University of Montana
Public Administration 504: Organization Theory Online

Instructor Information
Three (3) credit hours
Classroom: Online
Instructor: Dr. Anna-Margaret Goldman
Office: Law 147
Email: anna-margaret.goldman@mso.umt.edu
Phone: 406-243-5351
Office Hours: Monday 8:45-11:45, Thursday 2:30-4:30pm, Friday 9:30-12:00 (starting January 21st) and by appointment (can do phone and zoom)

Course Description
Organizations exist in virtually every sector of contemporary social life. Because of their ubiquity, however, they fade into the background, and we need to be reminded of their functions and impacts. In brief, the presence of organizations in every arena of social and economic life is one indicator of their importance. You might be wondering what organization theory is about. "Rather, it is a loosely knit community of many approaches to organizational analysis." The explanatory models employed are quite diverse. The field is multidisciplinary in nature. You will find contributions from sociologists, anthropologists, economists, psychologists, and political scientists in the literature. Although organizations share similar elements and features, this course provides a comprehensive overview of organization theory, particularly as it relates to public management. Our goal is to determine what each major school of thought can tell us about how to structure and manage complex organizations and to develop our own theory of organizational innovation. More specifically, students will analyze, write about, explain, and compare literature in the field of public administration (organization theory).

Expectations for Student Learning for this Course and the University of Montana’s MPA Program
1. Apply theory to practice (knowledge to inform your current or future career)
2. Demonstrate graduate level writing, public speaking, critical thinking, research, and analytical skills
3. Understand the major concepts or schools of thought driving organization theory
4. Understand differences between public and private organizations
5. Develop a concept of what it means to manage, lead, and organize well
6. Understand the meaning behind agency mission statements

In exploring these, the course will introduce and begin to develop core national (NASPAA) MPA competencies to lead and manage in public governance.

Course Readings
Books required for the course:
3. Moodle Required Readings – noted with an asterisk (*) in the course schedule
4. Watch and listen to weekly videos and podcasts and 3 voices from the public sector (labeled in the course schedule)

For students interested in free books for this course, I suggest using the university’s inter-library loan – great way to decrease costs. You request the book via inter-library loan for the semester and can renew to keep the book for the semester. Contact the UM Mansfield Library for assistance.

Course Expectations

Participation
Students are expected to fully engage and participate in this course. While the course is online, and is asynchronous, students should be prepared to check Moodle daily, read email, and post in the discussion board by replying to each discussion and commenting to another two students (with meaningful replies). You must post an initial answer by Wed. of each week and a reply on each question by the next Monday.

Holiday
During this course, we encounter several holidays. With online learning, we do not take “time off” for those holidays. It is your responsibility to know the due dates, and to get your work done for that week. There will be a break in course work for Spring Break.

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Submitting Assignments
Be sure to format your paper with name, course, and date in APA format. All assignments should be submitted through the learning unit tab. Assignments will not be accepted via email. Assignments are due by 11:59 pm (Montana time) on the specified due date. PLEASE NOTE: Late assignments will be accepted at the discretion of Dr. Goldman. Points will be deducted for late assignments.

References
You will be required to use appropriate peer-reviewed references in your work. Please use APA Style Manual when referencing work.

Course time and preparation
Students can expect to spend approximately 6-8 hours per week on this course.
Using Moodle:
Since this is an online course, each student should check our course site once per day. Here is the link for Moodle access. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise.

University Notes/Policies:

Writing Center
The University of Montana Writing Center is a great resource to review written assignments and readily available to best meet the needs for online and in-person students. Please set up an appointment in advance for staff to review your work before assignments using this link.

Request for Withdrawal
Please see the Office of the Registrar for information on withdrawing from courses and on refund policies. Students are responsible for reading and understanding the full UM policy on Withdrawal from the University. (Please note- I do ask that you just contact me to let me know you are thinking of withdrawing.)

Student with Disabilities
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Land Statement
The Salish Cultural Council created the language, "The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. Today, we honor the path they have always shown us in caring for this place for the generations to come."

Student Conduct Code
The Student Conduct Code, embodying the ideals of academic honesty, integrity, human rights, and responsible citizenship, governs all student conduct at The University of Montana-Missoula. You are expected to adhere to this code.

It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge and practices, as well as respectfully listening to the viewpoints of others and following basic netiquette rules. You are expected to complete all reading assignments so that you can discuss them intelligently in discussion forums, individual assignments, and small group (collaborative) assignments.

Plagiarism
Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are
using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

**Grading Scale**
The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). General education courses must be taken using the traditional letter grade to count toward one’s general education requirements.

