



**VICTORIA
MANAGEMENT SCHOOL**

Te Kura Whakahaere

**MMMS 512
ORGANIZATIONAL DYNAMICS**

Trimester 1 2005

COURSE OUTLINE

Contact Details

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Office hours by appointment.

Class Times and Room Numbers

Mondays from 2:40 to 5:30 in the ole' train station, room 126

Course Objectives

Our goal is to explore the terrain of organizational theory, providing us with an introduction of various perspectives from classic to contemporary theories. We will discuss the strengths, weaknesses, and the contribution of each theory in contributing to organizational studies.

Materials and Equipment

Reading packet will be distributed.

Assessment

Participation	20%	
Reading summaries	20%	Weekly
Test	20%	Due 23 May
Final paper	40 %	4 June

Participation - For a class of advanced students, many of the learning opportunities come from being exposed to, and exposing our ideas to, critique from a diverse set of ideas and opinions. Active, quality participation during discussion is crucial to the learning process. Not only will you be expected to offer insightful critiques, but strive to find ways to advance the discussion by making contributions that improve the group's collective analysis.

Reading summaries – Every class period, you will hand in a summary of that week’s readings. Convey the main idea of each reading or readings in your own language, then discuss how this theory helps us in making sense of the world.

Test – There will be a take-home test of 3 to 5 essay questions. You will have a week to complete the test, using all your articles, notes, summaries, and additional literature in developing your own ideas.

Final paper – Here you will explore more deeply 3 of the theories we cover, and you will be expected to read additional material on these subjects. You will describe, interpret, and explain some organizational phenomena/event/case using 3 different theoretical lenses. A general outline may look as follows:

I. Describe the organizational phenomena, event, or case. The more detail you gather and present here, the better for the sections that follow.

II. Interpret the above using four different organizational theories

A. Organizational theory 1

A. Organizational theory 2

A. Organizational theory 3

1. What would each of these lenses say about the event? How would you interpret the event from that perspective?

2. Within each of these sections, discuss what each perspective reveals and conceals about the phenomena/event/case.

III. Implications of what you said in section II.

Penalties

Late or missed assignments will not be accepted.

Mandatory Course Requirements

You must attend and participate in every class having read the material beforehand complete all the assignments, sit the test, and turn in the final paper.

Course Plan

Week / Date	Classical Organizational Theory
1 (21 Feb)	Fayol, H. 1916. General principles of management. In J. M. Shafritz and J. S. Ott (Eds.) <i>Classics of Organization Theory</i> . Fort Worth: Harcourt Brace.
	Taylor, F. W. 1916. The principles of scientific management. In J. M. Shafritz and J. S. Ott (Eds.) <i>Classics of Organization Theory</i> . Fort Worth: Harcourt Brace.
	Weber, M. 1922. Bureaucracy. In J. M. Shafritz and J. S. Ott (Eds.) <i>Classics of Organization Theory</i> . Fort Worth: Harcourt Brace.
	Reed, M. 1996. Organizational theorizing: A historically contested terrain, In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 31-56. London: Sage.
2 (28 Feb)	Framing the theories to come
	Pfeffer, J. 1982. <i>Organizations and organization theory</i> . Boston: Pitman. (Chapter 1)
	Astley, W. G. & Van de Ven, A. 1983. Central perspectives and debates in organizational theory. <i>Administrative Science Quarterly</i> , 28: 245-273.
3 (7 Mar)	Rational Theory
	Scott, W. R. 1987. <i>Organizations: Rational, Natural, and Open Systems</i> . Englewood Cliffs, NJ: Prentice-Hall. (Chapter 1 & 2).
	Thompson, J. D. 1967. <i>Organizations in action</i> . New York: McGraw-Hill. (Chapters 1 – 6).
	Human Relations
O'Connor, E. S. 1999. The politics of management thought: A case study of the Harvard Business School and the Human Relations School. <i>Academy of Management Review</i> , 24: 117-131.	
4 (14 Mar)	Behavioral
	Cyert, R. M. & March, J. G. 1963. <i>A behavioral theory of the firm</i> . Englewood Cliffs, NJ: Prentice-Hall. (Chapters 1 & 2)
	Contingency
Donaldson, L. 1996. The normal science of structural contingency theory, In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 57-77. London: Sage.	
5 (21 Mar) No class meeting this week, but summaries are still due. We will make-up the meeting during week 8.	Systems
	Ashmos, D. P. & Huber, G. P. 1987. The systems paradigm in organization theory: Correcting the record and suggesting the future. <i>Academy of Management Review</i> , 12: 607-621.
	Organizational Economics
Donaldson, L. 1990. The ethereal hand: Organizational economics and management theory. <i>Academy of Management Review</i> , 15: 369-381.	
6 (11 Apr)	Ecology
	Baum, J. 1996. Organizational Ecology. In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> . London: Sage.
	Amburgey, T. L. & Rao, H. 1996. Organizational ecology: Past, present, and future directions. <i>Academy of Management Journal</i> , 39: 1265-1286.
	Agency Theory
Eisenhardt, K. M. 1989. Agency theory: An assessment and review. <i>Academy of Management Review</i> , 14: 57-74.	
7 (18 Apr)	Institutional Theory
	DiMaggio, P. J. & Powell, W. W. 1983. The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. <i>American Sociological Reviews</i> , 48: 147-160.
	Scott, W. R. 1987. The adolescence of institutional theory. <i>Administrative Science Quarterly</i> , 32: 493-511.
	Tolbert, P. S. & Zucker, L. 1996. The institutionalization of institutional theory. In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 175-190. London: Sage.
	Selznick, P. 1996. Institutionalism 'old' and 'new.' <i>Administrative Science Quarterly</i> , 41: 270-277.

