

**GALLAUDET UNIVERSITY
GRADUATE SCHOOL AND PROFESSIONAL PROGRAMS
DEPARTMENT OF ADMINISTRATION AND SUPERVISION**

ADM 839: ORGANIZATION THEORY AND DESIGN

Spring 2009

Dates: January 21 –April 29
Time: 9:00 A.M. to 4:00 P.M.
Professor: Dr. F.M. Duffy, francis.duffy@gallaudet.edu
Office: Room 203B, Fowler Hall
Office Hours: By appointment

PURPOSE OF COURSE

The purpose of this course is to explore the nature of organizations and organization theory today. Organization theory has developed from the systematic study of organizations by scholars. Organization theory and design concepts are obtained from living, ongoing organizations.

Some of the concepts you'll study include the nature of organizations, organizations as open systems, principles of organization structure and design, the organization design process, managing dynamic organizational processes, and organization strategy and structure for the future.

Our exploration of these concepts will be in the context of general organizations. You, as future managers in education and human service organizations, will need to interpret and apply these ideas to the kinds of organizations within which you will be managing.

The course provides students with valuable insights to factors that influence organizational performance. In this capacity, the course complements other courses in the Department of Administration and Supervision, in particular *Interpersonal and Group Behavior in Organizations*, *Executive Management Skills*, *Organization*

Development and the Management of Change, Organization Diagnosis and Redesigning Organizations. Also, the course is a core requirement for the education specialist program and an elective for the doctoral program in special education administration and supervision.

OUTCOMES

As a result of completing this course successfully, students will have a deeper understanding of organization theory and design and how this knowledge can help an organization to improve its performance.

TEXTBOOK

Jones, G. R. (2007). *Organization theory, design and change* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

COURSE REQUIREMENTS

1. Punctuality is also important. Class starts at 4 PM, sharp.
2. Active class participation; which means:
 - a. participating in structured in-class activities
 - b. participating in group discussions
3. A term paper (guidelines attached).

GRADING POLICY

There are no tests. Regular attendance is required and participation will affect final grade. Grades will be determined as follows:

- a. Class participation = 30% of final grade (30 points)
 - Participating in group discussion
 - Leading group discussion
- b. Team Project (description attached)
 - Professor's evaluation of team's project = 50% of final grade (50 points)
 - Team members' evaluation of your participation on the team = 20% of final grade (20 points)
- c. The grading system is as follows...

100 = A+
95-99 = A
90-94 = A-
85-89 = B+
80-84 = B
75-79 = B-
70-74 = C+
65-69 = C
64 or less = F

“Incompletes” will not be given. No exceptions.

POLICY ON PLAGIARISM

Gallaudet University has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Safe Assignments. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Professional Standards

This course is a core requirement for the Education Specialist Program in Change Leadership. Students in that program are expected to satisfy the professional standards found in:

Duffy, F. M. (2009, January-March, 2009). National framework of professional standards for change leadership in education. *International Journal of Educational Leadership Preparation*, 4 (1). Available at <http://ijelp.expressacademic.org>.

COURSE OBJECTIVES

At the conclusion of the course, the student will meet the following performance standards for the Education Specialist degree in change leadership in education:¹

Standard 1.0—Systems Thinking: Change leaders perceive their school districts as

¹ The complete set of standards is found in the document referenced above.

whole systems and explain the functional properties of their districts as systems.

Element 1.1...describes the general features of their school district as a system.

Element 1.2...able to conduct a cursory analysis of the functional properties of their school district as systems.

Element 1.3...tentatively accepts that their school district is a system.

Standard 5.0—Change Facilitation: Change leaders help their colleagues and community members gain insight into the human dynamics of system transformation and to develop their confidence to achieve their transformation goals.

Element 5.1...understands basic facilitation skills

Element 5.2...understands basic principles of interpersonal and group behavior

Element 5.3...recognizes at a basic level the importance of understanding human psychology during times of change.

Standard 10.0—Change Tools: Change leaders are familiar with and skillful in using a variety of change theories, tools, and processes derived from interdisciplinary perspectives on change leadership and systemic transformation.

Element 10.1...can describe change theories, tools, or processes in simple terms.

Element 10.2...possesses beginning-level skills for applying change theories, tools, or processes.

Element 10.3...recognizes the need to understand change theories, tools, or processes.

Guidelines for Writing Your Term Paper

1. Term papers are due on Wednesday, April 15th. This will give me time to read and evaluate your papers and give you feedback.
2. Your assigned topic is: “Increasing the Effectiveness of My Organization by Applying Principles of Organization Theory and Design.” For this topic, you will need to read all of the assigned chapters to learn how organization theory and design affects organization performance. Then, you will need to think about how these ideas can be used to increase the effectiveness of your organization (either your current organization or one you worked for in the past).
3. Start reading the assigned chapters. Eighty percent of the time you need to write your paper should be spent on reading. The remaining 20% is spent on writing the first draft, editing, and revising. Set a deadline to stop reading. **Don't start writing your term paper until the middle of March. This will give you time to read and study.**

Once you stop reading, make an outline of the important concepts and principles you want to write about in your paper...concepts and principles that support the assigned topic. Convert the concepts and principles into sub-headings for your paper.

