

# SEMINAR ON ORGANIZATIONAL THEORY

## COMM-626

### Sauder School of Business

### University of British Columbia

### Term 1 2016/17

Course web page: <http://obcourses.sauder.ubc.ca/c626/>

Updated syllabus: [http://www.martinshub.org/Academic/courses/OT/626\\_Syllabus\\_2016.pdf](http://www.martinshub.org/Academic/courses/OT/626_Syllabus_2016.pdf)

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Classroom:	HA 232	Class Hours:	W 2 PM to 5 PM

## OVERVIEW

This course is an introduction to the main paradigms of the field of *organization theory* (OT), a multi-disciplinary field that aims to explain the emergence, persistence, transformation, and disappearance of organizations, their structures, and their components. The field strives to develop theoretical statements about organizational structures and organizational change, and assumptions about individuals are kept to a minimum. The focus of OT is on macro-level phenomena – structures and processes located on the group, organizational, and population level. Individuals play a much smaller role in OT than in OB; indeed, some parts of OT regard “the individual” as a fiction. The causal drivers in OT approaches are dispositional forces such as rationalization, resource competition, information processing, organizational learning, structural inertia, absorptive capacity, alignment of interests, and network resources that are typically located on supra-individual level and that evolve relatively independent from the arrivals and departures of individual actors.

The field of OT is not only macro and multi-disciplinary, it is also vast – characterized by a large number of competing theoretical approaches and a wide range of research subjects. Consequently, we do not aspire to be comprehensive in this course. However, we will visit the main ‘excavation sites’ of OT (including a few classic ones) and get a good tasting for the intellectual challenges of the field. Through this journey, the course will aim to give students a road map to influential and current theoretical approaches and debates in OT.

## OBJECTIVES

The main objective of this course is to introduce students to the main paradigms of macro-organizational theories. Students taking this course should expect to:

- Gain a solid understanding of macro-organizational theories and extant research
- Develop a deeper understanding of how organizations are structured, how they function, and how they change and persist
- Learn to recognize organizational mechanisms, and how they work within and across levels of analysis
- Learn to compare and critically analyze theories

- Learn how to elaborate existing theories and build new ones
- Become aware of common weaknesses of empirical and theoretical research
- Develop a sense of the origins, the current state, and the future of the field
- Develop empirical and theoretical research skills
- Learn to recognize and avoid common pitfalls in theory construction and analysis
- Develop capabilities of categorizing, analyzing, and absorbing research papers at the fast pace demanded by academic work in today's world

## COURSE DESCRIPTION

*“A mythical visitor from Mars ... approaches the Earth from space, equipped with a telescope that reveals social structures. The firms reveal themselves, say, as solid green areas with faint interior contours marking our divisions and departments. Market transactions show as red lines connecting firms, forming a network in the spaces between them. Within firms (and perhaps even between them) the approaching visitor also sees pale blue lines, the lines of authority connecting bosses with various level of workers. As our visitor looked more carefully at the scene beneath, it might see one of the green masses divide, as a firm divested itself of one of its divisions. Or it might see one green object gobble up another. At this distance, the departing golden parachutes would probably not be visible.*

*No matter whether our visitor approached the United States or the Soviet Union, urban China or the European Community, the greater part of the space below it would be within the green areas, for almost all the inhabitants would be employees, hence inside the firm boundaries. Organizations would be the dominant feature of the landscape. A message sent back home, describing the scene would speak of ‘large green areas interconnected by red lines.’ It would not likely speak of ‘a network of red lines connecting green spots.’ ...*

*When our visitor came to know that the green masses were organizations and the red lines connecting them were market transactions, it might be surprised to hear the structure called a market economy. ‘Wouldn’t «organizational economy» be the more appropriate term?’ it might ask. ....” (Herbert A. Simon, “Organizations and Markets” Journal of Economic Perspectives, 1991, 5: 25-44)*

Organizations are ubiquitous. They are the main “stuff” of modern societies and economies. Organizations are all around us, from birth (usually in a hospital) through childhood (spent to a large part in schools and extra-curricular organizations), adult life (working in companies, shopping in malls, and exercising in health clubs), retired life (living in senior communities) until we die (usually in a hospital, and cremated in a funeral home). Indeed; it is hard to imagine a part of everyday life that is not affected by organizations.

