

**LEAD 559-02/ Spring 2015**  
**Organizational Theory and Change: 3 Units**  
**Tuesdays 6-9pm**  
**KIPJ Room 220A**

**Instructor:**

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**Course Description**

Welcome to Organizational Theory and Change!

Organizations are complex systems designed to involve a variety of stakeholders who often have competing interests in the organization. This course is designed to provide students with theoretical constructs that are useful for analyzing the behavior of organizations, for setting strategic direction and problem solving, and for implementing change. This course will rely heavily on Gareth Morgan's metaphors as a means for explaining and understanding our organizations.

*The majority of this course will be taught seminar-style where each participant is equally responsible for furthering the learning of the entire group.* The assigned readings form the foundation of each seminar, thus students must come to class fully prepared to question, dissect, and discuss all of the week's assigned readings. The seminars will also include case studies, presentations, and small group activities.

**Course Objectives**

After successful completion of this course students should:

- Have a clear understanding of the key organizational metaphors as presented through the assigned readings
- Be able to construct multi-theoretical approaches to organizational assessment and problem solving
- Be able to use organizational and leadership theory to strategize change initiatives
- Be familiar with select authors and readings from the organizational theory literature
- Have displayed and further developed solid critical thinking skills

**Textbooks/Readings**

Morgan, Gareth (2006). *Images of Organization*. Thousand Oaks, CA; Sage  
Selected E-Reserve Readings

**Activities & Requirements**

Weekly assignments and their weighting for grading purposes are discussed below.

*NOTE: Because class activities and discussion often build on assignments done out of class, students are expected to turn in work during class sessions on the dates specified in the course outline below. Points will be deducted for work that is submitted after the stated deadline. Please submit your work both electronically and by hard copy. In addition, since this is an interactive class in which much of the learning occurs through in-class activities, students are expected to attend class and participate in class activities. Any planned absences should be cleared in advance with the instructor via email.*

## **Assessment/Grading**

A grading matrix will be provided for each writing assignment. All assignments should be uploaded to Task Stream.

Questions that will guide the assessment of Papers and Presentations:

1. Is the paper/presentation clear, understandable, APA formatted (SEE the Owl at Purdue), and grammatically correct?
2. Does the student's work demonstrate an understanding of the reading material, related theories, and are the reading materials appropriately referenced?
3. Is the use of theory/metaphor properly applied?
4. Is there evidence of thoughtful analysis and/or creative and original thinking?
5. Does the student consider the role of context (such an organization's size and activity type) in the application of a particular metaphor(s)?

<b>Three "Lens" papers</b>	<b>30% (10% each)</b>
<b>Cultural Audit/Team Presentation/ Reflection Papers</b>	<b>15%</b>
<b>Case Study / Small group work and presentations</b>	<b>20%</b>
<b>Final research paper</b>	<b>25%</b>
<b>Reading preparation and classroom participation</b>	<b>10%</b>

## **ATTENDANCE:**

Attendance for this course is mandatory. Each class period you will be expected to record your attendance on a sign in sheet. Each unexcused absence will result in a one-half letter grade reduction.

## **Assignments and Due dates:**

*NOTE: There will be six written homework assignments during the semester. References to the reading material as well as the student's individual conclusions must be incorporated into each assignment. It is extremely important that these written assignments be completed and turned in on the specified date as we will use them to guide our class discussions. Late assignments will be marked off one letter grade for each week they are late.*

**Due: February 3**

**Reflection Paper Part A (500 words)**

**Please write a brief (2 page) reflection discussing your current understanding of (or image of) organizations, and how change is accomplished within an organization.**

**Due: February 10                      Lens Paper #1 (750-1250 words)**  
Describe in detail and analyze your current (or most recent) organization through the mechanistic AND living organism lenses. Provide concrete suggestions for how your organization can improve through specific leadership interventions suggested by your creative application of the metaphor.