8 (TBA) Monday is ANZAC day, so we will meet at an alternative time, and discuss the material from week 5.	Power
	Hardy, C & Clegg, S. 1996. Some dare call it power. In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 622-642. London: Sage.
	Sensemaking
	Weick, K. 1995. <i>Sensemaking in organizations</i> . Thousand Oaks, CA: Sage. (Ch. 2)
	O'Connell, D. 1998. (Review) Karl E. Weick: <i>Sensemaking in Organizations</i> . <i>Administrative Science Quarterly</i> , 43: 205-208.
9 (2 May)	Culture
	Martin, J. & Frost, P. 1996. The organizational culture war games: A struggle for intellectual dominance, In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 599-621. London: Sage.
	Social Construction / Interpretivism
	Berger, P. L. & Luckmann, T. 1967. <i>The social construction of reality</i> . Garden City, NY: Doubleday. (Part I)
	Putnam, L. 1983. The interpretive perspective: An alternative to functionalism. In L. L. Putnam and M. E. Pacanowsky (Eds.) <i>Communication and organizations, an interpretive approach</i> . Beverly Hills : Sage.
10 (9 May)	Narrative Theory
	Barry, D., & Elmes, M. 1997. Strategy retold: Toward a narrative view of strategic discourse. <i>Academy of Management Review</i> , 22(2): 429-452.
	Boyce, M. E. 1996. Organizational story and storytelling: a critical review. <i>Journal of Organizational Change Management</i> . 9(5): 5-26.
	Tsoukas, H. & Hatch, M. J. 2001. Complex thinking, complex practice: The case for narrative approach to organizational complexity. <i>Human Relations</i> , 54(8): 979-1013.
11 (16 May)	Feminist
	Calas, M. & Smircich, L. 1996. From the woman's point of view: Feminist approaches to organizational studies, In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 218-254. London: Sage.
	Critical Theory/Postmodernism
	Steffy, B. D. & Grimes, A. J. 1986. A critical theory of organization science. <i>Academy of Management Review</i> , 11: 322-336.
	Alvesson, M. & Deetz, S. 1996. Critical theory and postmodernism, In S. R. Clegg, C. Hardy, and W. Nord (Eds.), <i>Handbook of Organizational Studies</i> : 191-217. London: Sage.
	Kilduff, M. & Mehra, A. 1997. Postmodernism and organizational research. <i>Academy of Management Review</i> , 22: 453-481.
12 (23 May)	Burrell, G. 1988. Modernism, Post Modernism and organizational analysis 2: The contribution of Michael Foucault. <i>Organization Studies</i> , 9/2: 221-235.
	Cooper, R. 1989. Modernism, Post Modernism and organizational analysis 3: The contribution of Jacques Derrida. <i>Organization Studies</i> , 10/4: 479-502.
	Calas, M. B., & Smircich, L. 1999. Past Postmodernism? Reflections and tentative directions. <i>Academy of Management Review</i> , 24: 649-671.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at:

www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: www.vuw.ac.nz/policy/StudentConduct.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.