We humans usually take organizations for granted, but aliens from Mars (and humans pretending to be aliens) might wonder, How come? What created this artificial configuration of “green masses”? How do these masses of social order evolve? What do they consist of, how do they function, and what do they do?

In this course, we will draw on this alien perspective on organizations and explore how patterns of social order – what we commonly refer to as “organizations” – evolve, adapt, persist, and disappear. We will visit a wide range of scholarly work, theoretical paradigms, abstract concepts, fundamental propositions, and dynamic models. You will learn how organizations function and how they are structured and how they interact with their environments. You will begin to understand how organizational worlds come about and how they unfold. You will learn to recognize, articulate, and analyze the deep forces and mechanisms that construct and destruct organizations and societies.

The field of OT offers a rich variety of theories that highlight forces and mechanisms that can stabilize and transform social and organizational order. OT has roots in diverse disciplines including Sociology, Political Science, Economics, Psychology, History, Mathematics, and Biology. On our journey through this diverse field we will get immersed in ideas and works of scholarship that can shed light on the evolution of social and organizational structures. We start our journey with classic approaches that view organizations as instruments of rationality and domination. We then explore their antithesis in sessions on natural systems and limited rationality. Contingency approaches, the topic of the succeeding session, leads us to explore the relationship between organizations and their environments and begin to appreciate the methodological challenges of empirical research in this area. We continue in this open systems direction and explore how organizations adapt to their environments and learn (and fail to learn) from experiences. We then follow institutional and cultural approaches to understand how organizations are shaped by the interpretations and beliefs of the surrounding society. Our journey continues with theories that highlight the dependence of organizations on critical resources and the challenges of drawing organizational boundaries. We then visit network perspectives and explore how organizations and actors within them are embedded in complex structures of ties that transmit information and resources. In the last two sessions, we zoom out and use a birds-eye perspective to explore how populations and communities of organizations arise, interact, and disappear.

## REQUIREMENTS

1. Discussion Leader [15%]. Each student will be a (co-)discussion leader several times during the quarter. This will involve that you come to class prepared with a set of discussion questions (usually 3-4 per article) plus issues that need further clarification and criticisms of the readings. You also may take a look at the *optional* reading for that session so you can introduce the other students of the course to some ideas from related work.
2. One literature review [10%]. Literature reviews are essential for good academic work. The purpose of this requirement is to train students in conducting comprehensive and systematic literature reviews. In this assignment students look for roots or descendants of ideas or lines of work. Students choose a concept, an idea, a famous author, etc from the readings of a given class, conduct a search to identify its roots or its most recent treatments in the literature, and analyze and discuss the connections they find. For example, you might try to identify the origins of the resource dependence theory, or the most recent work on Weber’s concept of legitimacy. The review will need to include a)

list of references (articles and/or books), and b) a brief discussion of the main findings – e.g., how the research in this area evolved, where it is heading, unsolved issues, etc. More information on the literature review will be distributed by the instructor in session 2.

