

**School for New Learning  
DePaul University  
Fall 2009**

**Course Syllabus: HC 171 Organizational Culture in Action – A Cultural Analysis**

**1. General Information**

Faculty: Kumiko Watanuki, Ed.D.  
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Location: Loop Campus

Dates/Time: Wednesdays – September 9 to November 11, 2009  
Hours: 6:00 p.m. to 9:00 p.m.

Credit Hours: 4

**2. Course Description and Faculty Biographical Sketch**

**2.1 Course Description**

What is organizational culture? And how might knowledge of culture improve our organizational performance? Organizational culture is the way things are done in the organization, is a system of shared symbols, and is a variable that focuses on causality. In this course, you will examine what organizational culture is and how knowledge of culture provides a way for gathering information to help leaders/managers improve organizational performances. Further, this course provides a hands-on approach to learning to “read” organizational cultures and using that cultural knowledge in symbolic management, training, organizational change, building effective teams, supporting diversity, and unleashing creativity.

In terms of cultural analysis, through this course, you will be introduced to qualitative research methods, field observation, interviewing, qualitative surveys, content analysis, and other methods of textual analysis. The textbook is an applied workbook to supplement and apply organizational theory. It answers two central questions: How to understand the intangible culture that is so important to working in an organization; and how to use this cultural information to transform theories into practice.

**2.2 Course Structure and Contents**

The framework of this course is composed of four modules with 14 units of topics. They are accompanied by numerous thought-provoking, highly practical exercises with specific personal questions to help you focus your essential needs and desires. You will examine following

different but related topics for developing how to perform an analysis of organizational culture in action.

Module 1: Cultural Analysis Planning—Introduction, Setting the Stage, and the significance of the stage: Chapters 1 and 2

Module 2: Cultural Analysis Basics—Understanding the Concept of Culture, Understanding Cultural Roles: Chapters 3 and 4

Module 3: Cultural Data Collection and Interpretation—Use Multiple Methods for Gathering Cultural Information: Chapters 5, 6, 7, & 8

Module 4: Cultural Analysis Application—Identifying Applications for Cultural Analysis Chapters 9, 10, 11, 12, 13, & 14.

### **2.3 Faculty Biographical Sketch**

Dr. Watanuki has more than 30 years experience in International Relations and Negotiation, Cultural and Workforce Diversity Initiatives, Human Resources Administration, HR Training and Development, Management Training and Leadership Development, Organizational Development and Systems Renewal. Dr. Watanuki facilitates a series of International Protocol, Interpersonal Communication, and Negotiations, and global leadership seminars to meet the needs of Americans doing business in Japan and the Southeast Asian countries as well as for the US based for-profit and not-for-profit organizations and institutions. She holds a BA degree in Management from Mundelein College Chicago, an MA degree in Organization Development from the Center for Organization Development (CORD), Loyola University Chicago, an MPhil (Master of Philosophy) in Social Anthropology from the School of Oriental and African Studies (SOAS), University of London; and a Doctor of Education degree (Ed.D.) in Adult Education from the National-Louis University Chicago.

### **3. Competences**

The following is a list of competences for this course in terms of the content and process that you will be studying. The following will enable you to see a very clear relationship between the competence statements and the cognitive skills you will be acquiring and applying in this course.

H-1-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape communities.

H-2-C Can identify a organizational problem and design a plan for change based on an understanding of change theories or models.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

L-7: Can learn collaboratively and examine the skills, knowledge, and values that Contribute to such learning.

FX: Written by student/faculty.

#### **4. Course Learning Goals**

After completing this course, you will be able to:

- Understand the pervasiveness of organizations in our lives, the goals of cultural analysis, and how to select an organization for analysis.
- Understand the value of a cultural analysis and the major steps in the process.
- Learn the importance of using multiple data collection methods.
- Identifying applications for cultural analysis: Tie the larger framework of national and organizational cultures to the issues of managing diverse organization.
- Identify a framework for understanding an addressing the ethical challenges organization face.

#### **5. Required Textbook**

Gerald W. Driskill & Angela Laird Brenton (2005). *Organizational Culture in Action: A Cultural Analysis Workbook*. Thousand Oaks, CA: Sage Publications.

#### **6. Learning Experience**

##### **6.1 Learning Strategy**

- Lectures – Mini-lectures will be provided at each session.
- Readings – You are expected to complete each reading assignment and briefly summarize problems/issues brought up in the chapter.
- Discussions and debates – Individual’s reading summary is reviewed by the group members and the findings will be presented to the class for discussion and presentation.
- Collaborative learning – Participate in a small group exercise with others. Apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. Reflect on your ability to contribute to the collaborative learning process.
- Learning Project – Final Paper

#### **7. Attendance and Participation:**

SNL DePaul University anticipates that all students will attend all classes. 40% of coursework evaluation involves your attendance, active participation in, and contribution to classroom discussions and small group exercises. In the event of an absence it is imperative that you (1) let the instructor know in advance so that you will receive an assignment to make-up for the session you will miss and (2) contact a classmate ahead of time to be your “learning partner” who would collect handouts and share the learning experience for the session you missed. Always consult the timeframe - course schedule of the syllabus for the future assignments.