**Due: February 24                      Lens Paper #2 (750-1250 words)**  
Describe in detail and analyze your current (or most recent) organization through the lens of an organization as a brain (or learning organization). Provide concrete suggestions for how your organization can improve through specific leadership interventions suggested by your creative application of the metaphor.

**Due: March 3                              Cultural Audit (750-1250 words)**  
Students will conduct a cultural audit of your current (or most recent) organization. This requires taking copious field notes, summarizing the key findings, and coming up with suggestions for organizational development, using the lens of organizations as cultures.

**Due: March 17                            Lens Paper #3 (750-1250 words)**  
Describe in detail and analyze your current (or most recent) organization through the lens of organizations as political systems. Provide concrete suggestions for how your organization can improve through specific leadership interventions suggested by your creative application of the metaphor.

**Due: April 28                            Case Study Assignment and Presentation**  
Each student will prepare and present, within predetermined small groups, a case study pertaining to a failed attempt at organizational change.

**Due: May 5                                Reflection Paper Part B (750-1,000 words)**  
What is your image(s) of organizations and your understanding of how change is accomplished in an organization, now that you have taken the class?

**Due: May 19                              Final Paper (12-15 pages)**  
Students will work with the instructor to define an appropriate paper topic related to one of the main course themes. The topic must be approved by the instructor no later than March 24<sup>th</sup>. A working bibliography is due to the instructor no later than April 14<sup>th</sup>.

## **Course Outline**

### **Week #1/Jan 27**

#### **Introduction to Organizational Theory**

Overview of course goals and objectives. Successful seminar style learning.

Introduction to organizational theory as a field of study. The strengths and weaknesses of metaphor as a method for studying organizational theory.

*Reading and homework for next week: Morgan Chapter 1 and 2, E-Reserve “General Principles of Management”, Henri Fayol.*

**Week #2/Feb 3**

[Due tonight: Reflection Paper – Part A](#)

**Organizations as Machines**

Tonight we will discuss the theory of scientific management. Do organizations really function as machines? We will examine how this type of management gives rise to bureaucracy as well as the benefits and costs associated with organizing in this manner.

*Reading and homework for next week: Morgan Chapter 3, E-Reserve Burns, Tom “Mechanistic and Organic Systems”. Complete Lens paper #1.*

**Week #3/Feb 10**

**Organizations as Living Organisms**

[Due tonight: Lens Paper #1](#)

What happens when we think about an organization in biological terms? Students will practice applying this lens to help identify organizational systems and subsystems. Students will discuss what this metaphor reveals about the way in which organizations form, adapt, interact with their environment, and ultimately thrive or die.

*Reading and homework for next week: Morgan Chapter 4, E-Reserve Garvin, David “Building a Learning Organization”, and Senge, Peter “The Fifth Discipline: A Shift of Mind”.*

**Week #4/Feb 18**

**Learning Organizations**

Do organizations have the capacity to learn? How can we instill a double loop learning process into our organizations? Students will assess how this metaphor can be applied to organizations and will begin to explore how to use systems thinking.

*Reading and homework for next week: Morgan Chapter 5, E-Reserve Schein Chapter 2. Complete Lens paper #2.*

**Week #5/Feb 24**

**Organizational Culture**

[Due tonight: Lens Paper #2](#)

How do values, artifacts, shared assumptions and other intangible practices work together to create an organizational culture? Through this metaphor students will discuss how an organization’s culture impacts the decision making and behavior of organizations.

*Reading and homework for next week: E-Reserve Schein Chapter 3-4. Complete Cultural Audit.*

### **Week #6/March 3**

#### **Organizational Culture**

[Due tonight: Cultural Audit](#)

Building on the prior week, students will continue to assess culture by sharing the results of an organizational cultural audit. The context of organizational culture as it applies specifically to nonprofits will be discussed in detail.

*Reading and homework for next week: Morgan Chapter 6*

(Suggest working on your case study: Begin to draft your case to share with your consultation teams. Case should involve some sort of organizational change)

### **Week #7/March 10**

#### **Power and Politics in Organizations**

Students will use this lens to reveal the political and power structures that are at play in organizations. Specifically we will examine how to identify competing interests, as well as how power is amassed and applied in organizations.

