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Office Hours: Thursdays 10:30am-12:00pm; Encina Hall, West 406

**ORGANIZATIONAL STUDIES: THEORIES AND ANALYSES
EDUCATION 288, SOCIOLOGY 366**

Spring 2010/11

(Version: 21 March 2011)

Time: Thursdays, 5:15pm – 8:05pm

Location: Wallenberg Hall, Room 124 (Auditorium)

Formal organizations are rapidly expanding: in numbers (more of them formed), in scope (with more functions, units, and responsibilities), and in reaches (in more countries and sectors worldwide). Accompanying this trend is also the expansion of the field of study of organizations and the scope of theories to explain the operations, formation, and challenges of organizations. This course is designed as an introductory class to organizational studies, combining theoretical discussions with direct application of such theoretical “tool kits” to the everyday challenges that organizations face under complex and rapidly changing strategic and societal conditions.

By carefully studying the principal organizational theories of today and by reviewing the history of the field of organizational studies, class discussions will highlight key conceptual tools to understand organizations. Drawing from classic arguments and debates, discussions will explicate the use of such conceptual tools through analysis of cases and review of current empirical research. The core theories reviewed are made relevant to a wide range of topics (change and reform, leadership, organizational structure, and decision-making) and to a wide range of sectors (schools and universities, of course, but also to other not-for-profit and governmental contexts).

The course is aimed at the study level of MA students yet it is appropriate for both PhD students and advanced undergraduate students who are making initial steps in the field of organizational studies.

Teaching Assistants:

Jesse Foster (jfoster3@stanford.edu)

Elizabeth Buckner (ebuckner@stanford.edu)

Class Information

- Syllabus, reading material (additional to the required book), announcements, and assignments are all listed on CourseWork.
- Class notes will be posted on CourseWork within 24 hours prior to each session.

Requirements

- Attendance and participation in class sessions are required. See grade instructions for further specifications of related requirements.
- Students should prepare for each session by reading all articles. Reading material, except for books, is available on CourseWork.
- To assist in this preparation, students should submit short reading commentaries, phrased in the form of questions, based on the weekly reading material. One should submit a total of four (4) such commentaries throughout the quarter, on the weekly reading material and topic (at dates and thus on subjects of your choice).
- A mid-term, take-home exercise will be handed out in class on Thursday, 5 May 2011, to be returned by noon (12:00 pm) on Monday, 9 May 2011.
- A final, take-home exam will be handed out in class on Thursday, 19 May 2011, to be returned by noon (12:00 pm) on Monday, 23 May 2011.
- All work must be submitted typed, either uploaded onto CourseWork or delivered in “hard copy” in class.
- Submitted work will be graded. Any late submission will result in grade penalty.

Grading:

- 20% Four (4) commentaries
- 20% Mid-term exercise
- 50% Final exam
- 10% Attendance and participation in class discussions

Grading Scale:

A+ = 98-100	B+ = 87-89	C+ = 77-79
A = 94-97	B = 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73

READING MATERIAL

Bolman, Lee G. And Terrence E Deal. 2008. *Reframing Organizations: Artistry, Choice and Leadership* (4th edition), John Wiley & Sons.

* Recommended compilation: Shafritz, Jay M., J. Steven Ott, and Yong Suk Jang (eds.) 2010. *Classics of Organization Theory* (7th edition), Thomson Wadsworth.

** All other readings are available on CourseWork site for the class. Posted reading material is subject to fair use clause: it is to be used for class activities only and not to be distributed or used in any other way.

PARAMETERS FOR REQUIRED ASSIGNMENTS

Stanford University students are assumed to adhere to the guidelines set in the Honor Code, which “articulates University expectations of students and faculty in establishing and maintaining the highest standards in academic work.”

See, <http://www.stanford.edu/dept/vpsa/judicialaffairs/guiding/honorcode.htm>

Attendance:

Attendance and participation in class sessions are required. In case one has to miss a class session, the student must make an arrangement with the instructor *in advance*. Any *excused* absence requires a submission of an additional reading commentary. In addition, a single *excused* absence will not result in reduction of grade, while additional absences will result in grade penalty.

Reading Commentaries:

Due: 4 throughout the quarter; to be submitted by start of session.

To assist with preparation for each class discussion, students should submit short reading commentaries, based on the reading material. You should submit a total of four (4) such weekly commentaries throughout the quarter.