3. Participation [20%]. The reading assignments for this course are hefty! Be prepared to spend at least 15 (yes, fifteen) hours per week on reading the materials for this class. Students are expected to always come to class prepared to participate in a discussion of all the required readings for that class. Each student should be prepared to a) summarize the main ideas in the assigned readings, b) critically analyze the ideas from various theoretical perspectives, and d) to discuss the theoretical and empirical limitations of the research presented in the assigned reading materials. Emphasis is on mastering and responding critically and creatively to the seminar's material.
4. Memos [15%]. Each student prepares brief memos relating to the assigned reading for the week. For each article or chapter of the assigned reading, students prepare one page (max) of notes. Formats may vary, but the memo should at least include these elements:
  - (A) Main concepts of the article/chapter and their definition
  - (B) Research question(s), domain of the article,
  - (C) Data and methods
  - (D) Key assumptions and propositions, scope conditions
  - (E) Main results
  - (F) Critical reflections, implications, linkages to other approaches, contradictions

*Memos are due two days after each class session.*
5. Term Paper [40%]. You will engage in an OT-driven exploration of an organizational subject. You will write a theoretical paper that analyzes an organizational structure, process, or outcome. Your paper builds on and applies one or more OT approaches. Some papers aim to elaborate a prior line of arguments into a new direction, others present creative applications of extant theories, or unusual empirical approaches. Most papers aim to develop empirically falsifiable hypotheses. It is advisable that you start thinking about the term paper early in the semester. So please feel free to meet with me and discuss your ideas whenever you feel you are ready to do so. The term paper is due on the last day of classes.

In order to facilitate feedback on your term paper, we will form student groups that meet at least two times during the term to share paper ideas, text pieces, or drafts and to give and receive feedback.

## READINGS

### A) READING PACKET:

- A reading packet with articles will be available from the instructor

### B) RECOMMENDED TEXTS:

- Scott, W.R. 1992 *Organizations Rational, Natural, and Open Systems*. Prentice Hall
- Joel A. C. Baum (ed) 2002 *The Blackwell Companion to Organizations*. Blackwell Publishers
- March, James G., and Herbert Simon. 1993 *Organizations*. Second edition. McGraw-Hill
- Weber, Max 1978 *Economy and Society*, University of California Press: Berkeley, CA.
- Perrow, Charles 1986 *Complex Organizations: A Critical Essay*. Random House
- Pfeffer, Jeffrey 1997 *New Directions for Organization Theory*. Oxford University Press
- Powell, Walter W.; DiMaggio, Paul J. 1991 *The New Institutionalism in Organizational Analysis*. The University of Chicago Press, Chicago

# CLASS SCHEDULE

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## INTRODUCTION

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### ▶ Week 1: Introduction (Sept 7)

Simon, H. A. 1991. Organizations and markets. *Journal of Economic Perspectives*, 5(2): 25-44.

Scott, W.R. 1992 "Chapter 1: The Subject is Organizations" in: *Organizations Rational, Natural, and Open Systems*. Prentice Hall

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## DOMINATION AND RATIONAL ORDER

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### ▶ Week 2: Rational Systems (Sept 14)

Weber, Max 1978 *Economy and Society*, University of California Press: Berkeley.  
Selected pages: 212-237, 956-963, 968-975, 980-994, 1028-1031, 246-254

Taylor F.W. 1911 selected pages in: *Scientific Management*. New York: Dover Publ.

*Notes on these readings:* While reading Weber, look out for the following: How does Weber distinguish power from domination? Which of those two is more important for his understanding of bureaucracies? What are the different forms of domination in Weber's theory? How do they differ? Is there a link between domination and religion? What functions do bureaucracies serve? How do bureaucracies perpetuate themselves? Why do charismatic systems need to become routinized? While reading Taylor, you may ask yourself what the outcomes of scientific management were for managers and workers, and what scientific management assumes about a) human nature and b) the environment of organizations.

Discussion Leader: \_\_\_\_\_ Martin Schulz \_\_\_\_\_

### **Further Reading:**

Bell, 1988, Chapter 11: *Work and its Discontents: The Cult of Efficiency in America*

Adler, P. & Borys, B. (1996) Two Types of Bureaucracy: Enabling and Coercive. *ASQ*, 41: 61-89.

March, J. & Sutton, R. (1997) Organizational Performance as a Dependent Variable. *Organization Science*, 8(6): 698-706.

