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Blackboard Site: Various and numerous materials relevant to this course will be posted on the course Blackboard site. I strongly encourage you to check there regularly for new materials and announcements.

**Course Description:**

This doctoral seminar deals with both classical and contemporary approaches and issues in the study of behavior of individuals in organizations and theories about complex organizations. Students are exposed to the dominant schools of thought through the discussion, analysis, and comparison of representative work. Among the areas covered are motivation, leadership and decision-making, power, conflict, culture, organization-environment relations, and economic theories of organization.

If you are not a doctoral student you should not

**Course Objectives:**

Upon completing this course students will be able to:

1. Name and describe the major schools of thought about complex organizations and human behavior within and between organizations.

2. Provide citations to the important literature in each school of thought.

3. Describe the underlying assumptions of each of the schools of thought and provide descriptions for the ways that the principal schools of thought differ with regard to these assumptions.

4. Create a basic research design to test one or more organization theories or induce understanding about specific administrative arrangements in public or nonprofit organizations through analysis that is informed by such theories.

This course will meld the somewhat different themes of organization behavior and organization theory. The former theme usually takes a microanalytic approach, emphasizing individuals as the unit of analysis, whereas the latter is a macroanalytic approach that typically examines organizations, their components, their processes, and their relationships to their environments. We will explore selective literature, both classic and current, from both approaches. Many of the best pieces actually originate from disparate disciplines of study -- psychology, sociology, economics, political science -- so students should anticipate thinking about organizations from multiple perspectives. Scholars within each of these disciplines offer quite varied understandings, and my selection of readings presents as much of that variety as possible.

We will attempt to examine all of the readings and create classroom discussion with the use of various sets of lenses:

1. Underlying differences in the ways the theories explore, answer, or assume the answers to the central questions of human social activity: determinism vs. voluntarism; conflict vs. consensus; the relationships among "action," "structure," and "culture"; individualism vs. collectivism; the nature of organizational environments; the nature of human
motivation; the nature of organizational goals; the nature of rationality and the relationship between rationality and emotion; the nature of organizational change; appropriate or assumed methodologies of inquiry (e.g., positivism vs. constructivism or interpretivism, deduction vs. induction, etc.); questions of ideology, i.e., of the status quo vs. oppressed groups and “hidden voices”; and so on.

2. History/chronology: That is, considering the chronology of ideas, research streams, and world events that influenced the scholarly work.

3. A comparative lens: How does one’s embeddedness (and more specifically, that of the authors we examine) in a particular national culture influence the theory one produces and accepts? Could these phenomena be seen differently from other cultural perspectives?

Course Expectations:

This is a doctoral seminar, and that means that students ultimately are responsible for what they learn or fail to learn. Students are expected to come to class having done the assigned reading and with their minds tuned and prepared for serious discussion about the readings. I will attempt to motivate you in that process (although one classic theorist calls this a “hygiene” rather than motivating factor) with graded writing assignments.

Two (2) take-home essay assignments (25 pts. each) 50 points
Research or Research Design Paper 40 points
Preparation of discussion questions (once per student) 10 points

Take-home essay assignments:

At two points in the semester I will assign a brief set of essay questions of the type that might appear in preliminary exams. I will provide the questions and instructions approximately two weeks in advance of each due date. These questions will afford you some limited selection; that is, you will get to select from among the several questions I provide.

Preparing Discussion Questions:

You will choose one week for which you prepare discussion questions for the assigned set of readings. You will prepare a minimum of six discussion questions that must be sent to me by email no later than 5 p.m. on the Monday before class. I prefer to see them in an email message rather than an attached file. I will either approve them or ask you to modify them. Once they are adequately prepared, you will post them to the conference site so that your classmates have several days to ponder them. I will prepare questions for the first set of readings to demonstrate what is expected. Your questions should be designed to provoke discussion. Questions that ask classmates to recite an author’s definitions or to list the component parts of some list the author provides are inappropriate, as are questions that permit dichotomous answers. Instead, you should attempt to pose questions that engage the three sets of lenses outlined above in this syllabus. Additionally, you may use the questions listed below under “class participation” to stimulate your thinking, but do not merely ask these questions as your class discussion questions.

Research/Research Design/Theory Paper:

For the final assignment you will prepare a 15 to 20 page paper, due April 25th, that is either a research proposal, report of actual research, or a theoretical development paper. The project should study, analyze, or examine an organizational phenomenon, micro or macro. The study or proposal must apply to public or nonprofit organizational settings and engage one or more of the theoretical models from our readings. The
theoretical paper must relate in some way to public and/or nonprofit organizations, managers, or employees. A more detailed explanation of the assignment is found below in the syllabus.

**University Attendance Policy:**

“Excused absences include documented illnesses, deaths in the immediate family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”

This is a doctoral seminar. You are responsible for meeting the course objectives, and so I will not take attendance per se. I do apply the university attendance policy, however, with regard to due dates for assignments, including the date for which you are responsible to prepare discussion questions.