Each commentary should include 2 *distinct* questions related to the reading material, thus revealing your commentary on the issues discussed. The questions should reflect remarks, interpretations, opinions, or views on issues arising from the reading material. Questions should be of the sort that raise a discussion as an answer, rather than “closed” (yes/no) questions or questions whose answer is evident in the text.

Commentaries will be evaluated based on the thoughtfulness, clarity and boldness of the argument and on the quality of the composition. Each commentary will be graded Pass/Fail (thus giving full-, or no, credit for the work).

Mid-Term Exercise:

Due: by noon on Monday, 9 May 2011; Distributed in class, Thursday, 5 May 2011.

To practice the application of Bolman and Deal’s ideas of the four frames of organizational studies, students will be provided with this opportunity to analyze a case according to these frames. Case material will be provided. The answer to this exercise must be no longer than 1,500 words.

The answer will be evaluated based on the thoughtfulness of, and correct, application of frame set-up to the case material, as well as on the clarity and quality of the composition. The answer to this mid-term exercise will be given a letter grade.

Final Exam:

Due: by noon on Monday, 23 May 2011; Distributed in class on Thursday, 19 May 2011. The final exam will consist of four (4) questions, grouped into 2 categories; students must answer two (2) of the questions, one question from each of the two categories. An answer to each exam question must be no longer than 1,500 words.

Answers will be evaluated based on the thoughtfulness of the answer, the use of analytic tools introduced in class, reliance on reading material discussed in class, and the clarity and quality of the composition. The answers to this final exam will be given a letter grade.

Submission of Written Work:

All commentaries and other written submissions can be either uploaded onto CourseWork or handed in. Work must be typed; 12-size font, 1” margins on 4A paper.

Late Submissions:

Assignments must be turned in on time, as specified. If one is unable to meet a deadline, permission to turn in late work must be received from the instructor *at least one day before* the due date. Late work will be marked down half a grade for each day it is late. No late submission of reading commentaries will be granted; see above specifications.

Computer Use, in Class:

To take advantage of Wallenberg Hall’s teaching and learning opportunities, computer use in class is encouraged; yet, computer use in class is strictly limited to class matters. Computer use for non-course related work (e.g. personal emails, surfing the internet) during class session will be issued a warning. If the student continues in this behavior despite the warning, a grading penalty based on the instructor’s discretion will be given.

Special Assistance:

Students requiring special assistance and relying on the services of the Office of Accessible Education (OAE) will be given special consideration once informing the instructor of the circumstances.

CLASS SCHEDULE AND BIBLIOGRAPHY

Session 1: Thursday, 31 March	Introduction
Reading	<p>Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 1: "Introduction: The Power of Reframing," pp. 3-22. Ch. 15: "Integrating Frames for Effective Practice," pp. 311-326.</p>
Session 2: Thursday, 7 April	Crisis and Failure: a starting point for organizational analysis
Reading	<p><u>Review:</u> Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 2: "Simple Ideas, Complex Organizations," pp. 23-44.</p> <p><u>Theory:</u> March, James G. 1999 "Understanding How Decisions Happen in Organizations." Pp. 13-38 in <i>The Pursuit of Organizational Intelligence</i>, Blackwell.</p> <p>Camillus, John C. 2008. "Strategy as a Wicked Problem." <i>Harvard Business Review</i>, 86(5): 99-106.</p> <p><u>Case:</u> Vaughan, Diane. 1990. "Autonomy, Interdependence, and Social Control: NASA and the Space Shuttle <i>Challenger</i>." <i>Administrative Science Quarterly</i>, 35(2): 225-257.</p>
Session 3: Thursday, 14 April	Structure and Function
Reading	<p><u>Review:</u> Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 3: "Getting Organized," pp. 43-69. Ch. 4: "Structure and Restructuring," only pp. 71-87.</p> <p><u>Theory:</u> Weber, Max. 2005 (1922) "Bureaucracy." Pp. 73-78 in Shafritz, Ott and Jang (eds.) <i>Classics of Organization Theory</i> (6th edition), Thomson Wadsworth.</p> <p>Jaques, Elliot. 2005 (1990). "In Praise of Hierarchy." Pp. 231-238 in Shafritz, Ott and Jang (eds.) <i>Classics of Organization Theory</i> (6th edition), Thomson Wadsworth.</p>

