Organizational Design and Management

Description of the course

The course *Organizational Design and Management* acquaints you with theories, research, and applications of conceptual tools and knowledge that can guide your understanding of organizational design and performance. We examine organizations as systems, showing how their structure and dynamic processes are related to their performance. We also examine the influence of an organization's strategy, environment, stakeholders, size, technology, and other factors on its structures and processes, and the importance of alignment among these characteristics to an organization's performance.

Learning Objectives

- Identify how the performance of an organization is strongly influenced by the ways in which its structure and processes are designed
- Identify and explain how the assumptions and values held by decision makers impact upon the design or redesign of an organizations structure and processes
- Design the context of change in which local government organizations currently operate, and the implications this has for the design and management of these organizations
- Identify and critique currently competing conceptions of public administration and the roles of public servants
- Use a general model to compare bureaucratic with post-bureaucratic organizational forms, and use this model as an aid to understanding current trends in the development of local government organizations
- Describe the value and usefulness to the practitioner of theory and conceptual frameworks that aid in the understanding of organizational structures, processes and change
- Identify and describe key characteristics of an organization's structure
- Apply a variety of conceptual tools to organizations you know, in order to better understand them, explain them, critically analyze them, and diagnose their problems
- Identify the strengths and weaknesses of bureaucratic structures
- Identify why and how the structures of organizations change
- Compare and contrast a variety of alternatives to bureaucratic structures
- Describe how an organizations structural characteristics affect the behavior of people in the organization and the performance of the organization
- Demonstrate the value of concepts and theories about organizational structure to managers, employees, citizens, elected officials, and other stakeholders
- Identify ways in which you can influence change in organizational structure and behavior

- Identify and analyze the distinctive structural characteristics of local government organizations
- Identify the various environments in which an organization is situated, and apply concepts to describe and analyze those environments and the organizations relationship with its environment
- Think strategically about ways that organizations and managers respond to and try to influence organizational environments
- Describe how technological innovation influences organizational structures and processes
- Define various terms - mission, goals, objectives, strategy and tactics, and formal and operational goals - and explain their use in organizations
- Identify types of strategies organizations adopt and how those strategies fit with various environmental conditions
- Compare and contrast organizational strategies and assess their implications for local government organizations
- Explain why it is important that there is harmony between an organization's strategy and its processes, size, environment, technology and key stakeholders
- Analyze the implications of diversity and inequality for the delivery of services and programs by local governments, local government employment and representation in local elected office
- Define systemic discrimination and describe how it affects women, people with disabilities, aboriginal people, and visible minorities in the workplace
- Express familiarity, comfort, and confidence in thinking and talking about diversity in its various forms (e.g. racial, ethnic, sexual, religious, etc) as well as about issues of inequality (including racism and sexism) and policies and programs to address inequality
- Identify and address barriers in equality in the local government workplace, in relation to numerical representation, employment policies and practices, and organizational culture
- Identify the primary legal, constitutional, and policy bases for human rights and equality in the workplace in Canada, and describe the need for organizations to take action to address inequality
- Explain how diversity in perspectives, experiences and interests - and therefore some degree of conflict - is a normal and expected aspect of life in organizations, and that skills and competencies for dealing with this diversity can be learned
- Identify why and how changes in organizational structures - such as reducing barriers to equality - engages issues of organizational power, politics and conflict
- Explain the importance of stakeholder participation, listening, bargaining, and negotiation in responding to issues of organizational power, politics and conflict
- Apply theories and concepts about organizational change that enhance your ability to plan and participate in organizational change processes, such as employment equity, which challenge existing organizational structures
- Identify and explain several different perspectives on organizational effectiveness
- Describe the difference between effectiveness and efficiency
- Explain how performance measurement and management may contribute to organizational effectiveness and to accountability in government
- Describe the difference between performance management and performance measurement, explain the rationale for each, and identify the primary influences that have made these approaches popular in public administration

