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Course Information

**Course Name:** Organizational Culture: Theories and Practice  
**Course Number:** DPLS 777  
**Credits:** 3  
**Day of the Week/Time:** Saturdays, 8:00am-12:00pm  
**Dates:** In Fall 2016: Saturdays 9/3, 9/17, 10/1, 10/15, 10/29, 11/12, 11/19, 12/3  
**Location:** TBA  
**Instructor:** JoAnn Danelo Barbour, Ph.D.  
**Email:** barbourj@gonzaga.edu  
**Phone:** 509-313-3630  
**Office Hours:** Please discuss or call or email for an appointment. In a timely manner, I will accommodate a meeting per student needs.

Course Description

**Course Goals**

The purpose of this course is threefold. Doctoral students will 1) understand philosophical and theoretical approaches to studying organizations from a cultural perspective; 2) understand leader/follower practices to build and effect cultures in organizations; and 3) apply theoretical/philosophical and practical understanding to the cultural analysis and interpretation of organizations, groups, and/or subgroups.

**Course Objectives/Outcomes**

By the end of the course, students will . . .

1. Have developed a working definition of culture and organizational culture.  
2. Demonstrate an understanding of how differing philosophical cultural and theoretical frames provide various ways of practice and cultural knowing in organizations.  
3. Demonstrate an understanding of how differing philosophical cultural and theoretical frames provide various ways of practice and cultural knowing at the local, institutional and global levels.  
4. Participate in opportunities to collect work culture data, analyze that data, and write up findings.  
5. Demonstrate an ability to synthesize work culture data into summary notes and a report.

Reading Materials

**Required Texts**


Several required readings and cases will be posted on BlackBoard (BB).
Supplemental Texts


Assignments and Grading

Attendance Policy and Class Participation
Because a large part of each class is participatory, class attendance is expected. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/group meetings at least 90% of the time the course/group meets.

Community-Based All-Class Research Project
This Semester, Gonzaga University and DPLS have a once-in-a-lifetime opportunity to be a part of a community-based research project. This professor is in negotiation currently with a liaison to a public agency in Spokane. DPLS has been offered the contract, and when the university approves the contract, the public agency, the community of Spokane, and DPLS professor and doctoral students (in this course) will participate in a research project together. Thus, part of each Saturday class meeting will be discussing this research project as a team, analyzing the data, and sharing findings, concerns, understandings, and so on. Anyone taking this course must understand the need to make him/herself available for interviewing, data collecting, analysis, and final report write-up. We will develop together: protocols, working timelines, individual interest focus, team foci, and tasks; in other words, we will task analyze and work together on this project from the first day of class to the final report due Feb. 1. Those who sign up for the course will receive copies of the draft proposal and the contract once approved. This will a team project and focus from the first day of class, earlier for those who want to begin this summer. Work will begin this summer to develop interview protocols and a survey instrument. Those who are around and who want to take part previous to class are invited (but not required), as long as they plan to remain in the course through Fall Semester. Now, the above said, if something should happen to stop the whole research project, there will be an alternate individual assignment to develop an organizational case or literature review. But, hopes are high that the research is a “go,” approved by key players at Gonzaga, in the Spokane community and public agency.

Issues of Confidentiality

Participants in this class are also advised that, as researchers in a collaborative project, all will be held to the highest ethical standards of research including standards of confidentiality. Thus, anyone sharing information about this class or this research project with individuals not in the class and especially to the media including posting on any social media will be dropped from the research project and may be dropped from class. If one is dropped from the research project that individual will receive an “I” grade, excluded from further discussions about the research project, and must create a final project to be discussed with and agreed to by the professor of the course.
Assignments
Assignments are due when specified. See note above about team project. We will figure out assignments and accountability together beginning Session #1.

Grading
The assignments, grading, and evaluation process will be discussed Session #1. Since this is a team project, and there will be different tasks, the wisdom of the team will decide grading and how to proceed. Together the class can develop an evaluation instrument to peer grade. The normal grading criteria is noted below, but can be changed by team decision Session #1.

\[
egin{align*}
100\% - 98\% &= A+ \\
97\% - 94\% &= A \\
93\% - 90\% &= A- \\
89\% - 88\% &= B+ \\
87\% - 84\% &= B \\
83\% - 80\% &= B- \\
79\% - 78\% &= C+ \\
77\% - 74\% &= C \\
78\% - 74\% &= C
\end{align*}
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Assignment Due Day One:
Orientation Assignment to Organizational Culture: Theories & Practice

Introduction
There will be background reading posted on BB to be read by Session One (noted in assignments below). Additionally, when we meet Session One, be prepared to develop a working timeline, tasks, and approaches to the collaborative research project between DPLS, community members in the city of Spokane and a public agency in Spokane.

