

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

DR. KEVIN S. GROVES

MBAM/MSGB 608.18

THEORIES AND MODELS OF ORGANIZATION

FALL TRIMESTER 2008 – SESSION B
OCTOBER 22 TO DECEMBER 3

WEDNESDAYS 1:00pm-5:00pm

BECKMAN MANAGEMENT CENTER
DRESCHER GRADUATE CAMPUS
ROOM U3

SYLLABUS

THEORIES AND MODELS OF ORGANIZATION MBAM 608.18 - FALL TRIMESTER 2008– SESSION B

Day/Class Time:	MBAM 608.13 – Wednesday – 1pm to 5pm, Oct. 22nd-Dec. 3rd
Location:	GSBM, Drescher Graduate Campus, Room U3
Faculty:	Dr. Kevin S. Groves Assistant Professor of Organizational Theory and Management
Telephone:	Office/Voicemail: (310) 506-4020; Cell: (310) 686-1699
E-mail Address:	kevin.groves@pepperdine.edu
BlackBoard:	See BlackBoard (BB) for MBAM 608.18 on <i>wavenet.pepperdine.edu</i> Read our BB site in advance of first class meeting for additional instructions.
Office Hours:	Wednesdays, 5pm to 6pm; also by phone and by appointment.
Availability:	I am readily available to speak with or meet with students to discuss course content, individual or team assignments, student performance, and/or other needs. You are encouraged to email or call me to arrange a meeting.

COURSE DESCRIPTION:

This course provides an introduction to the variety of theories and diverse models of organization design and management worldwide, e.g., mechanistic/bureaucratic, human relations, political, open systems, contingency. The basic assumptions and values of each model will be explored, and analytical tools from each will be introduced and practiced. Linkages with national cultural contexts will be made. The impact of these models upon organizations, managers, and workers will be examined, with special attention to organizational structure and processes, management style, and innovation and change. This core organization *theory* course, with its focus on the *diagnosis* of organizations from multiple theoretical perspectives, is the established pre-requisite for all courses that fulfill the core organization *design* requirement (i.e., MBAM 618, 694, 662A, or 698-Proj. Mgt.).

COURSE OBJECTIVES:

This course focuses on organization analysis and diagnosis, using established theories and models of organization to accomplish these tasks. Toward these ends, the course is designed to help students to:

1. Understand the history of organization theory and the diversity of theories and models that have been and are being applied to the design and management of organizations worldwide;
2. Recognize the assumptions underpinning each theory and model, as well as the impact of these assumptions upon organizations and the individuals comprising them;
3. Develop skills in critical observation, description, and analysis of organizations from multiple theoretical perspectives through the application of theories, concepts, and analytical tools to a variety of organizations, both living and case examples;
4. Comprehend the need to examine an organization from multiple theoretical perspectives in order to perform a holistic diagnosis of the organization and to assess its sustainability;
5. Improve individual and team skills in written and oral communication of information gleaned from rigorous organizational analysis; and,

6. Personally recognize favored ways of thinking about organizing and managing, and develop both an appreciation for and the discipline of applying multiple theoretical perspectives to analyze organizational situations — self-reflective and cognitive skills vital to the global manager who must understand the multiple environmental contexts (e.g., social, technological, political, economic) within which organizations operate.

REQUIRED TEXTS AND COURSE MATERIALS FOR MBAM 608:

1. Morgan, G. (2006). *Images of Organization* (Updated Edition). Thousand Oaks, CA: Sage Publications.
2. Morgan, G. (1989). *Creative Organization Theory*. Newbury Park, CA: Sage Publications.
3. *CoursePack for MBAM 608* — Purchase on-line/download access through **www.XanEdu.com**. Access instructions for XanEdu are located in the “Materials” folder in Blackboard. Please note that this packet contains copyrighted material that is prohibited to access and/or duplicate without authorization. A full list of required readings from this packet is provided in *Appendix A* of this syllabus.
4. Selections from H. Deresky (2003), *International Management: Managing Across Borders & Cultures* (4th Ed.). Upper Saddle River, NJ: Prentice-Hall /Pearson Education. Copies of this book are on reserve in the Drescher Campus Library. A full list of required readings from this book is provided in *Appendix B* of this syllabus.
5. Articles from Pepperdine University Library databases, as indicated in the syllabus.
6. Handouts – provided in class or posted on BlackBoard.