- Identify some of the limitations and implementation issues involved in performance measurement and performance management
- Critically analyze an existing or proposed performance measurement or performance management project, and/or propose key elements that should be included in such programs
- Recognize that performance management and performance measurement programs are informed by organizational politics, and look differently from different stakeholder perspectives
- Examine why it is important to empower employees, elected officials, and citizens in performance management in local government

Course Outline

Module 1 Unit 1 of this module examines some of these influences and their impacts on the transformation of local government organizations. This course is concerned with a broad range of questions about why and how structural change takes place, and what effects it may have on the performance of local government organizations.

We will examine the emergence of the post-bureaucratic model in local government organizations, what influences this kind of structural change, barriers to change, and implications of the post-bureaucratic model. This enquiry will illustrate ways in which theory and research about organizational structure can be of value to the public sector practitioner.

Unit 2 of this module will examine three influential and divergent perspectives on public administration which have shaped change in the local government sector, and which reflect conflicting values and visions. These models, termed the Traditional Model, the New Public Management Model, and the New Public Service Model, are compared in the assigned article by Robert Denhardt and Janet V. Denhardt. We will consider the implications of the Denhardts' argument that service to the public and democratic participation by citizens should be the central values of public administration.

Module 2 This module will consider some big-picture ways of looking at the structure of local government organizations, how they are designed, and how and why they change. Any organization's structure shows both continuity over time and change.

Module 3 This module examines the importance of designing organizational structures that fit, or harmonize with, the environments within which they function, and that are suited to the purposes they are intended to serve.

Module 4 This module explores the challenges that local governments face in understanding the need for change and taking action to ensure that public services and public sector employment are equitably available to today's diverse population. Diversity is a reality, but the issue of equity has yet to be effectively addressed.

Module 5 This module is concerned with the design and use of performance measures and performance management systems to improve the effectiveness and efficiency of local government. It will use the course text as a resource for beginning a discussion with a focus on the concepts of effectiveness and efficiency, and the distinction between them.

Required Readings

Textbook

Richard L. Daft, *Essentials of Organization Theory and Design, 2nd editio*n, Southwestern/Thomson Learning, 2001.

Additional Required Readings

Kenneth Kernaghan, Brian Marson and Sandford Borins, *The New Public Organization*, Toronto: IPAC, 2000, Chapter 1, pp. 1-14.

Robert Denhardt and Janet V. Denhardt, " The New Public Service: Serving Rather than Steering," Public Administration Review, Nov/Dec 2000, 60(6), 549-559.

Nalbandian, John, "Facilitating Community, Enabling Democracy: New Roles of Local Government Managers," Public Administration Review, May/June 1999, 59 (3) 187-197.

Minzberg, Henry, "Organizational Design: Fashion of Fit?", Harvard Business Review Jan/Feb 1981, HBC case no 81106.

Dutil, Patrice (ed) "Understanding the Smaller City" and "Understanding the Big City" in *Competitive Cities, Healthy Communities: Charting Collaboration*, IPAC New Directions #12.

Vigoda- Gadot, Eran Managing Collaboration in Public Administration, Westport, Conn: Praeger 2003, Ch. 6 pp147-167 (Conclusion: The Challenge of Collaboration – New Managerial Frontiers for Public Administration).

M. Gertler, R. Florida, G. Gates, and T. Vinodrai. *Competing on Creativity: Placing Ontario's Cities in North American Context* available at www.creativeclass.org/acrobat/ontario_report.pdf

London's New Economy www.london.ca/council/reports/londonsnexteconomy.pdf

London Creative City Task Force Report www.london.ca/cityhall/corpservices/cityclerks/bylaws/creative_city_final.pdf

Andrew, Caroline. "Women and the Public Sector." Part II, Chapter. 9 in The handbook of Canadian Public Administration. Don Mills, IN: Oxford University Press, 2002.