We will hit the ground running this semester, so an early start on the skimming will be very helpful. You may want to purchase the two texts 1) Schein and 2) Hofstede, Hofstede, and Minkov, and ground yourself in an overview of each by skimming to get the different perspectives of each, which will allow a more focused read this semester. Thus, Schein: practice, organization, more local, good first take and will help with data collecting. Hofstede, Hofstede and Minkov: beyond local, more international and institutional, begin thinking about cross-cultural looks at organizations. GLOBE studies: more global and institutional; more groups, societies; will have several readings posted on BB available after class begins; and will share text with class. So, this should be enough to get you thinking. Keep reflection notes. We will be taking many notes this semester; reflective notes will be a major type of notetaking in this class. Those notes may be collected from time to time in class. We will discuss on Session One. The material from Schein will be introduced formally and discussed in Session Two.

This orienting assignment for Session One (noted below) actually precedes the three sets of authors noted above, and will help set the tone for the texts used this semester.
**Purpose:** There are two purposes for this orienting assignment.

1) It is hoped that by reading and skimming the materials posted under Session One on BlackBoard (BB), you will understand the broad sweep of organizational culture research from theoretical and philosophical perspectives. The Martin, Frost, and O’Neill (2004) article should accomplish this, and will help you locate the texts for class within a larger framework.

2) Reading the article from Barbour (1999) and the additional postings should help with a focus on methods/application of theory to practice. That is, what type of data ought we to collect and how ought we to collect the data as we collaboratively work on a research project, relative to the purposes of the research project … which you will know more when you get to class. Reading this material will connect one immediately with fieldwork and key aspects of culture in an organization.

**Assigned Reading 1:**
Come to class prepared for a summary discussion of understandings from Martin, Frost, and O’Neill. Read, skim, take notes. This will ground you in beginning to think of the various theoretical/philosophical approaches to the work of understanding and thinking about cultures.

**Assigned Reading 2:**
The reading and materials from Barbour will help you focus on the ways to collect data in the field. Come prepared having thought about the following

- a) Strengths you bring to qualitative and quantitative research; include data collection and analysis techniques, for example N-vivo or Atlas-Ti, statistical analysis, coding, theme finding, and so on
- b) Areas in qualitative or quantitative research not so strong for you
- c) Best days/times for you to collect data in the city of Spokane (weekends, nights also should be included)
- d) Types of data you feel most confident in collecting
- e) Types of data you may need some help in collecting
- f) General tasks you think ought to be included in a collaborative research project (given that you have no knowledge of the field or participant pool, other than it is a government agency within the city of Spokane, WA)

The purpose here is to be honest about what you can do and cannot do. We are all on a steep learning curve, so the quicker we build trust in each other’s capabilities, the sooner we can teach each other what we know and learn from each other that which we do not know.

**Assignment: Assumptions:** Read the summary posted to BB titled: Assumptions.Brookfield.2012. After reading, reflect upon some assumptions you might have coming in to this course, for example: this course and instructor, philosophies and theories of organizational culture, readings on organizational culture, doing research in the field as part of class expectations and requirements, and evaluation for final individual grades. Write some notes from your reflections and bring those notes to class.
Schedule of Topics, Reading Assignments, and General Assignments

**Dates:** In Fall 2016: Saturdays 8:00 to 12:00 noon. 9/3, 9/17, 10/1, 10/15, 10/29, 11/12, 11/19, 12/3

**First Draft Overview:** Will be filled in during summer interim, and completed after first class Session.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic / Class Theme</th>
<th>Readings Due* Author: Chps</th>
<th>Assignments Due</th>
<th>Checklist / Points for Grade</th>
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<tbody>
<tr>
<td>Session #1</td>
<td>TOPIC/THEME: Overview, Orientations, Organization, Task and Team processes/evaluation</td>
<td>Background Reading Posted on BB: Martin, Barbour, Brookfield</td>
<td>Orienting Assignment is listed in this syllabus, noted earlier. Please read and come prepared w/notes for discussion.</td>
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<td>Session #2</td>
<td>TOPIC/THEME: Practice: Schein</td>
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<td>Session #3</td>
<td>TOPIC/THEME: Practice: Hofstede, Hofstede, Minkov</td>
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<td>Session #4</td>
<td>TOPIC/THEME: Practice: GLOBE Studies</td>
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<td>TOPIC/THEME: Philosophy: The Traditional Trilogy: Structuralism; Structuralism /Functionalism; and Interpretivist, Symbolic, Symbolic Interactionism</td>
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<td>Session #6</td>
<td>TOPIC/THEME: Philosophy: Modernism; Naturalistic Inquiry; Social Constructivism</td>
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<td>Session #7</td>
<td>TOPIC/THEME: Philosophy: Postmodernism</td>
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<td>Session #8</td>
<td>TOPIC/THEME: Last Class Wrap-up Final assignments for Final Report; Class evaluation of teammates</td>
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**NOTA BENE:**
1. Attendance is expected during each class session, and during various data-collecting times throughout the semester.
2. It appears highly possible that an organizational community research project in which the entire class will have an opportunity to participate, is close to confirmation. It will be expected that all class members participate in this collaborative project in organizational culture research, should the local public agency choose Gonzaga and DPLS to participate in the project, and Gonzaga approves.

**Expectation:** Session One: Orienting Assignment: See earlier in syllabus.