**Instructor:** Tim Atkinson, Ed.D., Assistant Professor and Director of Education, Department of Internal Medicine. Instructional Educational Specialist, Graduate Medical Education. E-mail: timatki@gmail.com


**Description:** The course is a doctoral-level experience that examines organizations as an academic discipline from three levels of analysis: Individual, Group, and Organizational. We start with some classic studies in organizations and then move quickly to modern perspectives through current research. The course examines various organizational structures and configurations; organizations as rational, natural and open systems; the impact of culture, politics, society, and symbols on organizations; rational choice and the relationship between human nature and organizations. Scholars will investigate constructs from research to explain behaviors and events in an organizational setting. Students gain understanding of factors that influence the leadership skills and motivation of leaders, employees and networks in complex organizations. The course is conducted through lecture, literature critiques, extensive discussion, presentations and a final comprehensive question.

**Objectives:**

A. Evaluate organizations as an academic area of study
B. Evaluate organizational models and metaphors.
C. Evaluate forces that impact organizations.
D. Create strategies for conceptual flexibility
E. Create/Synthesize new ideas with Leadership Theory with Organization Theory.
F. Create/Synthesize leadership strategies for shifting contexts.
G. Evaluate organizations through various interpretive frameworks.
H. Evaluate organizational dynamics with organizational and leadership theory.
I. Combine concepts and create new ideas concerning organizational leadership

**Statement:** Welcome to the doctoral level. In this learning environment, you are expected to exhibit a high level of maturity and independence. You have had at least two other higher education experiences and probably some experience with organizations in a formal or professional setting. Prepare assignments for this class like you would if you were running your own business or preparing for a testimony in front of the Senate. Please listen to instruction and make adjustments, but also feel free to express your thoughts openly and freely. At the same time, do not try to engage in a showy display of intellect that creates a negative energy. Respectfully discuss issues with your colleagues with an eye on learning, perspective and advancement. This is not a silly radio call-in show. Most of all, we do not start out with perfect knowledge of the subject and with full knowledge of organizational theory and leadership, so it is necessary to discuss what we are learning. I learn something new every time I teach a course. Personal reflection is necessary to be an effective leader.
Assessment: Please read everything I give you, and prepare to discuss or write about the material like a scholar at any moment. Sometimes I will provide articles that are not in the syllabus, and they are fair game for assessment. You will be evaluated weekly using in-class and out-of-class assignments. Evaluations are based on the successful completion and on-time submission of the assignments as outlined in the syllabus. Late assignments are not allowed. The assignment loses one letter grade for each day past due. No exceptions. Do not ask unless you have a serious medical issue that requires attention. A stuffy nose or a headache is not a serious medical condition.

Policies: Please contact the Office of Disability Support Services at 450-3135 if you need accommodations under the Americans with Disabilities Act. Students are expected to exhibit a high level of moral development and ethics. Under UCA policy, the instructor will withdraw with a WF any student engaging in academic dishonesty or plagiarism. Students are expected to read the UCA Student Handbook for the academic misconduct policy and policies on sexual harassment. http://uca.edu/board/files/2010/11/709.pdf Become familiar with the policies described in the Student Handbook, including the sexual harassment policy and policies outlining other academic procedures.

Activities and Scoring:

Reverse Case Study/Class Participation: Class participation will be highly involved, varied, and will include activities such as Ph.D. student guest lectures, critiques, and reverse case study. (See schedule on the last page.) All activities will train you for the final three products.

Journal Reviews: We will pick classic articles from the list in the syllabus or other journals. 7-10 pages, double-spaced. See chart at end of this syllabus.

Journal Review Presentation. Conduct one high-quality, fifteen (15) minute presentation on the journal article critique. See chart at end of this syllabus.

Final Comprehensive Question. Between 20-25 pages, double-spaced. I will give you the question. See chart at end of this syllabus.

Class Participation (Reverse Cases, Lectures, Critiques) 30%
Final Journal Article Critique 20%
Final Journal Article Presentation 20%
Organizational Theory Final Question 30%

Scoring: 90=A, 80=B, 70=C
Bibliography and Selected Readings (You must search the library for all articles)


<table>
<thead>
<tr>
<th>Date</th>
<th>Reading List</th>
<th>Activities</th>
</tr>
</thead>
</table>
| June 16  | Ch 1, 2: Scott & Davis  
Ch 1, 2, 3, 4, 5: Bolman & Deal  
Ch 1, 2 Weick  
Clark (1972) | Introductory Remarks, Create Teams  
Instructions  
Discuss Readings/Lecture  
Reverse Case Study Prep: Stage 1 |
|          | WORK ON CASE STUDIES                                                        |                                                                                             |
|          | Ch 3, 7: Scott & Davis  
Ch 6, 7, 8: Bolman & Deal  
Ch 3: Weick  
Barley, Stephen, Tolbert (1997)  
Rothaemel, Frank & Alexander (2009)  
Suarez & Olivia (2005)  
Taylor & Hansen (2005) | Discuss Readings/Lecture                                                                 |
|          | Critique an article of interest                                             |                                                                                             |
| June 30  | Ch 4, 5, 6, 7, 8: Scott & Davis  
Ch 9, 10, 11; Bolman & Deal  
Ch 4: Weick  
Meyer and Rowan (1977); Zucker (1977)  
Dimaggio & Powell (1983); Davis (1991) | Discuss Readings/Lecture  
Ph.D. Student Guest Lecturers  
Reverse Case Study Prep: Stage 2  
Reverse Case Studies Stage 1 Due: Work Case Studies |
|          | READ AND WORK ON CASE STUDIES                                               |                                                                                             |
|          | Ch 9, 10: Scott & Davis  
Ch 12, 13, 14, 15: Bolman & Deal  
Ch 5, 6: Weick  
Hasselbladh, Hans & Kallinikos (2000)  
Ph.D. Student Guest Lecturers |
|          | Critique a chapter of interest                                              |                                                                                             |
| July 14  | Ch 10, 11, 12, 13, 14: Scott & Davis  
Ch 16: Bolman & Deal  
Ch 7, 8: Weick  
Whittington, Kjersten, Owen-Smith, Powell (2009); Bartel & Garud (2009) | Discuss Readings/Lecture  
Ph.D. Student Guest Lecturers  
Reverse Case Study Prep: Stage 3  
Reverse Case Studies Stage 2 Due: Work Case Studies |
|          | READ AND WORK ON CASE STUDIES                                               |                                                                                             |
|          | Ch 17, 18, 19, 20, 21 Bolman & Deal  
Glatter (2006)  
Pavlovich & Krahne (2012) | Discuss Readings/Lecture  
Ph.D. Student Guest Lecturers |
|          | READ AND WORK ON FINAL PAPERS                                               |                                                                                             |
| July 28  | Eisenhardt (1989)  
Bunderson, Stuart, Thompson (2009)  
Pope & Miller (2005) | Discuss Readings/Lecture  
Final Article Critique Presentations  
Final Article Critiques Due  
Reverse Case Studies Stage 3 Due: Work Case Studies |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 9</td>
<td>FINAL COMPREHENSIVE QUESTION DUE</td>
</tr>
</tbody>
</table>