GRADING AND COURSE REQUIREMENTS:

Graded learning activities and their respective value are as follows:

	<u>Percent of Course Grade</u>
1. Class Participation, including Preparation and Presence	25%
2. Organizational Analysis	50%
a) Multiple Perspectives Analysis (40%)	
b) Contingency Analysis (10%)	
3. Multicom International Team Assignment	15%
4. Peer Performance Evaluation	10%
	<u>Total</u> <u>100%</u>

- ✓ Grades will be based on a weighted average of your scores.
- ✓ *Performance Standards* are outlined in detail and posted in the “Course Documents” folder in Blackboard. These standards will guide the preparation of all of your written assignments.
- ✓ For Peer Evaluation standards see the *Peer Performance Evaluation* form posted in the “Materials” folder in Blackboard.
- ✓ Assignments are to be completed individually, unless otherwise indicated, and should be completed in a timely fashion. Late assignments will influence your grade.

- ✓ As a guideline to the workload, you should expect that the study and preparation time required for satisfactory graduate-level performance in the course will be 12 hours for each four hours in the classroom. A superior grade will normally require a substantial investment of time and mental energy.
- ✓ Unless otherwise indicated, all written work should meet the following format requirements, which will influence your evaluation on all written assignments:
 1. Edit carefully for spelling, grammar, and punctuation;
 2. Type, double-space, and number all pages;
 3. Set 1" margins in which I can provide written feedback;
 4. Use 12-point font;
 5. Do not exceed page limitations noted for each assignment; and,
 6. Prepare papers in crisp business style, but retain academic attributes that convey your knowledge (i.e., clear and specific application of course concepts, principles, and models, citation of all appropriate references, third-person descriptive style).

GRADED LEARNING ACTIVITIES

1. Class Participation, Preparation, and Presence

Active participation in class activities and consistent contributions to class discussions are expected. Satisfactory class participation requires preparation for, on-time arrival to, and presence in all classes. Therefore, students are required to:

- Attend all classes, and be present cognitively and emotionally, as well as physically, during each class session;
- Complete all reading and field, preparation, and written assignments by the due dates detailed in the Schedule of Classes;
- Complete team assignments as a team such that all team members contribute roughly equally to the assignment and all are equally prepared to represent their teams; and,
- Keep up-to-date with your written assignments.

One of the most important learning activities of this course is the extent to which you engage in active class participation. Your active participation has a significant influence on your overall grade (25%), as well as the learning experience of your fellow class members. Your class participation grade will be based on my evaluation of the quality, depth, and creativity of your in-class contributions, as well as the quality and constructive nature of the feedback that you provide to your fellow students regarding their contributions to class discussion. Your respect of the learning process itself is fundamental to satisfactory performance and is displayed by your responses to your classmates and by your ability to listen and to integrate their remarks with your own. Please see the *Performance Standards* in Blackboard for more detail regarding class participation expectations.

2. Organizational Analysis

For guidance in selecting an appropriate organization or organizational unit to use for the Organization Analysis assignment, see *Advice about Choosing an Organization* under Class Session I Assignments on pages 7-8 of this syllabus.

Your Organizational Analysis is composed of *two* parts:

a) *a Multiple Perspectives Analysis* (of reasonable length — approx. 12-15 pages plus charts)

This is a detailed, objective analysis of your organization using theories, concepts, and analytical tools from the following four theoretical perspectives:

1. Mechanistic/bureaucratic perspective
2. Human relations movement perspective
3. Open systems perspective
4. Political perspective.

As you describe your organization from each of these theoretical perspectives, you will need to:

- ◆ Apply a broad range of concepts, principles, and analytical tools appropriately and accurately;
- ◆ Explicitly state the concepts and principles you are employing;
- ◆ Use examples from your organization to illustrate your points;
- ◆ Accompany all charts and figures with a clear explanation of their content;
- ◆ Demonstrate deep insight into your organization;
- ◆ Maintain a descriptive tone (not evaluative or judgmental);
- ◆ Be attentive to style (i.e., language, flow, form) of your argument; and,
- ◆ Comply with all format requirements noted on page 2 (except with charts and figures).