Dess, G. & Beard, D. (1984) Dimensions of Organizational Task Environments. *ASQ*, 29, 52-73.

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## NATURAL ORDER

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### ▣ Week 3: Natural Systems (Sept 21)

Gouldner, Alvin W. 1954 "Introduction", and "Chapter IX" in: Patterns of Industrial Bureaucracy. New York: The Free Press

Barker, James R. 1993 "Tightening the Iron Cage: Concertive Control in Self-managing Teams", Administrative Science Quarterly, 38, 1993: 408-437

Crozier, Michel 1964 "Ch. 6: Power and Uncertainty" in: The Bureaucratic Phenomenon. The University of Chicago Press, Chicago

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* Compare these writings with those of the rational theorists, e.g. in regard to the role of the individual, the role of power, the costs and benefits of close supervision, the separation between bureaucratic office and personal life, and the explanations of why bureaucracies exist.

### **Further Reading:**

Merton 1957 Roethlisberger and Dickson, 1939 (pages 551-68)

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## LIMITED RATIONAL ORDER

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### ▣ Week 4: Carnegie School (Sept 28)

Argote, Linda; Greve, Henrich R. 2007 A Behavioral Theory of the Firm-40 Years and Counting: Introduction and Impact. *Organization Science*, Vol. 18, No. 3, May-June 2007, pp. 337-349

March, James G., and Herbert Simon. 1958. *Organizations*. McGraw-Hill, Ch. 6, "Cognitive Limits on Rationality."

Schulz, Martin, 2014 "Logic of Consequences and Logic of Appropriateness", *Palgrave Encyclopedia of Strategic Management*, edited by Mie Augier and David Teece.

March and Olsen, 1986, "Garbage Can Models of Decision Making in Organizations", in: *March and Weissinger-Baylon: Ambiguity and Command*, pages 11-35

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* How do these readings relate to the rational models? What is the role of power, uncertainty, problem solving? Comparing Natural and Carnegie authors, where is the main locus of causation (individual vs system)? What is the role of information, time, decision making, power, and problems in these approaches? How do they deal with change?

### **Further Reading:**

Cohan, March, and Olsen, 1972; Barnard, 1938, Chapter XII: The Theory of Authority; Cyert & March. 1992 (orig:1963). *A Behavioral Theory of the Firm*; Ocasio, 1997.



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## MATCHED ORDER

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### ▣ Week 5: Contingency Theory (Oct 5)

#### A) Classic Statements

Thompson J.D. 1967 pages 14-24 in: Organizations in Action. New York: McGraw-Hill

#### B) Advanced and Recent Models of Contingency

Drazin, Robert; Van De Ven, Andrew H. 1985 "Alternative Forms of Fit in Contingency Theory". in: Administrative Science Quarterly 30 1985: 514-539 (note, pages 514-523 are really important).

Siggelkow Nicolaj 2001. "Change in the presence of fit: The rise, the fall, and the renaissance of Liz Claiborne", Academy of Management Journal, 44: 838-857

Meilich, Ofer 2006 Bivariate Models of Fit in Contingency Theory: Critique and a Polynomial Regression Alternative. Organizational Research Methods 2006 vol:9 iss:2 pg:161-193

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* Compare Thompson's notion of rationality with Weber's notion of rationality. Next, what is the role of the environment in contingency theory? Compare this with the treatment of organizational environments in rational models. Finally, what is the role of uncertainty in contingency theories? Compare this with the notion of uncertainty in natural systems theories.