McIsaac, Elizabeth. "Immigrants in Canadian Cities: Census 2001—What do the data tell us?" Policy Options, May 2003: 58-63.

Carol Agocs, C. Burr, and F. Somerset, "Organizational Change: How it Works" *Employment Equity: Cooperative Strategies for Organizational Change*, 1992, pp. 146 – 167.

Kelly Tran, "Visible Minorities in the Labour Force," Canadian Social Trends, Summer 2004, no.73, pp 7-11.

Martin Papillon, "Immigration, Diversity and Social Inclusion in Canada's Cities," Canadian Policy Research Networks, Jan. 2003, at http://www.urbancenter.utoronto.ca/pdf/homedebates/CPRNImmigration.pdf (accessed Dec 2012).

Statistics Canada, The Daily, June 13, 2005, "Labour Force Survey, Western Canada's Off Reserve Aboriginal Population," at http://www.statcan.gc.ca/daily-quotidien/050613/dq050613a-eng.htm

Canadian Council on Social Development, "Employment and Persons with Disabilities in Canada," no. 18, 2005, 8 pp at http://www.ccsd.ca/drip/research/drip18/index.htm

"Workers with Disabilities and the Impact of Workplace Structures," no. 16, 2004, 8 pp., at http://www.ccsd.ca/drip/research/drip16/index.htm

Hadley, Karen, "And We Still Ain't Satisfied: Gender Inequality in Canada, A Status Report for 2001," Toronto: The CSJ Foundation for Research and Education and The National Action Committee on the Status of Women, June 2001, pg. vii http://www.socialjustice.org/uploads/pubs/AndWeStillAintSatisfied.pdf

Statistics Canada, The Daily, Sept. 14, 2000, "Women in Canada," at http://www.statcan.gc.ca/dailyquotidien/000914/dq000914c-eng.htm

Plant, Thomas, "From Measuring to Managing Performance in Municipal Government", *Municipal World,* Oct. 2005.

Carol Agocs and Emmanuel Brunet-Jailly, "Involving Citizens, Elected Officials and Municipal Staff in Performance Management", *Municipal World*, Nov 2005.

Thomas Plant and Janine Douglas, "Case Studies in Performance Management Applications in Local Governments," *Municipal World*, Dec 2005.

Thomas Plant "Measuring Strategic Performance" IPAC case # 3.11.

Graded Assignments

Discussion Boards:

Grade Value: 6%

Students are required to participate in all 5 online discussions. Each online discussion will consist of an initial posting on the discussion topic and response postings (comments) either in response to a classmate's posting or as an augmentation of your initial posting. Students will have approximately one week to meet the requirements of each discussion board. Focused online discussions allow students to express their understanding of information that is covered in each of the modules, to

discuss that information with classmates and their instructor, and to integrate the results of those discussions into their own learning.

Essay 1:

Grade Value: 20%

Essay 2:

Grade Value: 20%

Final Assignment:

The final assignment is cumulative. Students are given one week to complete the assignment.
Grade Value: 30%

<u>Evaluation Criteria</u>
Essays

Essays in all courses are evaluated according to the following criteria:

Thesis (Grade Weight = 20%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• thesis is clearly stated, creative, original and insightful • presents a Point of View (POV) based on a critical analysis of factual evidence and relevant theory	• thesis is clearly stated and insightful • presents a POV based on an assessment of factual evidence and may refer to relevant theory	• thesis is lacking in clarity and precision • presents a POV based on a limited assessment of factual evidence and on common knowledge, generalizations and some theory	• thesis is poorly stated, ambiguous or absent • fails to present a POV or presents a POV that is not based on analysis of factual evidence relevant theory or any other viable form of support