**Class Participation:**

The class will be taught in seminar format. Students will be required to have read and thought about the assigned readings before coming to class. This reading and thinking should take a critical (probing, not destructive) perspective, attempting to identify the strengths and weaknesses of the individual readings, as well as opportunities to extend the work to fill the voids in existing literature. I will offer my opinions and suggestions and fill in historical and biographical background for the readings, but I will count on you to help direct the discussion. Since the class will focus on discussion about the readings, it is imperative that you read the articles and come to class prepared to talk. You will not progress in your ability to improve in the graded aspects of this course, in preparation for preliminary exams, and, especially, in a professional doctoral career, if you do not participate in the discussion. You should prepare for discussions by answering the following questions for each reading:

1. What is the main idea (perhaps 1-3 sentences) of the reading?
2. What questions were asked by the author(s)?
3. Were the major concepts operationalized a priori, induced qualitatively, generated from armchair theorizing, or derived in some other way?
4. If research was involved, how were the research questions tested or answered?
5. What were the major findings?
6. What are the strengths and weaknesses of this work?
7. What are the major implications from this work?
8. What else needs to be done in this area in the future?

Letter grades will be assigned according to the following point totals: A=92.5 or more; A-=89.5-92.49; B+=87.5-89.49; B=82.5-87.49; B-=79.5-82.49; C+=77.5-79.49; C=72.5-77.49; C-=69.5-72.49; D+=67.5-69.49; D=62.5-67.49; D-=59.5-62.49; F= less than 59.5.

**Academic Honesty:**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University.” The Florida State University Academic Honor Policy can be found at [http://dof.fsu.edu/honorpolicy.htm](http://dof.fsu.edu/honorpolicy.htm). In addition to information listed in these sources, you are advised that:

1. If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a citation to the source, and direct quotes must be placed within quotation marks and referenced to the specific page(s) from which they originated. I specifically expect you to
use the styleguide of the American Psychological Association; I will provide an abbreviated set of instructions for the APA styleguide on the Blackboard site.

2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above.

3. Material not taken verbatim from a text but paraphrased must be attributed as in rule #1.

4. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero for the assignment and may result in a grade of “F” for the course.

Essay assignments and semester projects will be submitted through the “safe assign” portal in Blackboard. It is imperative that you submit work that is uniquely yours and prepared only for this course. Please note earlier instructions that require you to provide in-text parenthetic citations and proper attribution of quoted material following the APA styleguide. I will clarify any of these expectations you do not understand.

AMERICANS WITH DISABILITIES ACT:

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

Readings:

The following book will be required for the course:

Bowditch, James L., Buono, Anthony F., and Stewart, Marcus M. (2008). A Primer on Organizational Behavior, 7th ed. New York: John Wiley and Sons. (This book has been ordered through Bill’s Bookstore. Alternatively you may purchase the book online, but the first readings from the book will be for class on January 11th.)

In addition, I highly recommend that anybody serious about being a student of organizations obtain the following book. You can order it through any good bookstore or for a little less online. Many people, myself included, consider it the best survey text in organizational theory. A person can work from the index of this book to find useful explanations of every important phenomenon about organizations -- a great resource for preparing for prelim exams, initiating literature reviews, etc.:


An assortment of other articles and book chapters also have been incorporated in readings for many of the class sessions. They are designated in the syllabus with asterisks as follows:
* Available through online library resources of FSU; I recommend that you link to them by doing a catalog search and using the library’s link to the online source.
** Available as an e-file on the Blackboard site under “Course Library”

NOTE: I reserve the right to change reading assignments, although I will make every effort to avoid doing so on short notice or to change substantially the overall reading load for the course.

Course Outline

1/4 Course Introduction
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<th>Date</th>
<th>Topic</th>
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<tr>
<td>1/11</td>
<td><strong>Individual Level Issues in Organizations</strong>&lt;br&gt;Read: Bowditch, Buono and Stewart (BBS), chaps. 1-3</td>
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<tr>
<td>1/18</td>
<td><strong>Interpersonal and Group Dynamics in Organizations</strong>&lt;br&gt;BBS chaps. 4-6</td>
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<tr>
<td>1/25</td>
<td><strong>Leadership, Culture and Change in Organizations</strong>&lt;br&gt;BBS chaps. 7, 10, and 11</td>
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<tr>
<td>2/1</td>
<td>Due: Problem statement for your semester paper; approximate length 1 page</td>
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2/22 Organizational Contingency and Resource Dependence (A “Rational” Perspective)

BBS chap. 9


2/29 The Problematics of National Culture


For those who want to explore this area more fully, you may want to go to: [http://www.worldvaluessurvey.org/](http://www.worldvaluessurvey.org/)

Then, within this website, look in the “Findings” menu for:

“Inglehart-Welzel Cultural Map of the World”; Next, look at:

“Collection of Graphs Presenting WVS Data”

3/7 Spring Break; No class

3/14 Essay Set #1 Due (Please submit via the “Assignments” safe assign portal in the Course Blackboard Site)

Leadership, Culture, and Systems of Control


Yan, Jun and Hunt, James G. (2005). A cross cultural perspective on perceived leadership


3/21

**“Action” and Change in Organizations**


3/28

**Economic Theories of Organization (Another Kind of “Rational” Perspective)**


4/4

**Population Ecology: Deterministic Organizational Change**


4/11 Sociological Institutionalism and Path Dependence


4/18 Conflict, Power, Critical, and Postmodern Theories of Organizations


Hardy & Clegg, “Some Dare Call it Power” In Clegg, Hardy, and Nord **


Alvesson & Deetz, “Critical Theory and Postmodernism” In Clegg, Hardy, and Nord **

4/20 Essay Set #2 Due 11:59 PM (This assignment must be submitted through the “Assignments” folder safe assign portal of the Blackboard site.)