#### Further Reading:

Woodward, 1958 Blau 1970 Chandler, 1962 Pugh et al 1968  
Gresov, 1989 Gresov and Drazin, 1997 Glick, Doty and Huber, 1993  
Galbraith 1973 Galbraith 1974 Simon 1965 Hickson et al 1971  
Egelhoff, 1991 Lawrence & Lorsch, 1967

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## ADAPTIVE AND PATH-DEPENDENT ORDER

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### ▣ Week 6: Organizational Learning (Oct 12)

March, James G. 1991 "Exploration and Exploitation in Organizational Learning". in: Organization Science, Vol 2, No 1, 1991: 71-87

Greve, Henrich R 1998 "Performance, aspirations, and risky organizational change" in: Administrative Science Quarterly, Vol 43, No 1, 58-86

Schulz, Martin 1998, "Limits to Bureaucratic Growth: The Density Dependence of Organizational Rule Births" in: Administrative Science Quarterly, Vol 43, No 4. 845-876

Ingram, P. and Baum, J.A.C.: "Chain affiliation and the failure of Manhattan hotels, 1898-1980," Administrative Science Quarterly, 42 (1997), 68-102.

*Notes on these readings:* The first piece is an important classic in the field of organizational learning – Jim March recasting many of the tacit notions in the field into one dichotomy, exploration and exploitation. We then explore two of the main tenets of learning, performance improvement and experience encoding. The piece by Greve explores the relationship between learning and performance. Common-sense would say that learning should have a positive effect on performance. Greve's piece suggests that things are not that simple. Note how he relates the two – which is the dependent variable? Then, when do learners learn, and from whom do they learn? Does it matter? Schulz explores a more recent model of learning – the idea that organizations learn by encoding experiences in rules. Compare this idea to notions of rules in Weber's work. The last paper of this session is dedicated to interorganizational learning. When reading this paper, ask yourself, what are the strategic implications of learning for firms competing with other firms? Is learning a foolproof way to win? Compare notions of local and non-local learning in Greve and Ingram/Baum. When reading these papers, ask yourself, what is the definition of learning these authors use? From what do organizations learn from? What causes learning, and what outcomes does it have?

Discussion Leader: \_\_\_\_\_

### Further Reading:

Schulz, Martin, 2001b "Organizational Learning" pp 415-441 in: Joel A. C. Baum (ed) Companion to Organizations, Blackwell Publishers, Oxford, UK

Levitt and March, 1988 March and Olsen, 1988 Epple Argote and Devadas, 1991 March, Sproull and Tamuz, 1991 Levinthal and March, 1981 Lant, Milliken & Batra, 1992 Levinthal and March, 1993 March, 1988 Miner, 1990 Miner, 1987 Lant, Milliken & Batra, 1992 Lant, 1992 Hansen, 1999 Lane and Lubatkin, 1998 Podolny and Stuart, 1995 Darr, Argote & Epple, 1995 Cohen and Levinthal, 1990

## ▶ Week 7: Organizational Knowledge (Oct 19)

Sorensen, Jesper B., and Toby E. Stuart. 2000. Aging, obsolescence, and organizational innovation. *Administrative Science Quarterly*, 45: 81-112.

Zander, U. & Kogut, B. 1995. "Knowledge and the speed of the transfer and imitation of organizational capabilities: An empirical test." *Organization Science*, 6: 76-92.

Hansen, Morten T.; Haas, Martine R. 2001 "Competing for Attention in Knowledge Markets: Electronic Document Dissemination in a Management Consulting Company" *Administrative Science Quarterly*, 46: 1-28

Schulz, Martin, 2001a "The Uncertain Relevance of Newness: Organizational Learning and Knowledge Flows". *Academy of Management Journal*, Vol 44, no 4, 661-681

Reagans, R., & McEvily, B. (2003). Network structure and knowledge transfer: The effects of cohesion and range. *Administrative Science Quarterly*, 48(2), 240-267.

*Notes on these readings:* An important problem of organizations is the sharing, integration, and exploitation of organizational knowledge. How do organizations and their subunits exchange organizational knowledge? Compare notions of knowledge transfers across these pieces. How does this relate to earlier notions on information processing that we covered in the context of Carnegie models?