Background and Course Content (Grade Weight = 20%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• elaboration of the thesis is concise, focused explicitly situated (relevant to the community of learners and practitioners), contextualized (related to real life scenarios for practitioners) and draws on the student's personal experiences	• elaboration of the thesis is clear and somewhat situated and contextualized • the essay contains some background information that is not central to the thesis so the focus on the thesis sometimes waivers	• elaboration of the thesis is somewhat clear, but too much time is given to contextualizing and situating the thesis • the extra emphasis on the background and context tends to draw the focus of the essay away from the central thesis	• the thesis is neither situated nor contextualized in terms of practical professional experiences and/or situations • focus on the thesis is poor or absent

Research, Supporting Data and Analysis (Grade Weight = 25%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• demonstrates a clear grasp of the complexity of the issues arising from the thesis • refers to a full range of relevant current resources (course materials, external sources), and contemporary research findings • uses relevant data, analyses and conclusions to conduct a thoroughly and objective examination of the validity of the thesis • includes a critical analysis of the sources used	• demonstrates an understanding of the central issues arising from the thesis • refers to current sources, including contemporary research findings • draws on related analyses and conclusions that support the thesis • uses a somewhat uncritical analysis of this information to examine the validity of the thesis	• demonstrates an appreciation for some of the issues arising from the thesis • refers to current sources, research, opinions, and observations that support the thesis • the resources, evidence, and analyses used are somewhat limited in scope • information is used in an uncritical way to examine the validity of the thesis	• fails to indicate an appreciation or understanding of issues that arise from the thesis • makes limited or no reference to current sources, contemporary research or other forms of factual evidence, opinions or analyses to support the thesis • does not use the information that is presented to assess the validity of the thesis

Conclusions (Grade Weight = 15%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• conclusions are clear, creative and insightful • contain a clear, cogent reiteration of and support for the central points of the thesis • thorough careful analysis confirms the superiority of this POV over other POVs. • the conclusions are based on arguments that are developed throughout the essay and offer a convincing defense of thesis and a compelling, insightful closure	• conclusions are clear and valid • contain a cogent reiteration of the central points of the thesis • a careful analysis tends to support the superiority of this POV over a competing POV • the conclusions support the main hypothesis of the essay and provide a convincing sense of closure	• conclusions are offered but in a disorganized way • the central points of the thesis are reiterated • analysis supports the thesis but little consideration is given to other POVs. • the thesis defense is somewhat successful but there is only a limited sense of closure	• conclusions are vague or absent • there is little or no reiteration of the central points of the thesis • analysis is weak and offers limited support for the thesis and does not consider alternative POVs • fails to defend the thesis adequately and provides no sense of closure

Writing Style and Essay Structure (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• essay is very well organized • central ideas are presented very clearly, cogently and effectively • thesis is insightful and creative and functions as a unifying factor throughout the paper • there is a critical analysis and integration of ideas throughout the paper	• essay is well organized • central ideas are presented clearly, and effectively • thesis is sound and imaginative and is referred back to frequently throughout the paper • paper is analytical and relationships between ideas are clearly developed	• some parts of the essay are less well organized • central ideas are fairly clear, but could be presented more effectively and consistently • thesis is generally sound but utilized inconsistently as a unifying factor in the paper • paper presents some analysis and integration of ideas	• essay lacks organization • central ideas are unclear and poorly presented • thesis is unclear and lacking in insight, creativity and soundness • paper is neither analytical nor integrative

Grammar and Mechanics (Grade Weight = 10%)

Excellent (A: 86–100)	Good (B: 72–85)	Satisfactory (C: 60–71)	Poor (D–F: 0–59)
• all sources are cited accurately • minimal spelling, punctuation, and grammatical errors • essay submitted on time (or delayed, with instructor permission)	• most sources are cited correctly • a few spelling, punctuation, and grammatical errors • essay submitted late (marks deducted at instructor's discretion)	• some sources are cited incorrectly or inappropriately • some spelling, punctuation, and grammatical errors • essay submitted late (marks deducted at instructors discretion)	• sources not cited or cited incorrectly or inappropriately • excessive spelling, punctuation, and grammatical errors • essay submitted very late

