PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

TERANCE J. WOLFE, PhD

MBA 680.65

ORGANIZATION THEORY AND MANAGEMENT

FALL 2003

WEEKENDS

Fridays 6:00 – 10:00
Saturdays 8:30 – 5:00

VENTURA COUNTY CENTER

SYLLABUS
MBA 680 Organization Theory and Management: This course examines the interactions among human resources, technologies, organization design, external forces, and management practices from a macro-organization perspective. Study concentrates on General Systems Theory (GST); organizations as systems; and managerial, technical, structural, and cultural subsystems as they relate to the broader environment. The course also examines the concepts of organization character, life cycle, sociotechnical system design, work design, and management theory.

OBJECTIVES:
The major objectives for the participant in this course are:

1. To develop an understanding of the significant theoretical constructs and relevant empirical evidence relating to organizational formation, self-maintenance, and maturation.
2. To develop a working knowledge of organization design including structures, processes and functions, particularly as to how these properties affect managerial performance.
3. To develop an increased awareness of the internal and external factors that cause change in existing organizations and give rise to new organizations -- including the development of analytic and diagnostic skills.

INSTRUCTIONAL PHILOSOPHY
The key to acquiring knowledge here is involvement. As a graduate student, you will be expected to participate actively, responsibly, and competently. Involvement will be in the form of discussion, questioning, reports, analysis, and problem-solving. The high expectations that I have for your participation requires that each of you takes the initiative to prepare adequately for each session through reading, exploring, and analyzing the assigned material.
Each student can achieve the course objectives through the following process:

1. Competent preparation -- demonstrated by active participation in assigned activities and session discussions.
2. Integration of subject matter -- demonstrated through oral and written reports.
3. Professional approach -- demonstrated by reflecting a mature, responsible, and managerial perspective to the analysis and understanding of organizations. This may be evidenced by respect for the thoughts and contributions of your classmates as well as the instructor.
4. Punctuality -- demonstrated by timely arrival for each class session

**REQUIRED TEXTS:**

Study.net Student Study Pack. [www.study.net](http://www.study.net)

**TEXTS OF INTEREST:**


REQUIREMENTS & GRADING:

The following requirements are necessary for satisfactory course completion:

1. Advanced preparation of class assignments
2. Class participation                30%
3. Research reports                   25%
   Subtotal Individual Evaluations     55%
4. Group Project
   Professor Evaluation              27%
   Peer Evaluation                   18%
   Subtotal Group Evaluations        45%
   TOTAL                            100%

EVALUATIONS

Assessments of student performance fall into two broad classes of evaluation: individual contributions, and group analyses and presentations.

A. Individual Evaluations (55%)

Each student has direct and complete control over fifty-five (55) percent of her/his final grade. There are two basic components of this grade: class participation (30%) and research report (25%). Good performance on each of these is essential for overall individual success.

Class Participation (30%)
The primary instructional vehicle is discussion of the readings and case analyses. The majority of class time will be devoted to these activities. Hence, class participation is essential to course success. It is imperative, therefore, that students thoroughly prepare the cases and readings in advance of each class.

Research Paper (25%)
There are two options for this assignment.
   Option 1. Select and review two articles related to the subject matter of the course (one academic, one from the popular press), and (1) produce a brief written report as well as (2) make a 10 minute presentation to the class.
   Option 2. Select and review one academic article related to the subject matter of the course and discuss how the concepts from this article could be effectively applied to the management of your own organization. Then (1) produce a brief written report as well as (2) make a 10 minute presentation to the class.
For either option, proceed as follows: First, select a primary article from a respected academic journal (see attached list). This article should address an important concept from the subject matter of this course. Review the article, examining it for its major
conceptual contributions. Second, select a secondary article from the popular business press (see attached list), which provides a current real-life illustration of the central conceptual contribution(s) of the academic article (Option 1), OR use your own organization as the current real-life illustration (Option 2). Third, prepare a short paper (5 pages) which addresses the following issues:

- Identification of the major concepts and ideas presented in the academic article
- Brief discussion of two or three of the major concepts of most interest to you
- Brief discussion of how the popular press article provides an illustration of the concepts developed in the academic article

Finally, provide a 10 minute presentation to the class which includes a report which should not exceed 5 minutes, followed by a 5 minute period of questions and responses. Please do not read your presentation. Each presenter should provide copies of transparency masters in advance for the professor as well as each member of the class.