Discussion Leader: \_\_\_\_\_

### **Further Reading:**

Fleming, L., & Sorenson, O. (2004). Science as a map in technological search. *Strategic Management Journal*, 25(8-9), 909-928.

Liang, Moreland & Argote, 1995 Grant, 1996 Nonaka, 1994 Szulanski, 1996 Barkema and Vermeulen, 1998 Haunschild and Miner, 1997 Schulz, 2003

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## EMBRACED ORDER

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### ▣ Week 8: Institutional Theory (Oct 26)

#### A) Classics

Meyer J.W., Rowan B. 1977 "Institutionalized Organizations: Formal Structure as Myth and Ceremony". in: American Journal of Sociology Vol. 83, no 2, pp 340-363 (Reprinted in: Powell, Walter W.; DiMaggio, Paul J. 1991 The New Institutionalism in Organizational Analysis. The University of Chicago Press, Chicago)

DiMaggio P.J., Powell W.W. 1983 "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields". in: American Sociological Review 1983, Vol 48: 147pp (Reprinted in: Powell, Walter W.; DiMaggio, Paul J. 1991 The New Institutionalism in Organizational Analysis. The University of Chicago Press, Chicago)

Tolbert, Pamela; Zucker, Lynne G. 1983 "Institutional Sources of Change in the Formal Structure of Organizations: The Diffusion of Civil Service Reform, 1880-1935". in: Administrative Science Quarterly 28 (1983): 22-39

#### B) Elaborations

Deepphouse, David L. 1996 "Does Isomorphism Legitimate?" in: The Academy of Management Journal, Vol. 39, No. 4 (Aug., 1996), pp. 1024-1039

Staw, Barry M.; Epstein, Lisa D 2000 "What bandwagons bring: Effects of popular management techniques on corporate performance, reputation, and CEO pay." In: Administrative Science Quarterly 45, No 3, 2000: 523-556

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* What do Meyer and Rowan mean when they argue that rationality is a myth? What is an isomorphism? What is legitimacy? Compare the use of legitimacy in these readings with Weber's notions of legitimate order. When reading Tolbert and Zucker, find out what they mean by "internal" and "external" causes of adoption. How do they try to show that institutional mechanisms were at work in this adoption process? How do they prove their main point?

#### Optional Readings:

Fiss, P. C., Kennedy, M. T., & Davis, G. F. (2012). How Golden Parachutes Unfolded: Diffusion and Variation of a Controversial Practice. *Organization Science*, 23(4), 1077-1099.

Briscoe, F., & Safford, S. (2008). The Nixon-in-China Effect: Activism, Imitation, and the Institutionalization of Contentious Practices. *Administrative Science Quarterly*, 53(3), 460-491.

Hinings, Bob 2012 "Connections Between Institutional Logics and Organizational Culture", *Journal of Management Inquiry* 2012 21: 98-101

Alfred Kieser 2011 "Between rigour and relevance: Co-existing institutional logics in the field of management science", *Society and Economy*, Volume 33, Number 2/August 2011

## ▣ Week 9: Categories and Audiences (Nov 2)

Rao, Hayagreeva; Monin, Philippe; Durand, Rodolphe 2005 "Border Crossing: Bricolage and the Erosion of Categorical Boundaries in French Gastronomy", *American Sociological Review*, 70: 968-991

Pontikes, Elizabeth G. "Two sides of the same coin how ambiguous classification affects multiple audiences' evaluations." *Administrative Science Quarterly* 57, no. 1 (2012): 81-118.

Hudson, B. A. and Okhuysen, G. A. (2009). 'Not with a ten-foot pole: core stigma, stigma transfer, and improbable persistence of men's bathhouses'. *Organization Science*, 20, 134–153.