Thesis	(Grade Weight = 20%)
Background and Course Content	(Grade Weight = 20%)
Research, Supporting Data and Analysis	(Grade Weight = 25%)
Conclusions	(Grade Weight = 15%)
Writing Style and Essay Structure	(Grade Weight = 10%)
Grammar and Mechanics	(Grade Weight = 10%)

Discussion Boards

Discussion Postings (includes initial and response postings) in all courses are evaluated according to the following criteria:

1. Demonstrates an understanding of a course concept. This applies to your initial and response posts, and includes the following elements:

a. Are your posts relevant to the assigned topic and question?
b. Do your posts demonstrate accurate understanding of course material?
c. Does the subject field convey the essence of your post (in less than 10 words)?

Important Note for Quality Posts: While your posts will often draw on past experiences and informed opinions, the most successful posts will support personal opinions with reference to the course material.

2. Advances the discussion by adding new knowledge. This applies to your response posts, in which you should try to broaden the perspective presented in another post by building on their ideas or pushing those ideas in a new direction. Some possible ways to do this are:

a. Apply references to course material/theoretical concepts.
b. Provide a comparable example from your own work experience thereby extending the original idea, but with a new 'twist'.
c. Provide a counter-example based on personal experiences that refute or weaken the position taken by the initial author (e.g. I hear you say this...., but my experience suggests this...)
d. Apply a related concept from the course that the initial post did not refer to.
e. Apply a related example from current events or some other resource.

Basic Requirements for Course Assignments

File Types: assignments must be submitted on the Course Site in MS Word .doc, .docx, or in .rft format.(These files types can be opened in Blackboard Learn and receive comments; other formats such as .wpd cannot).

All assignments should be in 12 Times New Roman (TNR) font, double-spaced with a 1" margin on each side. Each assignment should be approximately 10 pages in length.

Each page should include the student's name and page numbers in the header or footer.

Each assignment should have a cover sheet as part of the document that has the following: course name, student's full name, instructor's name and essay title (ie. Essay Assignment #1).

Software and Technology Requirements

This course will use Blackboard Learn S-14 (BBLearn) learning management system for class communications, content distribution, and assessments.

Log on to**www.dal.ca/bblearn**

To access the course:

Username: Your College of Continuing Education username cXXXX.cce

Initial Password: Your College of Continuing Education password (it is recommended that you change this password and keep it in a safe place as we are unable to reset it at the College).

For this course, you will need a reliable and frequent access to a computer and to the Internet. You might also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course (not needed in all courses).

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X Mavericks

Note: computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are no longer supported. Also please ensure that you have the most recent Adobe program downloaded to be able to access certain types of files on Blackboard.

To check browser and computer compatibility follow the link that can be found on the course site under 'Student Supports':
https://help.blackboard.com/en-us/Learn/9.1_SP_14/Administrator/030_Browser_Support/010_Browser_Support_SP14

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Help Desk Information

For technology or computer issues, students should contact the Help Desk at Dalhousie University.

Phone: 902-494-2376   Toll-free: 1-800-869-3931   Email: helpdesk@dal.ca

Operating Hours
 Fall & Winter Hours   **Summer Hours (May – Aug)**
 08:00am - 12:00am Monday - Friday   08:00am - 09:00pm Monday - Friday
 10:00am - 12:00am Saturday - Sunday   08:00am - 06:00pm Friday
                                                                      10:00am - 06:00pm Saturday – Sunday

You will find tutorials online under 'Student Supports' that will familiarize you with various aspects of BbLearn.

For issues related to course content and requirements, please contact your instructor.

Student-Instructor Interaction

Instructors are committed to providing a learning experience through thoughtful planning, implementation and assessment of course activities. They are committed to being readily available to students throughout the course by:

1. Replying to emails within 24-48 hours.
2. Returning graded course work with feedback within 7-10 days of each assignment due date.