## 8. Evidence the students will submit

You will design and develop a Learning Project according to the Learning Project Guidelines provided at the first session. The learning project is a self-directed experience. It consists of individually determined goals(s) – competence statement(s) – based on individual career and educational needs and/or personal interests. Your assignment is to develop a 6 – 7 page paper. This is equivalent to a 1500 – 1750 word count paper, using 12 pt. font, double-spaced. Please use the APA (American Psychological Association) Style Guide format in writing your paper and citing sources. This is described in detail in the APA format online source at the following URLs:

[http://www.lib.depaul.edu/eresource/infotype\\_subject\\_search.asp?MaterialID=8](http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8)  
<http://www.nutsandboltsguide.com/apa.html>

## 9. Grading and Assessment

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstance. Please contact the SNL Advising Center ([snladvicing@depaul.edu](mailto:snladvicing@depaul.edu)) or the Office of Financial Aid ([finaid@depaul.edu](mailto:finaid@depaul.edu)) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee ([snlexceptions@depaul.edu](mailto:snlexceptions@depaul.edu)). In no case is such a refund allowed more than once during a student's career at DePaul.

## 10. Criteria for Assessment

### 10.1 Final Grade(s)

Organizational Culture in Action is a graded course and **is not offered for Pass/Fail grading**. The final grade(s) will be determined based on the following point's allocation based on the total point of 100:

- Active participation in and contribution to the classroom discussions and small group exercises – 40 points
- Demonstrate the ability to analyze critical incidents being presented in the classroom – 10 points
- Completed Learning Project that reflects objectives and competences established – 40 points
- Complete all homework assignments – 10 points

## 10.2 Course Grading Criteria

The learning outcomes for each competence will be assessed based on the written evidence that you present as required. The final grade is based on the successful completion of essay paper(s), classroom discussion, small group exercises, and reading assignments.

## 10.3 Course Grading Scale

*(For graded courses – This is the DePaul standard)*

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	IN = Incomplete

## 11. Policy on Incompletes

It is expected that you will complete all course assignments and evidence by specified due dates within the quarter. These are not automatic, and must be negotiated with an instructor before the end of the quarter. In circumstances which the instructor determines to be exceptional, when you are unable to complete require course work by the established due dates, you must request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completing a “Contract for the Issuance of an Incomplete (IN) Grade” specifying what needs to be completed in a time-frame not to exceed **two** quarters after the quarter of enrollment (Exception: Summer.) A copy of this contract must be submitted to the SNL for your file.

Incomplete grades that are not resolved within this time frame will be automatically converted to an "F" and may not be re-opened. **For example, the fall term 2009's Incomplete grades (IN) will convert at the end of the spring term 2010.** Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, you will have no further opportunities to submit work for a passing grade.**

## 12. Academic Integrity:

All members of the DePaul community are bound by the University's guideline on academic integrity found in the student Handbook (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.

- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement

- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

*Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.*

See <http://studentaffairs.depaul.edu/handbook/code16.html> for Academic Integrity Policy and <http://studentaffairs.depaul.edu/handbook/code17.html> for Academic Integrity Disciplinary Procedures.

**13. Class Schedules** will be provided at the first session of the class.

#### **14. REFERENCES**

Ashkanasy, N. M., Wilderom, C. P. M., & Peterson, M. F. (Eds.) (2000). *Handbook of organizational culture & climate*. Thousand Oaks, CA: Sage Publications.

Batelaan, V. J. (1993). *Organizational culture and strategy: A study of cultural influence on the formulation of strategies, goals, and objectives in two companies*. Tinbergen Institute research series: no. 56. Amsterdam: Thesis Publishers.

Brunsson, N. (1985). *The irrational organization: Irrational as a basis for organizational action and change*. Chichester, NY: Wiley

Collins, J. C. (2001). *Good to great: Why some companies make the leap—and others don't*. (1<sup>st</sup> ed.). New York: HarperBusiness.

Edwards, D. W. (1986). *Out of the crisis*. Cambridge, MA: MIT, Center for Advanced Engineering Study.

Frost, P. J., et al. (Eds.) (1985). *Organizational culture*. Beverly Hills, CA: Sage Publications.

Liker, J. K. (2004). *The Toyota way: 14 management principles from the world's greatest manufacture*. New York: McGraw-Hill.

Martin, J. (2002). *Organizational culture: Mapping the terrain*. Thousand Oaks, CA: Sage Publications.

Martin, P. (2000). *Organizational culture and identity: Unity and division at work*. London: Thousand Oaks, CA: Sage.

Nahavandi, A. & Malekzadeh, A. R. (1993). *Organizational culture in the management of mergers*. Westport, CT: Quorum Books.

Schein, E., H. (2004). *Organizational culture and leadership*. San Francisco: Jossey-Bass.

Steven, O. J. (1989). *The organizational culture perspective*. Chicago, IL: Dorsey Press.