A clean copy of each of the two articles reviewed must be submitted to the Professor with your report. Visual aids (overheads, handouts, etc.) are strongly recommended.

Grading will be based on the following criteria:

1. Source and difficulty of material
2. Major concepts identified and appropriately discussed
3. Relevance of the popular press article to the concepts identified
4. Presentation to the class (reading earns fewer points)
5. Response to questions
6. How well the material was understood and communicated to the class

The objective of the written and oral report is not to critique, but rather to identify and illustrate theoretical concepts through actual contemporary situations.

Research report presentations will be scheduled at various points throughout the term. Consult the syllabus for scheduled sessions.

B. Group Analysis and Presentation (45%)  

Forty-five (35) percent of each individual’s grade is a function of her/his ability to work with others and make contributions toward collective analyses and presentations. An essential attribute of organizational success, and a quality often stressed by recruiters, is the ability to work effectively with others. This course allows you to develop your skills in contributing to task groups and collective performance. It does this through a written group project and oral presentation.

The purposes of the group project are twofold: (1) to enable each student, through individual effort and group interaction, to develop mastery over a contemporary approach to improving effectiveness through organizational redesign, and (2) to enable the entire
class to familiarize themselves with different contemporary approaches to organizational design.

To achieve these purposes, students will form themselves into five groups of approximately six students each. Each group will select a contemporary alternative approach to organizations, and conduct a thorough review of the literature that is relevant to that particular approach.

The review should include:
(1) a description of the approach
(2) the types of problems it is intended to address
(3) the conditions which are most favorable to its success
(4) the particular management issues and problems that each approach must address
(5) at least three real-life applications of the approach to organizations, and
(6) the limitations of the approach.

A good paper will not only demonstrate conceptual understanding of the particular approach, but will also draw appropriate attention to the criticisms that have been leveled against it. Only one group can choose each approach.

The approaches available for analysis include the following:

- Quantum Organizations
- Team-based organizations
- Re-engineering of work processes
- Innovative organizations
- Learning organizations
- Networked organizations
- Virtual organizations
- Centerless and Boundaryless

Each group must identify at least three organizations which are using the approach they are studying. Organizations may be in the public or the private sector. Private sector firms may be identified through the popular business press such as *Fortune, Business Week, Wall Street Journal*, etc. These organizations represent actual case illustrations of the application of the various approaches.

For each case, the group should explain the following:

- Why the firm chose this approach
- A description of the presenting conditions
- The challenges and pitfalls in implementation
- Perceptions of the approach’s effectiveness

*Written and Oral Report (27%)*
Each group will prepare a 20-30 page written report (typed, double-spaced, edited, spell-checked, paginated), and present their analysis to the class as a whole. Each group will have one hour to present their analyses. Groups should plan for approximately thirty-forty minute presentations, and thirty minutes of questions and discussion. Written case
analyses are due from all groups at the start of class on Friday, weekend #5 (November 14 – 15). Late submissions will be penalized (one full letter grade if submitted more than 15 minutes after the start of class class session; as well as for each additional day, thereafter).

**Peer Evaluations (18%)**

As one might expect, group assignments pose evaluation problems as to the contributions of individual members -- a problem well acknowledged in the literature on organizational economics. Specifically, this poses a problem of "opportunism" or "shirking" in team production. To control for such opportunism, each team member’s performance will be evaluated by every other member; that is, by those who are most likely to know, and therefore most capable of evaluating, individual contributions to group effort. Eighteen (18) percent of your total grade, and forty (40) percent of your group grade, will be assessed through peer evaluation. It is important to be aware that the distribution of "A’s" within a group is constrained; you cannot assign A’s to more than 60% of your total group members. A 4-person group cannot have more than two A’s, 5-person = 3 A’s, 6-person = 4 A’s, 7-person = 4 A’s. Please review the peer evaluation form in advance so that you understand the criteria and the conditions of peer evaluations.
### JOURNALS AND RESOURCE MATERIAL