Rowlinson, Michael, Hassard, John. 1993 The invention of corporate culture: A history of the histories of Cadbury. *Human Relations*. New York: Mar . Vol.46, Iss. 3; pg. 299, 28 pgs

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* Categories and audiences are finding increasing attention in recent research on organizations, and it appears they are on the verge of forming a distinct new paradigm of organization theory. Categories emerge and shift, and understanding their dynamics is increasingly important in our modern world. Compare the dynamics of categories in the four papers. Who are the main actors? What is the role of audiences?

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## DEPENDENCE AND BOUNDARIES OF ORDER

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### ▣ Week 10: Resource Dependence and Transaction Cost Theories (Nov 9)

#### A) Resource Dependence

Pfeffer J.; Salancik G.R. 1978 Chapters 3 and 6 in: *The External Control of Organizations*. New York: Harper & Row

Optional: Pfeffer J.; Salancik G.R. 1978 Chapters 5 and 9 in: *The External Control of Organizations*. New York: Harper & Row

*Notes on these readings:* How does the notion of resource dependence compare to related notions in earlier work, e.g., contingency theory (especially Thompson)? How does dependence arise? Who is dependent on what? How does power arise? How can organizations manage dependence? What does this mean for relationships with customers, suppliers, and competitors?

#### B) Boundaries: Transaction Cost Economics

Williamson, Oliver E., "The Economics of Organization: The Transaction Cost Approach," *American Journal of Sociology*, 87 (1981). 548-577.

Optional: Ouchi, William G., "Markets, Bureaucracies, and Clans," *Administrative Science Quarterly* 25 (1980), 129-141.

*Notes on these readings:* What are transaction costs? How do they arise? How does asset specificity relate to transaction costs? Why? What should organizations do about transaction costs? Why do we need to consider production costs? Compare TCT with RDT. Who is the "driver" of change in Pfeffer? In Williamson?

Discussion Leader: \_\_\_\_\_

#### Further Readings:

##### Resource Dependence:

Pfeffer and Blake, 1987 Fligstein 1987 Pfeffer, 1992 Ocasio, 1994  
*Check out a more recent application and elaboration of the theory:* Gargiulo, Martin 1993 "Two-Step Leverage: Managing Constraint in Organizational Politics." *Administrative Science Quarterly* 38:1-19 (1993)

##### TCE:

Williamson, 1975 Williamson, 1985 Ghosal & Moran, 1996 Gimeno & Woo, 1999  
*Check out one of the roots:* Coase, R. H. 1937. "The nature of the firm," *Economica*, 386-405. (Note: Watch out for the "lumps of butter coagulating in a pail of buttermilk".)

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## CONNECTED ORDER

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### ▣ Week 11: Organizational Networks (Nov 16)

Erickson, Bonnie H. 1988 "The Relational Basis of Attitudes" in: Berry Wellman and S.D. Berkowitz (ed): "Social Structures: A Network Approach" Cambridge: Cambridge University Press, 1988: 83-98

Uzzi, Brian. 1997. "Social Structure and Competition in Interfirm Networks: The Paradox of Embeddedness," *Administrative Science Quarterly* 42: 35-67.

Burt, Ronald S. 1992 "The Social Structure of Competition" in: Nitin Nohria and Robert G. Eccles (Ed): "Networks and Organizations: Structure, Form, and Action", Harvard Business School Press, Boston, MA, pages 57-91

Hansen, M. T. 1999 "The Search-Transfer Problem: The Role of Weak Ties in Sharing Knowledge across Organization Subunits," *Administrative Science Quarterly*, 44 (1999), 82-111.

Borgatti, S. P. and P. C. Foster (2003). "The network paradigm in organizational research: A review and typology." *Journal of Management* 29(6): 991-1013.

Optional: Ahuja, Gautam 2000 "Collaboration networks, structural holes, and innovation: A longitudinal study." In: *Administrative Science Quarterly*, 45, 425-455

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* Networks play an important role in many contexts. The conceptualization of a set of nodes connected by ties is powerful and inspiring and has given rise to a considerable literature on organizational networks. When reading these papers, compare the types of outcomes of networks. Compare types of ties. How much attention do these models pay to change? Where do networks come from, and how do they evolve?