This analysis is due at the beginning of Class Session 7. Forty percent of your final grade will be based on my evaluation of your Multiple Perspectives Analysis, determined by:

- Breadth of concepts, principles, and analytical tools that you apply appropriately and accurately;
- Depth of your insight into your organization from each theoretical perspective;
- Style (i.e., language, flow, form) of your argument.

The thoroughness and accuracy of your Multiple Perspectives Analysis directly impacts your ability to adequately perform the second part of the Organizational Analysis — the Contingency Analysis.

b) *a Contingency Analysis*

This analysis will be written in class during Session 7. It will allow you to demonstrate your ability to effectively integrate the findings from your Multiple Perspectives Analysis, to determine the degree to which your organization's sub-systems are fit/misfit with its external environment, and to evaluate your organization's strategic stance. This analysis will be worth 10% of your final grade.

The result of the Multiple Perspective Analysis and the Contingency Analysis will be a thorough Organization Analysis you can use in your organization design core course (i.e., 618, 662A, 694, or 698-Family Business or Project Management) as a resource for developing recommendations for changes to the design and management of your and other organizations.

Therefore, be sure you keep all your MBAM 608 work and materials for reference and possibly direct use in your organization design core course.

The quality of your Multiple Perspectives Analysis and the outcome of your Contingency Analysis can be significantly improved by:

- Completing a draft of your analysis **each week** using the theoretical perspective just studied;
- Following the “Key Elements of Analysis” instructions for each theoretical perspective as you prepare your draft (see “Materials” folder in Blackboard);

- Forming a **Peer Review Group** with maximum two other class colleagues in 608 (preferably from your team), sharing your drafts with these colleagues weekly to receive their feedback, and giving them feedback on their work;
- Meeting with Professor Fran Grimes in the Writing Center individually and with your Peer Review Group **before the 4th week of class** to review the format of your individual Multiple Perspectives Analysis and to receive advice on peer review techniques; and,
- Revising your drafts as necessary, editing them into a coherent paper, having your Peer Reviewers conscientiously assess this final paper prior to submission, and revising it again if necessary.

3. Multicom International Case Presentation

In Class Session 4, each team will select a theoretical perspective (*mechanistic/bureaucratic, human relations, political, open systems*) from which to analyze Multicom International. These analyses will be prepared for oral presentation in Class Session 4. The assignment is as follows:

Using the theoretical perspective that your team has been assigned (*mechanistic/bureaucratic, human relations, political, or open systems*), analyze Multicom International at two time periods:

T₁ = the time of its founding; and,

T₂ = the end of the case.

Prepare a 15-minute Power Point “executive summary” of your analysis, with handouts (post on BB and bring 3-per-page hard copy) for all class members. In this presentation, you should:

- Show how you analyzed Multicom International at these two points in time, using all key steps in the analytic process of your perspective;
- State the conclusions regarding Multicom International that you have derived from this perspective, and support these conclusions with a clear rationale.

After your team’s presentation in Class Session 6, update the posted analysis on the Blackboard to reflect your team’s learnings from the class discussion and so your work can be a model for the individual Organization Analysis.

This team presentation will be evaluated by me, and you will also receive feedback from your class colleagues. This component is 15% of your final grade. [Generally, all members of a team will receive the same grade for this presentation. However, I reserve the right to modify the team grade for individuals whose contribution is significantly and obviously below team standard.]

4. Peer Performance Evaluation

At the conclusion of the course, you will assess the performance of each member of your team using copies of the *Peer Performance Evaluation* form posted in Blackboard in the “Materials/Class Session 7” folders. Upon completion of the form, and prior to submitting it, you must discuss the results of your evaluation with the person being assessed and give him/her a copy of this peer performance evaluation. This will provide your colleagues with valuable feedback about their performance on a team, and it will enhance your skill at giving feedback to your peers. The average of your peer performance evaluation grades is 10% of your final grade.

POLICY ON ATTENDANCE:

Attendance at the first class session is imperative. You will not be allowed to remain enrolled in the course if you miss the first class session.