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>POPULAR PRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Management Journal</td>
<td>Barons</td>
</tr>
<tr>
<td>Academy of Management Review</td>
<td>Business Week</td>
</tr>
<tr>
<td>Administrative Science Quarterly</td>
<td>Fast Company</td>
</tr>
<tr>
<td>American Sociological Review</td>
<td>Forbes</td>
</tr>
<tr>
<td>Business Horizons</td>
<td>Fortune</td>
</tr>
<tr>
<td>California Management Review</td>
<td>Inc.</td>
</tr>
<tr>
<td>Harvard Business Review</td>
<td>Wall Street Journal</td>
</tr>
<tr>
<td>Human Relations</td>
<td></td>
</tr>
<tr>
<td>Journal of Applied Behavioral Science</td>
<td></td>
</tr>
<tr>
<td>Journal of Management Inquiry</td>
<td></td>
</tr>
<tr>
<td>Journal of Organizational Change</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
</tr>
<tr>
<td>Organizational Dynamics</td>
<td></td>
</tr>
<tr>
<td>Organization Science</td>
<td></td>
</tr>
<tr>
<td>Organization Studies</td>
<td></td>
</tr>
<tr>
<td>Sloan Management Review</td>
<td></td>
</tr>
</tbody>
</table>
Conduct

“The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with its Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable.

The following regulations apply to any person, graduate or undergraduate, who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive as to situations in which discipline will be invoked. They are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in this catalog. It is understood that each student who enrolls at Pepperdine University will assume the responsibilities involved by adhering to the regulations of the University. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. Examples of improper conduct for which students are subject to discipline are as follows:

• Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information to the University.
• Forgery, alteration, or misuse of University documents, records, or identification.
• Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
• Interference with the academic or administrative process of the University or any of the approved activities.
• Otherwise unprotected behavior that disrupts the classroom environment.
• Theft or damage to property.
• Violation of civil or criminal codes of local, state, or federal governments.
• Unauthorized use of or entry into University facilities.
• Violation of any stated policies or regulations governing student relationships to the University.

Disciplinary action may involve, but is not limited to, one or a combination of the alternatives listed below:

Dismissal – separation of the student from the University on a permanent basis.
Suspension – separation of the student from the University for a specific length of time.
Probation – status of the student indicating that the relationship with the University is tenuous and that the student’s records will be reviewed periodically to determine suitability to remain enrolled. Specific limitations to and restrictions of the student’s privileges may accompany probation.” See current catalog.

Policy on Disabilities
Assistance for Students with Disabilities

“Students with disabilities, whether mental or physical, are encouraged to contact the Equal Opportunity Office before the academic year begins or soon after classes are in session. This office will assist each student by providing general information about campus facilities and available resources. The office will assist in providing reasonable accommodation to students with disabilities pursuant to applicable laws. Inquiries should be directed to equal opportunity officer, at (310) 506-6500. (Students who wish to file a formal grievance should refer to the “Nondiscrimination Policy,” which is listed in the “Legal Notices” section of this catalog.)” GSBM Catalog.
CASE ANALYSIS QUESTIONS

1. HOW WOULD YOU CHARACTERIZE THEIR DEGREE OF SUCCESS?

2. HOW WOULD YOU CHARACTERIZE THEIR FORM OF ORGANIZATION?

3. TO WHAT EXTENT HAS THEIR FORM OF ORGANIZATION BEEN INSTRUMENTAL TO THEIR SUCCESS?

4. HOW DOES THEIR CURRENT ORGANIZATION FIT WITH ENVIRONMENTAL FORCES, AND WHAT ARE THE RESULTING IMPLICATIONS FOR HOW THEY ARE ORGANIZED?

5. TO WHAT EXTENT WILL ANY SHIFTS IN ORGANIZATION REQUIRE “FRAME-BREAKING” CHANGE, AND WHAT APPROACH DO YOU SUGGEST?
<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC &amp; READINGS</th>
<th>CASES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 5-6</td>
<td><strong>INTRODUCTION / OVERVIEW</strong>&lt;br&gt;Morgan (M) C1. Introduction&lt;br&gt;Morgan (M) C10. The Challenge of Metaphor&lt;br&gt;Nadler &amp; Tushman (NT) C1. A Blueprint for Change&lt;br&gt;Nadler &amp; Tushman (NT) C2. Mapping the Organizational Terrain&lt;br&gt;Rummler &amp; Brache (RB) C1. Introduction</td>
<td>Harvey Golub: Recharging American Express</td>
</tr>
<tr>
<td>SESSION</td>
<td>DATE</td>
<td>TOPIC &amp; READINGS</td>
<td>CASES</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>November 14-15</td>
<td><strong>INTEGRATION &amp; REVIEW</strong>&lt;br&gt;TEAM PRESENTATIONS</td>
<td></td>
</tr>
</tbody>
</table>