### Further Reading:

Baum, J. A. C., McEvily, B., & Rowley, T. J. (2012). Better with Age? Tie Longevity and the Performance Implications of Bridging and Closure. *Organization Science*, 23(2), 529-546.

Abrahamson et al., 1994 Miles and Snow, 1992 Powell 1990 Granovetter, 1985 Burt 1980 Benson, 1977 Zeitz, 1980 Lincoln, et al 1992 Leifer and White 1987 Gerlach 1992 Burt, 1997 Krackhardt, 1988 Jones, Hesterly, and Borgatty, 1997 Powell, Koput & Smith-Doerr, 1996 Nahapiet and Ghoshal, 1998

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## ECOLOGIES AND COMMUNITIES OF ORDER

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### ▣ Week 12: Population Ecology (Nov 23)

Hannan, Michael T.; Freeman, John 1989 Chapter 1 in: Organizational Ecology. Harvard University Press: Cambridge, MA

Carroll, Glenn R. 1985: Concentration and Specialization: Dynamics of Niche Width in Populations of Organizations. in: American Journal of Sociology Vol 90, No 6, 1985: 1262-1283

McKendrick, David G.; Jaffee, Jonathan; Carroll, Glenn R.; and Khessina, Olga M. 2003 In the Bud? Disk Array Producers as a (Possibly) Emergent Organizational Form. Administrative Science Quarterly, Vol. 48, No. 1 (Mar., 2003), pp. 60-93

Amburgey, Terry L.; Kelly, Dawn; Barnett, William P. 1993 "Resetting the Clock: The Dynamics of Organizational Change and Failure", Administrative Science Quarterly, Vol 38, Page 51-73

Discussion Leader: \_\_\_\_\_

*Notes on these readings:* In this session we zoom far out and take a birds-eye perspective on organizations. Organizations are members of organizational populations, and vital events of organizations (startup, exit) are connected to the characteristics of the population. The models are intensely dynamic, giving rise to intriguing patterns of change and stabilization.

### Further Reading:

Hannan and Freeman 1977   Hannan and Freeman 1984   Freeman and Hannan 1983   Stinchcombe, 1965   Freeman, Carroll and Hannan 1983   Fichman and Levinthal 1991   Bruederl and Schuessler 1990   Lomi 1995

### ▣ Week 13: Community Ecology (Nov 30)

Astley, W. Graham 1985 "The Two Ecologies: Population and Community Perspectives on Organizational Evolution". in: Administrative Science Quarterly 30 (1985): 224-241

Baum, Joel A. C. and H. A. Haveman, "Love Thy Neighbor? Differentiation and Agglomeration in the Manhattan Hotel Industry", Administrative Science Quarterly, 1997

Sorensen, Jesper B. 2004 "Recruitment-based competition between industries: a community ecology." Industrial and corporate change, vol:13 iss:1 pg:149-170



Discussion Leader: \_\_\_\_\_

*Notes on these readings:* We zoom out even further in this session and consider the relationships between organizational populations. In a community, members play roles for other members. Likewise, in community ecology, organizational populations play functional roles for other organizational populations. When reading these papers, compare the relationships between different types of organizations and the different roles they play. Who created the roles?

**Further Reading:**

Astley and Fombrun, 1987   Amburgey and Rao 1996   Baum and Singh, 1994  
Carroll and Swaminathan, 1992   Wade, 1996

## REFERENCES AND FURTHER LITERATURE

- Abrahamson, E. and Fairchild, G. 1999  
"Management fashion: Lifecycles, triggers and collective learning processes," *Administrative Science Quarterly*, 1999, pp. 708-740.
- Abrahamson, Eric; Fombrun, Charles J 1994  
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