

2009-1



EDUCATION 813 (G031)
Organizational Theory and Analysis
(Enroll # 13188)

Spring Semester 2009	Instructor: Dr. Lee Southern
Meeting Dates: Jan 16,17,30,31 Feb 13,14,27,28 Mar 13,14,27,28	Office:
Times: Fridays: 4:30 – 9:00 pm Saturdays: 8:30 – 4:30 pm	Telephone: 604-209-4409
Location: SFU Surrey	Email: leesouthern@shaw.ca
Room: SUR 3120 except Feb. 28 in SUR 3270 and Mar 28 in SUR 3280	

COURSE RATIONALE

Graduate education explores, inter alia, theoretical concepts for the purpose of advancing understanding of the phenomena under study: in this course – organizations in the post-secondary and health sectors. In a professional education program this understanding has an applied purpose to assist educators in improving their practice respecting the success of their operational performance.

DESCRIPTION

Organizational behaviour in the post-secondary and health sectors reflects complex interrelationships among mission, governance, leadership, culture and performance. The central theme in the course examination of these organizational characteristics is leadership for change.

GOALS AND LEARNING OUTCOMES

To gain an understanding about key theoretical constructs in organizational behaviour.

To develop a useful theoretical framework for explaining how your organization works.

To apply the framework in analyzing a significant change affecting your particular organization or its respective provincial sector or both.

REQUIRED TEXTS

Leading Change, John P. Kotter, Harvard Business School Press, Boston, 1996
ISBN 0-87584-747-1

Good to Great and the Social Sectors: Jim Collins, Harper Collins, Canada Ltd. ISBN 978-0-9773264-0-2

Selected readings will be extracted from the following text: Hatch, M.J. & Cunliffe A.L. Organizational Theory: Modern, Symbolic, and Postmodern Perspectives, Oxford University Press 2006
ISBN 978-0199260218

Those educators with a particular academic interest in organization theory may wish to obtain a copy of this book.

COURSE OVERVIEW

A detailed course overview with required readings will be e-mailed prior to the commencement of seminars.

GRADING

Class Participation (20%)

Each student is expected to contribute meaningfully by challenging respected ideas and respecting challenging ideas in course discussions.

On a rotational basis each student will be expected to report once (3-5 minutes) and respond to class commentary (10 minutes) on one current media/news item about organizational change in their institutional context.

Case Study (50%)

Each student is required to develop a case study describing a particular organizational change issue affecting his/her institution or in the broader provincial context, including issue definition, action taken or strategies implemented towards resolution. The analysis should be grounded in a theoretical framework.

Case Study Research Presentation (30%)

Each student is asked to prepare and deliver a 20 minute presentation on the subject of their case study with a particular focus on the research questions, theoretical framework and literature review underlying the study. The student is expected to respond to questions and critical commentary from classmates (30 minutes).

ACADEMIC HONESTY STATEMENT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>