Attendance at all class sessions is required. Any absence will seriously impair your analytical

ability in one or more of the theoretical perspectives, negatively impacting your personal and team performance. Absence for any reason on the day of a team presentation will require justification from your team members of your *substantial* contribution to the preparation of the presentation and will result in your receiving at least a full grade lower than the team grade on the assignment.

If you miss two class sessions, you will be dropped from the course.

Course sections are not interchangeable; you must attend the section in which you are enrolled.

POLICY ON CONDUCT:

GSBM students are expected to respect personal honor and the rights and property of others at all times. This includes abiding by the GSBM Full-Time Graduate Programs Honor Code, as well as the Pepperdine University rules on conduct. The Honor Code can be found in full on the MBAM webpage; the University rules on conduct can be found in the *Legal Notices* section of the GSBM Catalog.

POLICY ON DISABILITIES:

The Disability Services Office (DSO) offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of disability, and academic need. Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Malibu Campus, Tyler Campus Center 264, tel. 310-506-6500) as early in the trimester as possible. All discussions will remain confidential. See <http://www.pepperdine.edu/disabilityservices/> for additional information.

PROFESSOR BIOGRAPHY:

As an Assistant Professor of Organizational Theory and Management at the Graziadio School of Business and Management, Dr. Kevin S. Groves teaches undergraduate and graduate-level classes across a range of management and leadership topics, including organization theory and management, organizational behavior, organization development and change, and managerial skills.

Dr. Groves previously served as Assistant Professor of Management and Director of the PepsiCo Leadership Center at California State University, Los Angeles, where he managed a \$1.45 million grant from the PepsiCo Foundation to support programs charged with developing the leadership competencies of CSULA students, community members, and business leaders, implementing community outreach and mentoring programs at local high schools, and producing cutting-edge research on organizational leadership. He consults with organizations in the areas of executive development and succession planning, organizational change, and employee engagement. Dr. Groves has served in consulting roles for a range of organizations and industries, including the strategy and organization practice at Towers Perrin, organization development at Kaiser Permanente, management competency development at Frito-Lay, and employee engagement at the Mayo Clinic.

His research interests and areas of expertise include executive development and succession planning, managerial thinking styles, leader social/emotional intelligence, and organizational change. Dr. Groves' research has been published in numerous academic and practitioner journals, including the *Journal of Management*, *Journal of Business Ethics*, *Academy of Management Learning & Education*, *Leadership & Organization Development Journal*, *Human Resource Development Quarterly*, and *Journal of Management Development*. His research on managerial

thinking styles, leader emotional intelligence, and charismatic leadership has received regional and national recognition, including Best Paper awards from the *Academy of Management*, *Western Academy of Management*, and *Society for Industrial/Organizational Psychology*.

Dr. Groves received a Ph.D. in Organizational Behavior from Claremont Graduate University, where he was awarded the *Arthur H. Brayfield Dissertation Award* for his research on charismatic leadership and organizational change.

SCHEDULE OF CLASSES

The following schedule identifies all required readings and assignments for each class session.

- “Images” refers to Morgan's *Images of Organization* book.
- “COT” refers to Morgan's *Creative Organization Theory* book; the number following “COT” refers to the article number in this Morgan book, not the page number.
- Copies of the “Deresky” book are on reserve in the Drescher Campus Library.
- “CP” refers to material in the CoursePack available on-line at www.XanEdu.com.
- “LIB” refers to articles available on-line through the Pepperdine Library databases.
- “BB” refers to material available on the BlackBoard for MBAM 608.13. It is expected that, each week, you will read all announcements on our course Blackboard and download/read all postings for the class session from the “Materials” folder.
- “Skim” means ‘read through quickly, taking cursory notes of key points and concepts’. Otherwise, the expectation is that you will read carefully, taking copious notes. In both cases, be sure to identify any unresolved questions to bring to class.

PLEASE NOTE: YOU HAVE READING AND WRITING ASSIGNMENTS DUE AT THE FIRST CLASS SESSION (see below)

SESSION I: October 22nd

Introduction and Overview of the Course Surfacing our Assumptions re: Organizations

Please bring to class a copy of your résumé.