Session 4: Thursday, 21 April	Power and Interests
Reading	<p><u>Review:</u> Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 9: “Power, Conflict, and Coalition,” pp. 191-210. Ch. 11: “Organizations as Political Arenas and Political Agents,” pp. 229-246.</p> <p><u>Theory:</u> Pfeffer, Jeffrey and Gerald R. Salancik. 2005 (1978). “External Control of Organizations: A Resource Dependence Perspective.” Pp. 521-532 in Shafritz, Ott and Jang (eds.) <i>Classics of Organization Theory</i> (6th edition), Thomson Wadsworth.</p> <p><u>Case:</u> Davies, Scott. 1999. “From Moral Duty to Cultural Rights: A Case Study of Political Framing in Education.” <i>Sociology of Education</i> 72(1): 1-21.</p> <p>Quinn, Rand. 2006. “The Milwaukee Parental Choice Plan.” Stanford University School of Education Case.</p>
Session 5: Thursday, 28 April	Organizational Psychology
Reading	<p><u>Review:</u> Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 6: “People and Organizations,” pp. 119-138. Ch. 8: “Interpersonal and Group Dynamics,” pp. 165-187.</p> <p><u>Theory:</u> Janis, Irving L. 2005 (1971) “Groupthink: The Desperate Drive for Consensus at Any Cost.” Pp. 185-192 in Shafritz, Ott and Jang (eds.) <i>Classics of Organization Theory</i> (6th edition), Thomson Wadsworth.</p> <p><u>Application:</u> Edmondson, Amy C., Richard M. Bohmer, and Gary P. Pisano. 2001. “Disrupted Routines: Team Learning and New Technology Implementation in Hospitals.” <i>Administrative Science Quarterly</i>, 46: 685-716.</p>
Session 6: Thursday, 5 May	Organizational Culture
Reading	<u>Review:</u>

	<p>Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 12: "Organizational Symbols and Culture," pp. 251-278.</p> <p><u>Theory:</u> Schein, Edgar H. 2005(1993). "Defining Organizational Culture." Pp. 360-367, in Shafritz, Ott and Jang (eds.) <i>Classics of Organization Theory</i> (6th edition), Thomson Wadsworth.</p> <p><u>Application:</u> Hofstede, Geert, Bram Neuijen, Denise Daval Ohayv, Geert Sanders. 1990. "Measuring Organizational Cultures: A Qualitative and Quantitative Study across Twenty Cases." <i>Administrative Science Quarterly</i>, 35(2): 286-316.</p>
Mid-Term Exercise	<p>Distributed in class. Due: by noon on Monday, 9 May 2011.</p>
Session 7: Thursday, 12 May	Network Analysis
Reading	<p><u>Review:</u> Scott, Richard W. and Gerald F Davis. 2007. "Networks in and Around Organizations." Pp. 278-309 in <i>Organizations and Organizing: Rational, Natural and Open System Perspectives</i>, Pearson Prentice-Hill.</p> <p><u>Theory:</u> Powell, Walter W. 1990. "Neither Market Nor Hierarchy: Network Forms of Organization." <i>Research in Organizational Behavior</i> 12: 295-336.</p> <p>Burt, Ronald. 2004. "Structural Holes and Good Ideas." <i>American Journal of Sociology</i> 110(2): 349-399.</p> <p><u>Application:</u> Lieberman, Ann. 2000. "Networks as Learning Communities: Shaping the Future of Teacher Development." <i>Journal of Teacher Education</i> 51(3): 221-227.</p> <p>Smith, Andrew K. and Priscilla Wohlstetter. 2001. "Reform Through School Networks: A New Kind of Authority and Accountability." <i>Educational Policy</i> 15(4): 499-519.</p>
Session 8: Thursday, 19 May	Institutional Theory
Reading	<u>Review:</u>

	<p>Bolman, Lee G. and Terrence E Deal. 2008. <i>Reframing Organizations</i> (4th edition), John Wiley & Sons. Ch. 14: “Organization as Theater,” pp. 293-310.</p> <p><u>Theory:</u> Meyer, John W. and Brian Rowan. 2005 (1977). “Institutionalized Organizations: Formal Structure as Myth and Ceremony.” Pp. 505-520 in Shafritz, Ott and Jang (eds.) <i>Classics of Organization Theory</i> (6th edition), Thomson Wadsworth.</p> <p>DiMaggio, Paul and Walter W. Powell. 1983. “The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields.” <i>American Sociological Review</i> 48(2): 147-160.</p> <p><u>Application:</u> Renzulli, Linda A. 2005. “Organizational Environments and the Emergence of Charter Schools in the United States.” <i>Sociology of Education</i>, 78: 1-16.</p>
Commentaries	Final date for submission of a total of four weekly commentaries
Final Exam	<p>Distributed in class. Due: by noon on Monday, 23 May 2011.</p>