4/25 Final Papers Due 11:59 pm (This assignment must be submitted through the “Assignments” folder safe assign portal of the Blackboard site.)
Research, Research Proposal, or Theoretical Paper Assignment

You will prepare a major paper in one of the following forms:

A. A research proposal on an important question or problem relating to public or non-profit organizations or activities of private organizations that are affected by public policy (note: the study of private organizations must be about the organization(s), not about the public policy.)

B. Alternatively, you may prepare a report of exploratory or other research you have conducted. The paper must in some way engage or test a theory or theories discussed in this class. Any of the following approaches is acceptable:

1. Hypothesis testing.
2. Qualitative-inductive.
3. Triangulated design (multiple methods)
4. OD intervention -- must measure results of the intervention (i.e., experimental design or a strong justification for some other means of assessing results)

C. A theoretical paper that fully develops an argument or discussion about the use of one or more of the theoretical frameworks from class readings within the literature of public administration and policy. The paper might be framed as one of the following types of arguments:

1. How has the theory under examination been used either effectively or inadequately in our field;
2. How might the theory be put to good use and/or be used more effectively;
3. How are basic ideas from the theoretical perspective misused in our field;
4. How are the ideas used under different terminology in our field (so that making the theory more explicit in our field would be helpful); or,
5. How might the ideas from this theory be combined with other theoretical perspectives currently in use.

If you opt for the research proposal you should, at a minimum, include the following sections:

1. **Problem Statement**: What's the problem; why is it important to you and to others?
2. **Literature Review**: Describe the existing empirical evidence and contending explanations.
3. **Methods**: Describe your proposed methods and justify them. For those papers that are proposals rather than actual reports of research I expect your justification to draw extensively on existing literature.
   a. If hypothesis-testing design -- state hypotheses; identify variables and measures (indicators), unit(s) of analysis, proposed sample(s) and settings; describe briefly the analytic techniques or tools you anticipate using (or that you have used).
   b. If qualitative-inductive -- state proposed setting(s) and/or "sample(s)"; theoretical direction for your data gathering; approximated questionnaire or observation instruments, if appropriate; plans for iterative adjustments in data gathering as study proceeds.
   c. If triangulating methods -- provide, as close as possible, the methods you propose (using guidelines for hypothesis-testing and qualitative-inductive, above), and show how multiple methods are dictated by the research problem and how they complement each other.
   d. If OD intervention -- outline the intervention steps and show the instrumentation you plan to use to measure pre-intervention and post-intervention conditions.
4. **Discussion** of Data, Findings, and Conclusions (Only for reports of actual research)
5. **References** (APA Style)
If you opt for a research design rather than an actual research report I will expect a very polished front-end literature review and detailed description of proposed methods. Conversely, if you report research in progress or completed, I will be more forgiving about the literature review, although quality obviously will be rewarded.

**Due Dates:**
- 2/1: Problem statement and approximate description of proposed methods.
- 4/25: Final paper due (11:59 pm)

**Grading:** The paper is expected to have a minimum of 15 pages and maximum of 20, typed, double-spaced, 12 pitch font. I will stop reading and grading at 20 pages, although the references may go beyond this point, and you are welcome to add appendices such as tables and figures that extend beyond 20 pages. Please adjust length by working on the substance of the paper rather than manipulating margins. If you manipulate margins or font size, I will reformat it according to my directions, above, and will use the resulting number of pages in considering the grade. Cover page is optional and will not be included in page count; questionnaire instruments may be included as appendices and will not be included in page count. This paper is worth 40 points toward the final grade, based on:

- Importance of research or theoretical contribution
- Use of theory in formulating the research design, analysis of data, or theoretical development
- Detail, accuracy, and comprehensiveness of literature review
- Refinement of methods
- Quality of writing: organization, clarity, grammar/spelling/word usage
- Quality of analysis (for actual research reports) or quality and sophistication of the theoretical development
- Student effort

Meeting page requirements: if it is too short I will subtract a percentage of the score for each page that it is short.

**Some topics are unsuitable for this assignment.** Please do not submit papers that:

1) you have submitted for other classes (this violates university policies on academic honesty);
2) study the effects or effectiveness of particular public policies (this class is about organization theory, not policy analysis);
3) study whether a particular organizational program works, or how it should be changed to be more successful (this class is about organization theory, not program evaluation).
4) contain no implications for organizational behavior – that is, how individuals or groups as units of analysis behave (or fail to behave) in organizations, or organization theory – how organizations or multiple organizations as units of analysis act (or fail to or are prevented from acting).