**Please Note:**
*I try to make this syllabus as complete and correct as possible. I do reserve the right to make any necessary changes. If that happens, I will give ample time and post notes in the announcement section and via email. I do not foresee this needing to happen, but please understand that sometimes circumstances may warrant such action.*

**Assessment of Student Learning Outcomes:**

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<tr>
<th>Assessment of Student Learning Outcomes</th>
<th>Points</th>
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<tr>
<td>Critical Assessment Outlines</td>
<td>45</td>
</tr>
<tr>
<td>Understanding Orgs Project</td>
<td>125</td>
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<td>Discussion Board Participation</td>
<td>70</td>
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<tr>
<td>Debating Org Theory</td>
<td>60</td>
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<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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**Critical Assessment Application Outlines (15 points apiece x 3 = 45 points possible):**
Critical assessment outlines are intended to encourage reflective reading and informed discussion. These one page (double-spaced) outlines demonstrate your command of the weekly readings and help with classroom discussion.
Stated differently, the goal of these weekly outlines is not to describe what you have read, but for students to engage in an analytical exercise. More specifically, each outline should be organized by the following or include:
1. **Arguments (5 points)**
   a. List each of the authors/readings for the week and what you believe to be their argument (one sentence for each)
   i. Keep in mind all readings for each week should be included – use the course schedule
   ii. If there are multiple chapters from one author, only list the author once.
2. **Critiques & Questions (3 points)**
   i. List 1 critique and 1 question you have about the readings for the week, citing evidence (e.g. the authors name)
3. **Application (3 points)**
   i. List 1 point on how the readings from the week apply to your own real-world experiences in the public or non-profit sector
4. **Grammatically correct, 1 page maximum, in-text citations (no reference page necessary), and outline format used (3 points)**
Specific readings and key ideas should be clearly noted with the author reference in text (however, a formal reference list is not needed at the end). Please be prepared to share your ideas with your
colleagues during our biweekly discussions. Over the course of the semester, several outline assessments are possible and students are required to submit 3 total outlines. Also, critical assessment outlines should incorporate all readings for the week. Failure to do so will result in zero points for the week. Students only have to complete a total of 3 outlines; however a student can complete all of our outlines available.

Instructions for Understanding Organizations Project (Assignments 1-3)

- Each group (or individual) should select one public or nonprofit agency at the local, state, or federal level to examine. Choose wisely, because this agency will be used for assignments 1-3. The goal is to not only apply theory to practice but also to use this as a networking opportunity to work for a new organization in the future or help to enhance your current place of employment. Due dates for each assignment are listed in the course schedule and on Moodle.

Assignment 1: Organization Mission Statement (25 points possible):
One of the fundamental aspects to understanding organizational theory is an agency’s mission statement. For this assignment, each student group/individual should analyze your selected organization’s mission statement. The analysis should include:
1. Introduction: a very brief description of the public organization, why you selected it, and what readings you will use to examine its mission statement (an argument in the first paragraph) (5 points)
2. Examination: explain the mission statement and its pros and cons. Make sure to use multiple organizational theorists for this evaluation. (10 points)
3. Conclusion: What suggestions/changes would you make to this mission statement? Is it perfect? (5 points)
4. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines

Assignment 2: Agency Officials in Action (50 points possible – 5 points for interview questions; 45 points for paper)
For your second assignment, you are required to interview 2-3 agency officials that work for the organization that you have selected to examine for the semester. These interviews should either be conducted over the phone or(preferably) in person. Interview questions are submitted in advance. The same interview questions should be used for each interviewee (please see date in course calendar). If you work at this organization, have your teammate conduct the interviews or discuss with the professor best approaches. Upon approval, students should set up interviews and then write a 4-5 page paper that includes:
1. Introduction: Overview of paper and argument (10 points)
2. Examination: What did you learn about the organization from your interviews? Did the interviewees appear to embody the organization’s mission statement? What school of thought did these interviewees seem to demonstrate? [these questions are just a way for you to think about how to organize the information you received from your interviews; keep in mind you might not use all of your interview data] (20 points)
3. Conclusion: What challenges or examples of innovation are present in this organization? What are your suggestions for the future? (10 points) Additional considerations: The best papers will begin their research early in the semester and show a capacity to integrate the concepts discussed in class and in the readings.
4. Make sure to use up to 4-5 scholarly sources and follow the course writing guidelines listed in the beginning pages of the course syllabus; 4-5 page paper (double-spaced) (10 points)

Assignment 3: The Future of Organization Theory Presentation (50 points possible):
This project is a brief tour of organization theory. The building blocks of this final assignment originates from Assignments 1 and 2. In this final assignment, each student group/individual should create their own theory or model to help your public or nonprofit agency flourish into the next century. Thus, your final presentation video should consider:

1. Your Own Theory: Use theorists and your own research from the semester to develop your own theory. What is this theory called and what are the driving components? How does it help your organization? (15 points)
2. Conclusion: Why is your approach innovative for the future? (15 points)
3. The length of this presentation should be 5-8 minutes and students can use PPT or another video format to convey (with your voice(s)). Student presentations should be well organized and identify a clear theme, demonstrating a command of course materials when presenting your own/new theory for the future (20 points). Students should also respond/engage in feedback from classmates throughout the week regarding their ideas.
   a. Use discussion explanation above for week 10 as guidance on how to format/create this presentation.
   b. Presentations should be posted by date in the course schedule.

Reminder: Late papers will not get full credit and students should adhere to writing expectations listed above.
All of these assignment should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade.

Discussion Board Participation (70 points possible)
Discussion board responses: Every other week there will be a discussion thread. This thread will be centered on the topic for that week. Each student must answer the question/topic and then reply to at least 2 other posts. The discussion board allows us to go deeper into our topics and must reference the readings. It is not a place to just say “I agree”, etc. You must post your initial reply to the question by Thursday, and replies by Saturday.

Student Led Discussion Board Facilitator: You will see on the course calendar “student led discussions”. During the second week, you will pick one week to lead the discussion. You will choose a discussion question, based on the topic for that week, and you will lead the class discussion. You need to do the original post by Wednesday night at 9pm. I am looking for your question, use of course materials, and ability to lead the discussion with your classmates.
The rubric posted in the Course Introduction will address how discussion boards are graded.
Engagement with the course readings and your peers is key to getting a good grade on the discussion board.

Debating Org Theory (60 points possible)
There are two debates over the course of the semester that correlate with the week’s readings. The setup of the debate is very similar to the discussion board. A debate leader starts the debate by posting a video outlining the points of Side A or Side B. Participants respond to the original post and at least two others throughout the week.
Debate 1: Should the NWS provide channels for employee dissent? Why or why not? *Side A will use the research from Lindblom’s root approach to address question; Side B will use research from the branch approach to address question*

Debate 2: Should the Peace Corp serve as “the” model for public sector agencies? Why or why not? *Side A will use readings from this week and semester to argue no; Side B will use readings from this week and semester to argue yes*

Debate Leaders- During the second week, you will choose one week to be a debate leader. Leaders post a 5-10 minute video (zoom or a link to a youtube video) outlining the arguments for side A or side B of the debate to start the discussion. Groups will have two leaders for side A and two leaders for side B (group size depending). Leaders pull from the readings to make a point that convinces the class of your side. You must post the video by **Wednesday at 9pm** at the latest.

Choose a side- If you are not a leader, you comment on the videos and choose a side that makes the strongest argument. As you do in the discussion board, you make one original post by **Thursday pm** and respond to two other participants’ posts. You are deciding on a side based on the argument and the use of course materials. Please remember your netiquette responsibilities and respond respectfully.

Moderator (if group size allows)- Depending on the group size, there may be a role for a moderator in lieu of debate leader. This person’s responsibility is to guide the discussion; use course readings to keep the conversation going; and tally the votes for side A or B at the end of the discussion on Saturday evening.

The rubric posted in the first week will address how debates are graded.

Course Outline

Although this is the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The course schedule also provides “additional guidance” which is provided for students to apply theory to practice. These assignments are not turned in but part of your classroom participation and experience.

