

Subject Description Form

Subject Code	APSS526											
Subject Title	Organization Theories and Analysis											
Credit Value	3											
Level	5											
Pre-requisite / Co-requisite/ Exclusion	Nil											
Assessment Methods	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation & participation</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>2. Essay</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Seminar presentation & participation	30%	20%	2. Essay	50%	0%
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<ul style="list-style-type: none"> ▪ The grade is calculated according to the percentage assigned; ▪ The completion and submission of all component assignments are required for passing the subject; and ▪ Student must pass all components (standard of passing) if he/she is to pass the subject. 												
Objectives												
<ol style="list-style-type: none"> 1. To introduce students to consider the nature and issues in social service organization and administration; 2. To sharpen understanding of organization and management in policy making and social development by examining schools of thought of organization structure, culture and dynamics; 3. To explore the essential characteristics of human services organizations, especially the competing values and dilemma encountered by administrators in policy making and social development; 4. To highlight some of the prominent issues confronting human services organizations in making policies and making plans for social development. 												

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a. Articulate the arguments of various theoretical perspectives in organizational analysis, their applicability in local policy and development context, and their strengths and weaknesses; b. Demonstrate relevant frameworks for analyzing organizational issues and problems in the professional practice of social administration, social policy and social development; c. Appreciate and follow the values and beliefs in analyzing organizational issues relating to administration, policy and development practice.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ul style="list-style-type: none"> 1. Introduction Definition, roles and functions of social services administrators and policy makers; characteristics of social administration and policy making. 2. Third Sector Organizations in Hong Kong and Chinese Mainland Development of policies on third sector organizations in Hong Kong and Chinese Mainland; examination of recent issues including the Subvention Review, Service Quality Standard, and other relevant ordinances such as Personal Data (Privacy) Ordinance and Anti-discrimination Ordinances well as relevant ordinances for social organizations in China Mainland 3. Organization Theories and Social Service Organizations Classical organization theories and related debates Neo-classical and Modern structural organization theories Systems and Contingency theories Power and Politics in organization, organization culture Understanding competing values in social service/policy organizations Emergence of Quality Improvement Initiative Theories relating to third sector organizations such as resources dependency; institutional theories 4. Examination of Various Organization Issues Examination of various organization issues: organizational adaptation, leadership power and compliance, governance, organization culture, accountability and evaluation and organization change. 5. Management in a Changing Context Changing global and local task environment of policy and social services

	<p>Organization as strategy of change Role of administrators/policy makers in time of uncertainty Leadership and decision making</p> <p>6. Organizational Change Organizational change: dynamics of structural-processual consistency</p>																							
<p>Teaching/Learning Methodology</p>	<p>Students will be required to attend lectures, management workshops and seminars. Lectures will focus on delivering the basic concepts, theories and framework for managing policy organizations while management workshops will allow students to learn specific techniques in carrying out daily organization management routines. Seminars will see students engage with one another to work on group projects and case studies of policy or social service organizations.</p>																							
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="422 828 1417 1243"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation and participation</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Essay</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="3"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Term paper/ essay will allow students to integrate major concepts, theory and perspectives they gain in the subject; the effectiveness of their proficiency in communicating their own ideas, creativity and critical thinking, their appreciation of professional values and ethics in making judgment in handling complex social and organizational issues.</p> <p>Seminar presentation and participation will provide an additional opportunity for students to display the learning outcomes as described above. This however will further allow them to make evident their competence as a group as well as an individual in communicating ideas and learning experience in an interactive, student-centred and problem-based setting. This will also offer students an opportunity to reveal their ability in translating their theoretical knowledge into practical task performance. In turn, this will further indicate their comprehension of basic knowledge, creativity and critical thinking, and ability to make critical judgment in a different learning setting.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			a	b	c	1. Seminar presentation and participation	50%	✓	✓	✓	2. Essay	50%	✓	✓	✓	Total	100%			
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Total	100%																							

Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar and/or Workshop	12 Hrs.
	Other student study effort:	
	▪ Self Study	42 Hrs.
	▪ Preparation for Seminar Presentation	10 Hrs.
	▪ Preparation for Essay	20 Hrs.
	Total student study effort	111 Hrs.
Medium of Instruction	English Chinese for the MASSA(China) students	
Medium of Assessment	English Chinese for the MASSA (China) students	
Reading List and References	<p>Essential Bolman, L. G. & Deal, T. E. (2008). <i>Reframing organizations: Artistry, choice, and leadership</i> (4th ed.). San Francisco: Jossey-Bass. [HD31.B6135 2008]</p> <p>Brooks, I. (2003). Chapters 9 & 10, The impact of national culture on organizational behaviour in <i>Organisational behaviour: individuals, groups and organization</i> (2nd ed.). Essex, UK: Prentice Hall. [HD58.7.B755 2003]</p> <p>Busch, M., & Hostetter, C. (2009). Examining organizational learning for application in human service organizations. <i>Administration in Social Work</i>, 33(3), 297-318.</p> <p>Daft, R. L. (2010). <i>Organization theory and design</i> (8th ed.). Cincinnati: South-western. [HD31.D135 2010]</p> <p>Dubrin, A. J. (2005). Chapters 12, 13, 14, and 15. <i>Fundamentals of organizational behaviour</i>. Mason OH: Thomson. [HD58.7.D8 2005]</p> <p>Ferguson, P. R., & Ferguson, G. J. (2000). Chapters 2, 9, and 10 in <i>Organizations: A strategic perspective</i>. Basingstoke, Hampshire and London: MacMillan Press Ltd. [HD31.F398 2000]</p> <p>Fineman, S., Gabriel, Y., & Sims, D. (2010). Chapters 1, 8, and 9 in <i>Organizing & organizations</i> (4th ed.). London: Sage Publications. [HD58.7.S55 2010]</p>	

	<p>Glisson, C. (2009). Chapter 6, Organizational climate and culture and performance in the human services. In Rino J. Patti (ed.) <i>The handbook of human services management</i> (2nd ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Goldsmith, S., & Eggers, W. (2004). <i>Governing by network: The shape of the public sector</i>. Washington DC: The Brookings Institution.</p> <p>Grant, D., & Osrick, C. (1996). <i>Metaphor and organizations</i>. London: Sage publications. [HD31.M47 1996]</p> <p>Hall, R. H., & Tolbert, P. S. (2005). Chapters 1 to 3, 9 in <i>Organizations: Structures, processes, and outcomes</i> (9th ed.). Upper Saddle River, NJ: Pearson. [HM131.H237 2005]</p> <p>Hasenfeld, Y. (2009). Chapters 3, 4, 9, and 23 in Rino J. Patti (ed.) <i>The handbook of human services management</i> (2nd ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Hasenfeld, Y. (2010). Chapters 3, 6, 9, and 23 of <i>Human services as complex organizations</i> (2nd ed.). Thousand Oaks, CA: Sage Publications. [HV95.H75 2010]</p> <p>Lipshitz, R., Friedman, V. J., & Popper, M. (2007). <i>Demystifying organizational learning</i>. Thousand Oaks, CA: Sage Publications. [HD58.82.L57 2007]</p> <p>Morgan, G. (2006). <i>Images of organization</i>. Thousand Oaks, CA: Sage Publications. [HD31.M628 2006]</p> <p>O'Connor, M. K., & Netting, F. E. (2009). Chapters 1, 3, 5, 7, and 9 in <i>Organization practice: A guide to understanding human service organizations</i> (2nd ed.). Hoboken, NJ: John Wiley & Sons. [HV40.N4279 2009]</p> <p>Ott, J. S., Parkes, S. J., & Simpson, R. B. (2008). Chapter 5 in <i>Classic readings in organizational behaviour</i> (4th ed.). Belmont, CA: Thomson Higher Learning. [HD58.7.C523 2008]</p> <p>Salamon, L. M., & Anheier, H.K. (1997). <i>Defining the nonprofit sector: a cross-national analysis</i>. Manchester: Manchester University Press. [HD2769.15.S26 1997]</p> <p>Scott, W. R. (2003). Chapters 1, 6, 7, and 11 in <i>Organizations: Rational, natural, and open systems</i> (5th ed.). Upper Saddle River, NJ: Prentice Hall. [HM131.S385 2003]</p> <p>Senge, P. M. (2006). <i>The fifth discipline: the art and practice of the learning organization</i>. New York: Doubleday. [HD58.9.S46 2006]</p> <p>Thynne, I. (2003). Making sense of organizations in public management: A back-to-basics approach. <i>Public Organization Review</i>, 3, 317-332.</p> <p>Tosi, H. L. (2009). Chapters 1, 5, 11, 16, and 18 in <i>Theories of organization</i>.</p>
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	<p>Thousand Oaks, CA: Sage Publications. [HD31.T486 2009]</p> <p>Tsoukas, H., & Knudsen, C. (2003). <i>The Oxford handbook of organization theory: Meta-theoretical perspectives</i>. Oxford: Oxford University Press. [HD31.O94 2003]</p> <p>Vibert, C. (2004). <i>Theories of macro organizational behaviour: A handbook of ideas and explanations</i>. New York: M.E. Sharpe. [HD58.7.V53 2004]</p>
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