Reading Assignment – due at first class session:

Course Syllabus for 608 (read fully/carefully and prepare any questions)

Images: Chapter 1- “Introduction”

COT: 1, 3-6, 8, 10, 17

Deresky: Chapter 1, pp. 3-11 (skim) — “The Global Managers Environment,” from Jack Welch quote (bottom of p. 3) through “The Global Manager’s Role” (p. 11, ¶1)

Written Assignment - due at first class session: (1 page maximum; see Format Requirements on page 3)

Introduce the organization or organizational unit you will use for your Organizational Analysis by describing the nature of its business, ownership, location, products/services, customers, competitors, relative size, history (very briefly), and any other relevant aspects. Identify the number of employees in the organization and in your focal unit, and describe your role(s) and responsibilities within the organization. Why did you choose this organization/unit as the focus for your analysis?

Advice about choosing an organization for your Organizational Analysis:

The focus of this analysis will be an organization in which you have worked recently and with which you are very familiar. You must have intimate (not just superficial) knowledge about this company and must be acquainted with the employees. Therefore, it is best to choose to analyze an organization such as your last job, your internship organization, or your family business. You may choose to analyze the full organization if it is small in size (i.e., ≤ 20 employees) and you are familiar with all aspects of work done across the organization. Otherwise, you should narrow your analysis to a unit of the organization (e.g., division, department, project team). The level of analysis must be carefully chosen; if you are having difficulty with this, we can discuss it during our first class session, after which you may wish to consult with me or with Professor Fran Grimes.

SESSION II: October 29th

Mechanistic/Bureaucratic Models of Organization

Reading Assignment:

Images: Chapter 2 – “Organizations As Machines”

COT: 19, 22, 23

CP: Wren, Chapter 2, pp. 13-33 - “Management Before Industrialization”

Gannon, “American Football” (skim)

Deresky: Chapter 8, pp. 310-319 — “Control Systems for Global Operations” through “Conclusion”

LIB: Jackall, R., “Moral Mazes: Bureaucracy & Managerial Work”, *Harvard Business Review*, September/October 1983, 61 (5), 118-130. (skim) Available in *Business Source Premier*.

Field Work:

1. 1/2 hour observation at a local McDonald’s Restaurant (previous experience with this organization as either an employee or a customer is not a valid substitute for this field experience).
2. 1/2 hour observation of a U.S. football game, live or on T.V. (exclude half-time & T.V. commercials).

During your Field Work, look for and link to your observations specific principles of classical management theory, scientific management theory, and bureaucracy theory.

Written Assignment: Due at 2nd Class Session (1 page maximum; may be single-spaced).

Use concepts from classical management theory, scientific management theory, and bureaucracy theory to compare and contrast your observations of McDonald’s and U.S. Football. In two columns (one for each organization), bullet-point key theoretical concepts in use and provide illustrative examples from your observations.

Individual Preparation:

Consider the ethical implications of the blanket application of this model to the design of work and of effective, sustainable organizations.

Organizational Analysis:

Form a Peer Review Group (see page 5 of this syllabus).

SESSION III: November 5th

Human Relations Movement & Models of Organization

Reading Assignment:

Images: Chapter 3 – “Organizations as Organisms” (pp. 33 to top of 38 only)

LIB: Krackhardt, D., and Hanson, J.R. “Informal Networks: The Company Behind the Chart”, *Harvard Business Review*, July-August 1993, 104-111.

HTML & PDF Full Text available in *Business Source Premier*

LIB: Mintzberg, H., and Van der Heyden, L. “Organigraphs: Drawing How Companies Really Work”, *Harvard Business Review*, 77 (5), September-October 1999, 87-94.

HTML & PDF Full Text available in *Business Source Premier*
Deresky: Chapter 11, pp. 446-460 — “Motivating”
CP: Wren, pp. 372-374, “Theories X and Y and Beyond”
BB: *The Paradoxical Twins: Acme and Omega Electronics Case – Updated (do not use COT version)*

Individual Preparation:

1. Think through "Discussion Questions" at the end of each section of the Acme/Omega case.
2. Sketch (by computer or by hand) the formal structure and the *informal communication, advice, and trust networks* of both Acme and Omega Electronics.
3. Consider the ethical implications of the blanket application of this model to the design of work and of effective, sustainable organizations.