Blackboard and Privacy

While connected to Dalhousie University's Learning Management System (Blackboard), students may be tracked for their use of the features and tools. For the life of the online course/program, all administrators and instructors with access to the course can request full or partial reports of tracked data for any student(s). Instructors may use tracked information to help determine grades− specifically date stamps on discussion postings and assignment file uploads are used to determine if activities were completed by a specific deadline, and to calculate late penalties if applicable.

Aggregate class and data is used by administrators to study usability, access, and pedagogical issues in the online learning environment.

Blackboard tracks each student's use of all course tools and features, including:
- entry time into each tool and feature
- exit time from each tool and feature
- time spent in each tool and feature per session
- time spent in each tool and feature during the entire course
- total time in Blackboard
- number of Blackboard sessions
- discussion messages read
- discussion messages posted

- mail messages read
- mail messages sent
- calendar entries viewed
- calendar entries added
- assignments read
- assignments submitted
- content files viewed
- web links viewed
- media Library collections viewed
- media Library entries viewed

Academic Integrity

The commitment of the College of Continuing Education is to graduate future leaders of business, government and society who manage and lead with integrity. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under Dalhousie University's Academic Integrity Policies. Dalhousie offers many ways to learn about academic writing and presentations; so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials. See guides and tutorials at http://www.dal.ca/dept/university_secretariat/academic-integrity/student-resources.html

Do not plagiarize any materials for this course. Further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, ***please see*** http://plagiarism.dal.ca/Student%20Resources/

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by Safe Assign anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Diversity and Nondiscrimination

Dalhousie University is committed to maintaining a community that recognizes and values the worth and dignity of every person. The University recognizes the diversity of its students and is committed to providing a learning experience in which students are able to participate, without discrimination on grounds prohibited by the Nova Scotia Human Rights Act. In particular, the University is committed to facilitating students' access to the University's academic programs, activities, facilities and services.

The University seeks to develop and nurture diversity and encourages each individual to reach his or her own potential. Dalhousie University prohibits discrimination against any member of the university community on the basis of race, religion, color, age, gender, ethnic, national or aboriginal origin, marital status, parental status, disability, source of income, political belief and sexual orientation.

The University is obliged to make every reasonable effort short of undue hardship to take substantial, timely and meaningful measures to eliminate or reduce the discriminatory effects of the learning and community environment.

Course Evaluation

At the end of each course, you will be invited and encouraged to complete a formal course evaluation. Evaluations provide an opportunity to provide honest and anonymous feedback on course content and instruction quality. Your feedback contributes to continuous improvement of our courses. We would appreciate hearing your thoughts and opinions on the course/program.

Thank you for engaging in this process. All responses will be held in strictest confidence.

Special Needs and Accommodation

It is the student's responsibility to self-identify and make a request for accommodation. The request for accommodation must be made reasonably in advance of the course or program in relation to which accommodation is being sought so that a decision can be made. The University will consider a request for accommodation made by a third party (physician, family member, caregiver, advocate or other representative) only where the student has provided prior written consent.

A request for accommodation must include the reasons for the accommodation, supporting documentation, the accommodation being requested and suggestions as to how the accommodation can be achieved, copies of medical reports (if applicable) to substantiate the request and where the request relates to a learning disability, a report describing the nature of the disability.

Disability Statement

In an effort to create a classroom environment that maximizes the success of all students, we encourage you to make us aware of any barriers that may inhibit your learning. Please feel free to ask any time about concerns or questions you may have about assignments, activities, or examinations.

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Dalhousie University College of Continuing Education
1459 LeMarchant Street, Suite 2201
PO Box 15000
Halifax, Nova Scotia   B3H 4R2

Tel: (902) 494-2526
Toll Free: 1-800-565-8867

Fax: (902) 494-3662
E-mail: continuinged@dal.ca
www.continuinged.dal.ca