Discussions end on Saturday at 11:59pm. Assignments are due at 11:59pm on Sunday unless otherwise noted.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview and Introductions</td>
<td><strong>Read</strong>: Rainey Ch. 3 (skim for main distinctions); watch voices from the profession (MPA student)</td>
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<tr>
<td>1.13-1.19</td>
<td>Public or Private Organizations?</td>
<td><strong>Due</strong>: Watch Moodle Video</td>
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<td>• Post a brief introduction (discussion forum) and answer: Who you are/background (5 points)</td>
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<td>• Set up a for a group time slot to speak with Dr. Goldman</td>
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<td><strong>Additional Guidance:</strong> Use the theorists sheet to help you work through course materials for the semester</td>
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<td>Week 2</td>
<td>Classical Organization Theory</td>
<td><strong>Read</strong>: Rainey’s preface, Ch. 1, Goodsell Ch. 1, <em>Overview of Classics</em></td>
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<td>1.20-1.26</td>
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<td><strong>Due</strong>:</td>
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<td>• Zoom meeting with Dr. Goldman and peers</td>
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<td>• Sign up for discussion leader week (one slot) by Sunday</td>
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<td>• Sign up for debate leader week (one slot)</td>
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<td></td>
<td>• Sign up for understanding orgs project by Saturday –listen to instructions in weekly lecture (select an agency)</td>
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<td><strong>Additional Guidance:</strong> Make a list in your notes –what elements are distinct for public and private organizations</td>
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<td>Week 3</td>
<td>Historical Underpinnings of the Field</td>
<td><strong>Read</strong>: Rainey, Ch. 2 (only pages 1-26), <em>Smith, Organizations as Machines</em></td>
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<td>1.27-2.2</td>
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<td><strong>Due</strong>:</td>
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<td>• Discussion 1, Saturday, (use readings from weeks 2 and 3)</td>
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<td>Week 4</td>
<td>Historical Underpinnings of the Field</td>
<td><strong>Read</strong>: Goodsell Ch. 2, <em>Gulick, Taylor, Overview of Neoclassic</em></td>
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<td>2.3-2.9</td>
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<td><strong>Due</strong>: Outline Assessment 1, Sunday</td>
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<td>Week 5</td>
<td>Approach 2: Organizational Humanism-Closed v. Open Systems</td>
<td><strong>Read</strong>: Rainey Ch. 2 (rest of the chapter), <em>OrganismsMorgan, Overview of Neoclassic</em></td>
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<td>2.9-2.16</td>
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<td><strong>Due</strong>:</td>
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<td>• Discussion 2, due Saturday (readings from Weeks 3 and 4)</td>
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<td>• Mission Statement Analysis, Sunday</td>
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| Week 6 2.17-2.23 | Organizational Humanism | **Additional Guidance:**
Begin to craft draft interview questions |
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<td>Week 7 2.24-3.1</td>
<td>Responsiveness and New Public Management: Knowing the Environment</td>
<td><strong>Read:</strong> <em>Follett, Hawthorne Experiment</em></td>
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| Week 8 3.2-3.8 | Power and Decisionmaking | **Read:** Rainey Chs. 5 and 7, *MarchPowerofPower*, *Cohen, Purdy*
**Due:**
- Outline Assessment 2, Sunday
- Draft Interview Questions for Understanding Orgs Assignment 2, Sunday
- Mid Semester Feedback for Dr. Goldman (see link to complete)

**Additional Guidance:**
- Power and Decisionmaking Activity
- Please start setting up your interviews!
- Best Practices for Interviews |
| Week 9 3.9-3.15 | Root v. Branch | **Read:** Goodsell Ch. 3, *Lindblom*
**Due:** Employee Dissent Debate, Saturday |
| Week 10 3.16-3.22 | Spring Break | |
| Week 11 3.23-3.29 | Organizational Culture | **Read:** Rainey Chs. 10 and 11, *OrgCultureMorgan*, *Stivers, Acker, Dull, Mansplaining*
**Due:** Outline Assessment 3, Sunday
**Additional Guidance:**
Complete DISC survey to determine what type of personality drives your decision-making style |
| Week 12 3.30-4.5 | Approach 3: Contemporary Organizations Managing the Impossible | **Read:** Rainey Chs. 12 and 13, *Janis; watch voices from the profession (Anne Hughes)*
**Due:**
- Discussion 4, Saturday (use readings from weeks 7 and 8)
- Agency officials in Action, Sunday |
| Week 13 4.6-4.12 | A New Public Service? | **Read:** *Denhardt, NPS 15 Years Later, Perry, Goodsell Ch. 7*
**Due:** National Park Service Debate, Saturday |
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<th>Week</th>
<th>Date</th>
<th>Course Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 14</td>
<td>4.13-4.19</td>
<td>The Future of Org Theory</td>
<td>* Rainey, Ch. 14; NY Times Article; *Challenge.gov</td>
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<td><strong>Due:</strong> Outline Assessment 4, Sunday</td>
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<tr>
<td>Week 14</td>
<td>4.20-4.26</td>
<td>The Future of Org Theory</td>
<td>*Denhardt and Catlaw, *Scicchitano, Ch. 8; Goodsell Ch. 8;</td>
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<td><strong>Due:</strong> Outline Assessment 5(all readings, except the web links)</td>
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<td>Week 15</td>
<td>4.27-5.3</td>
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<td><strong>Due:</strong> Presentations, Saturday</td>
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<td><strong>Watch:</strong> At least 3 presentations to be discussed finals week</td>
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<td>Week 16</td>
<td>5.4-5.8</td>
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<td>Attend on zoom to discuss lessons learned from presentations on <strong>Wednesday May 6th at 12pm or 5:00pm</strong></td>
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