Team Preparation:

1. After you have individually sketched the formal structure and informal networks of Acme and Omega, meet with your team to discuss and draft informal communication, advice, and trust networks for both organizations.
2. Draft an “Organigraph” for Acme or Omega. Display it on a flip chart or poster board.

Organizational Analysis:

Draft an analysis of your organization from the Mechanistic/Bureaucratic Perspective and work with your Peer Review Group to improve it. *This draft will be collected in class.*

SESSION IV: November 12th

Political Theory and Models of Organization

Reading Assignment:

Images: Chapter 6—“Organizations as Political Systems” (read carefully 149-166, skim pages 166-194)
COT: 92
CP: French & Raven, “The Bases of Social Power” from Matteson & Ivancevich, *Management and Organization Behavior Classics*
Deresky: Chapter 10, pp. 439-441 — “Labor Relations in Germany”
LIB: [The Bell Tolls for Germany](#) Ewing, J. & Hibbard, J. “The Bell Tolls for Germany, Inc.”, *Business Week*, Issue 3947, August 15, 2005, 40-41. HTML Full Text available in *Business Source Premier*. [Read after Deresky].

Individual Preparation:

List your current *task, career, and extramural* interests. Draw a Venn Diagram (like the one on page 158 of *Images*) to visually display your interests. Modify the circle size to represent importance/priority, and overlap the circles to the degree to which interests overlap. Include brief description (bullet points are fine).

Team Preparation:

Share and discuss your Venn Diagrams.

Organizational Analysis:

Draft an analysis of your organization from the Human Relations Perspective and work with your Peer Review Group to improve it.

SESSION V: November 19th

Open Systems Theory and Models of Organization

Reading Assignment:

Images: Chapter 3 – “Organizations as Organisms” (pp. 38-42, and mid-page 59– 69)
Daft, R.L. Chapter 4, "The External Environment", *Essentials of Organization Theory and Design* (2nd Ed.). Cincinnati, OH: South-Western College Publishing, 2001, 52-72.

Accessible through the following website (no cost to Pepperdine students only):

http://www.swlearning.com/management/daft/Pepperdine/Pepperdine_eotad2e.html

Deresky: Chapter 1, pp. 11-31 — “Assessing the Environment” (skim)

COT: 33, 37, 38

BB: Environmental Sectors “Wheel”

CP: Deresky (2nd Ed.): Case Study - "Euro Disney SCA: Perspectives from Two Cultures"
Case and Gannon “French Wine” (skim)

Individual Preparation:

- Compare the Environmental Sectors Wheel in the Daft article with that in Blackboard.
- What analysis techniques and models learned in other MBA courses could you use to learn more about the effect of each sector on the organization?

Team Preparation:

- Use the Environmental Sectors Wheel in Blackboard to identify those sectors critical to Euro Disney’s survival. Why is each critical?
- How stable/unstable is each environmental sector? What actions does Euro Disney take to further understand or stabilize each sector?

Organizational Analysis:

Draft an analysis of your organization from the Political Perspective and work with your Peer Review Group to improve it.

SESSION VI: November 26th

A Comprehensive Multiple Perspectives Analysis

Reading Assignment:

COT: 27, 29

BB: Multicom International Case

Team Preparation:

Multicom International Team Presentations – see assignment on page 6 of this syllabus.

Organizational Analysis:

Draft an analysis of your organization from the Open Systems Perspective and work with your Peer Review Group to improve it.

SESSION VII: December 3rd

Contingency Models of Organization: An Integrative Analysis
In-class Contingency Analysis
PORTFOLIOS DUE

Reading Assignment

Images: Chapter 3 – “Organizations as Organisms” (pp. 42 – 58)

COT: 32

BB: Contingency Analysis Chart

The Contingency Analysis Chart we will use differs from Morgan’s model (COT-32 & Images, Chapter 3):

- In dimension 1, note the broader focus on overall environmental “uncertainty” rather than just “stability”;
- In dimension 2, note the substitution of “scanning practices” for “strategy”;
- In dimension 4, note the separation of the dimension into 2 sub-dimensions: one that identifies employee needs/expectations and another that identifies motivators (rewards) the organization provides its employees.

