable, but not excessive.</p>	<p>Adheres to APA format. Reflects excellent organization, formatting, and writing. Error free. Follows <i>APA Publication Manual</i> (6th ed.) guidelines. Includes all components of the assignment as specified in the syllabus.</p>
<p>Language (50%)</p>	<p>Paper is incoherent and unclear; terminology used imprecisely and/or incorrectly, excessive typographical, spelling, grammatical, punctuation errors.</p>	<p>Paper struggles with clarity, coherence, <i>or</i> ease of understanding. Language is not coherent <i>or</i> may be superfluous. Terminology may be used incorrectly at times. There are noticeable typographical, spelling, grammatical, punctuation errors.</p>	<p>Paper may struggle with clarity, coherence, <i>or</i> ease of understanding. Language may not be coherent <i>or</i> may be superfluous. Terminology may be used incorrectly at times. There are a few noticeable typographical, spelling, grammatical, punctuation errors.</p>	<p>Language is clear, concise, and easy to understand. Uses terminology appropriately and is coherent. Free of typographical, spelling, grammatical, punctuation errors.</p>