6. Then, start writing using your sub-headings to organize your paper. Set a deadline for completing your first draft.
7. **Edit and revise your first draft at least twice. DO NOT submit your first draft.**
8. You will not have a chance to revise your paper after you submit it. You only have one chance to make your paper good. So, make sure you submit your best work.
9. Please be careful not to plagiarize. With computer technology, it is very easy for professor's to check students' papers for plagiarism. So, don't be tempted. Visit the following website to learn more about what plagiarism is and how to avoid it:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Gallaudet's Graduate School and Professional Programs also has a new policy on academic integrity, which can be viewed by going to
<http://depts.gallaudet.edu/englishworks/writing/graduateplagiarismpolicy.html>

Course # ADM 839 Spring 2009	Student's Name:	Rubric for Assessing the Term Papers		Professor's Name: Duffy
Criteria	Exemplary	Good	Acceptable	Unacceptable
Purpose	The central purpose of the term paper is stated clearly and cogently. [5 points]	The central purpose is occasionally unclear. 4 points	The central purpose is frequently unclear. 3 points	The central purpose is unclear. 0 points
Content	The content of the term paper clearly illustrates that the student has a deep and broad understanding of the selected topic. 5 points	The content illustrates that the student has a good understanding of the selected topic. [4 points]	The content clearly illustrates that the student has a fair understanding of the selected topic. 3 points	The content clearly illustrates that the student has a poor or no understanding of the selected topic. 0 points
Organization	The term paper is and well-organized to facilitate readers' understanding. 5 points	The term paper is occasionally well-organized, but has some disorganization that interferes with readers' understanding. [4 points]	The term paper is rarely well-organized, thus making it challenging for readers' to understand. 3 points	The term paper is not well-organized. 0 points
Feel	The writing is compelling. It hooks the reader and sustains interest throughout. 5 points	The writing is generally engaging, but has some dry spots. In general, it is focused and keeps the reader's attention. [4 points]	The writing is dull and un-engaging. Though the paper has some interesting parts, the reader finds it difficult to maintain interest. 3 points	The writing has little personality. The reader quickly loses interest and stops reading. 0 points

Course # ADM 839 Spring 2009	Student's Name:	Rubric for Assessing the Term Papers		Professor's Name: Duffy
Criteria	Exemplary	Good	Acceptable	Unacceptable
Tone	The tone is consistently professional and appropriate for an academic research paper. 5 points	The tone is generally professional. For the most part, it is appropriate for an academic research paper. [4 points]	The tone is not consistently professional or appropriate for an academic research paper. 3 points	The tone is unprofessional. It is not appropriate for an academic research paper. 0 points
Sentence Structure	Sentences are well-phrased and varied in length and structure. They flow smoothly from one to another. 5 points	Sentences are well-phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth. [4 points]	Some sentences are awkwardly constructed so that the reader is occasionally distracted. 3 points	Errors in sentence structure are frequent enough to be a major distraction to the reader. 0 points
Word Choice	Word choice is consistently precise and accurate. 5 points	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective. [4 points]	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately. 3 points	Many words are used inappropriately, confusing the reader. 0 points
Grammar, Spelling, Writing Mechanics (punctuation, italics, etc.)	The writing is free or almost free of errors. 5 points	There are occasional errors, but they don't represent a major distraction or obscure meaning. [4 points]	The writing has many errors, and the reader is distracted by them. 3 points	There are so many errors that meaning is obscured. The reader is confused and stops reading. 0 points

Course # ADM 839 Spring 2009	Student's Name:	Rubric for Assessing the Term Papers			Professor's Name: Duffy
Criteria	Exemplary	Good	Acceptable	Unacceptable	
Length	Paper has the number of pages specified in the assignment. [5 points]	Paper exceeded the number of pages specified in the assignment by 20%. 4 points	Paper falls short of the number of pages specified in the assignment by 20%. 3 points	Paper falls short of the specified in the assignment by 30%. 0points	
Use of References	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. 5 points	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. [4 points]	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. 3 points	References are seldom cited to support statements. 0 points	
Quality of References	References are primarily peer-reviewed professional journals or other approved sources (<i>e.g.</i> , government documents, agency manuals). 5 points	Although most of the references are professionally legitimate, a few are questionable (<i>e.g.</i> , trade books, internet sources, popular magazines). [4 points]	Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented 3 points	There are virtually no sources that are professionally reliable. The reader seriously doubts the value of the material and stops reading. 0points	
Use of Most Recent Edition of the APA Manual	APA format is used accurately and consistently in the paper and on the "References" page. 5 points	APA format is used with minor errors. [4 points]	There are frequent errors in APA format. 3 points	Format of the document is not recognizable as APA. 0 points	