BB: Multicom International Case

Individual Written Assignments:

- **Organizational Analysis -- Multiple Perspectives Analysis:**
Complete any necessary revisions and/or editing of your Multiple Perspectives Analysis, drawing from Peer Reviewers' comments, from your own reflections, and from any new insights from the Class Session 6 analysis of Multicom International. Edit your drafts of these 4 analyses into a thorough and coherent paper (approximately 12-15 pages, plus charts). Have your final paper reviewed by your Peer Review Group prior to submission. Bring your completed Multiple Perspectives Analysis to class.
- **Organizational Analysis — Contingency Analysis (to be prepared in-class):**
The Contingency Analysis will require you to effectively integrate your findings about your organization from all your previous analyses. Therefore, be sure your Multiple Perspectives Analysis is complete, robust, and contains the appropriate data to address all key steps in the Contingency Analysis process. You must have your completed Multiple Perspectives Analysis with you in class to successfully undertake the Contingency Analysis.
- **Peer Performance Evaluations:**
Make copies of the Peer Performance Evaluation form posted in BB, and complete one for each of your fellow team members. Follow the instructions on the form, and consult the course *Performance Standards* (also located in Blackboard). Please complete these evaluations before class, discuss your feedback with each person evaluated, give him/her a copy, and also bring copies for submission to the professor.

APPENDIX A: COURSEPACK FOR MBAM 608

Available on-line on www.XanEdu.com at:

<http://www.xanedu.com/login.shtml?PackId=288865>

You must purchase online/download access.

Please note that this readings packet contains copyrighted material which is prohibited to access and/or duplicate without authorization. Therefore, you must purchase your own copy of this packet for use in this class. *Failure to do so will place both you and the university in jeopardy of a copyright violation.*

TABLE OF CONTENTS:

1. Wren, D.A. "Management Before Industrialization", Chapter 2 in *The Evolution of Management Thought* (4th Ed.). New York: John Wiley & Sons, Inc., 1994, 13-33. (ISBN: 0-471-59752-X)
2. Gannon, M.J. "American Football," Chapter 13 in *Understanding Global Cultures: A Metaphorical Journey into 17 Countries* (2nd Ed.). Thousand Oaks, CA: Sage Publications, Inc., 2001, 209-226. (ISBN: 0-7619-1329-7)
3. Wren, D.A. "Organization Behavior and Theory – Theory X and Y and Beyond" Chapter 20 in *The Evolution of Management Thought* (4th Ed.). New York: John Wiley & Sons, Inc., 1994, 372-374. (ISBN: 0-471-59752-X)
4. French, J., and Raven, B. "The Bases of Social Power," excerpted in M.T. Matteson & J.M. Ivancevich (Eds.), *Management and Organizational Behavior Classics* (7th Ed.). Boston, MA: Irwin/McGraw-Hill, 1999, 141-157. (ISBN: 0-256-26457-0)
5. Deresky, H. "Euro Disney SCA: Perspectives from Two Cultures," Case in *International Management: Managing Across Borders and Cultures*, 2nd Ed. Reading, Massachusetts: Addison-Wesley, 1997, 128-131. (ISBN: 0-673-98091-X)
6. Gannon, M.J. "French Wine," Chapter 5 in *Understanding Global Cultures: A Metaphorical Journey into 17 Countries*. Thousand Oaks, CA: Sage Publications, Inc., 1994, 85-105. (ISBN: 0-803-95374-7)

APPENDIX B: REQUIRED DERESKY READINGS FOR MBAM 608

Deresky, Helen.

International Management: Managing Across Borders and Cultures (4th Ed.).

Upper Saddle River, NJ: Prentice-Hall /Pearson Education, 2003.

*****Copies of this book are available on reserve in the Drescher Campus Library.*****

For Class Session 1:

Chapter 1, pp. 3-11 — “The Global Managers Environment,” from Jack Welch quote (bottom of p. 3) through “The Global Manager’s Role” (p. 11, ¶1)

For Class Session 2:

Chapter 8, pp. 310-319 — “Control Systems for Global Operations” through “Conclusion”

For Class Session 3:

Chapter 11, pp. 446-460 — “Motivating”

For Class Session 4:

Chapter 10, pp. 439-441 — “Labor Relations in Germany”

For Class Session 5:

Chapter 1, pp. 11-31 — “Assessing the Environment” (skim)