*Reading and homework for next week: Morgan Chapter 7. Complete Lens paper #3.*

### **Week #8/March 17**

#### **Organizations as Psychic Prisons**

[Due Tonight: Lens Paper #3](#)

Digging below the surface, this metaphor will help students to identify ways in which people become trapped within organizations because of unconscious patterns and processes. Begin case studies in small groups.

*Reading and homework for next week:*

1. Kotter, *Leading Change* Chapter 1-2
2. Pascale, *Your Company's Secret Change Agents*

### **Week #9/March 24**

#### **Organizational Change- Kotter and Pascale**

How can the metaphors we have been working with be applied to organizational change?

Students will have the opportunity to discuss their experiences with change in their organizations.

*Reading and homework for next week:*

1. Burke, *Leading Organizational Change* Chapter 11-12
2. Wheatley, *Using Emergence to Take Social Innovation to Scale*
3. Wheatley, *Self-Organized Networks*

### **Week #10/March 31**

**No class for Spring Break**

**Week #11/ April 7**  
**Organizational Change – Burke and Wheatley**

*Reading and homework for next week:*

1. Cameron and Quinn, *Beyond Rational Management - Chapter 4 - Competing Values Model: Redefining Organizational Effectiveness and Change*
2. Klein, *Is Real Change Possible?*
3. Cox, *Creating the Multi-Cultural Organization: The Challenge of Managing Diversity*

**Week #12/April 14**  
**Culture and Organizational Change**

What is the role of culture in organizational change? A competing values framework will be introduced.

*Reading and homework for next class:*

*E-Reserve:*

1. Gortner *Chapter 7 Decision-making*
2. Tucker, *Dynamic Decision-making*
3. Janis, *Groupthink: The Desperate Drive for Consensus at Any Cost*

**Week #13/April 21**  
**Leadership and Decision Making in Organizations**

*Reading and homework for next week:*

*E-Reserve:*

1. Worth, *Executive Leadership*
2. Scharmer, *The Blind Spot of Leadership*
3. Reed, *Toxic Leadership*

**Week #14/April 28**  
**Applying multiple metaphors/ Conducting systems analysis**  
**Case Study presentations**  
[Due Tonight: Individual Case Study Analysis / Case study presentations](#)

*Reading and homework for next week: Morgan Chapters 10 and 11*

**Week #15/May 5**  
[Due tonight: Reflection Paper – Part B](#)  
**Course Recapitulation / Final Paper Discussion**

**\*\*\*\*\*Due MAY 19 Final Paper\*\*\*\*\***

## **Grading**

*Please note that all grades are FINAL and will not be changed.*

94-100 A

90-93 A-

87-89 B+

84-86 B

80-83 B-

77-79 C+

74-76 C

70-73 C

## **Academic Integrity**

The USD graduate bulletin statement of academic integrity:

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include:

- a) unauthorized assistance on an examination
- b) falsification or invention of data
- c) unauthorized collaboration on an academic exercise
- d) plagiarism
- e) misappropriation of resource materials
- f) any unauthorized access of an instructor's files or computer account
- g) any other serious violation of academic integrity as established by the instructor

Any violations of academic integrity will result in the appropriate discipline as determined by USD.

## **Plagiarism**

In your academic writing it is important to pay particular attention to plagiarism. Plagiarism is more than simply an exact copy of another's work. It is also an act of fraud where a person creates the illusion that his or her work is original when it is actually the idea or work of another. In your written work it is important to properly give credit through citation. In this course citation should follow the APA format. It is sometimes difficult to know when to cite and when you are crossing the plagiarism line. Therefore students are strongly encouraged to visit the following website at Indiana University where you will find definitions and examples to guide you in the writing process:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

*Instructors reserve the right to submit any student work to turnitin.com.*