

University of Missouri - St. Louis

Course: HIRED 6476
 Organization and Administration of Higher Education

Instructor: Kent Farnsworth, Ph.D.

Office: 266 Marillac Hall

Office hours: By appointment (I hold both virtual and in-person office hours. I will be online for “virtual office hours” from 9:00 to 10:00 p.m., Monday evenings.)

To join the “Virtual Office Hours,” choose “**Communication**” on the main course menu, then “**Collaboration**,” and you will see “**Office Hours**” as a choice. Click on “**join**.” (Whenever possible, give explicit and detailed written instructions on how to complete a task. It will save immeasurable time later by avoiding dozens of e-mail requests, phone calls, and complaints about not being able to reach you.)

Contact: 314-516-6528 (office); farnsworthk@umsl.edu

Course meeting: This course utilized an on-line instructional format, with no classes held on campus unless convenient for and requested by class members.

Online: Go to <http://mygateway.umsl.edu> for access to the class, handouts, electronic announcements, chats, discussions, etc. for this course. When you log onto your MyGateway site, this course will appear on your class list as HIRED 6476. Select this choice and you will enter the course website. If you have difficulty logging onto My Gateway, please contact the My Gateway technical staff at Ex. 6704. (Here again, very explicit instructions and reference phone numbers will save time.)

Course description

The purpose of the course is to help students understand organizations and their administration, and learn how to function more effectively within them. The course examines four “frameworks” thorough which organizations can be viewed, and provides tools for assessing institutional dynamics and leadership approaches using these frameworks. Each framework suggests ways to assess employee motivation and productivity, strategies for initiating and supporting change, and distribution and

utilization of power within the organization. During the final weeks of the course, students will be exposed to several effective strategic planning models, and will complete a strategic planning project, applying one of these models and the organizational principles learned during the discussion of the four frameworks.

Scope of the course

The field of organizational theory includes a number of conceptual perspectives. This course reviews the major perspectives, but focuses on four views of organizations ("frames") that circumscribe much the existing theory and research on organizations:

1. A structural frame that emphasizes goals, roles, formal relationships, and the rational side of organizations.
2. A human resource frame that emphasizes needs, attitudes, skills, and the human side of organizations.
3. A political frame that examines power, conflict, and coalitions among those who have vested interests to protect and want to advance within a context of scarce resources.
4. A symbolic frame that explores how organizations create meaning and belief through symbols, including myths, rituals, and ceremonies.

The course begins with an overview of organizational theory. Then, each of the four frames is presented separately. Once we understand how to use each frame in its own terms, we will turn to the more challenging objective of integrating the frames and considering how to use all four simultaneously as part of the strategic planning process. Although our primary focus will be educational institutions, the four frames address issues that are relevant to any organization, from churches to prisons, factories to corporate headquarters, and we will examine cases from a variety of contexts.

(This course description and the information that follows may be more comprehensive than is typical of a syllabus, but in an online course, complete information compensates in many ways for students' feelings of being disconnected otherwise. I always overdo it on the information side.)

Course objectives

1. To introduce students to the major theories of organizational behavior.
2. To familiarize students with four major views of organizations (frames) that can be used to analyze individual and group behavior.
3. To learn how to analyze and reframe managerial situations.

4. To introduce students to organizational change techniques using a frames perspective.
5. To have students work in groups and apply the four frames to organizational case studies and to the strategic planning process.

Textbooks and Required Reading

Primary Texts: (I suggest you order these used from Amazon or one of the other on-line book sellers. They can be acquired in used form fairly inexpensively. Bolman and Deal is the Third edition, and Bryson is the Third edition.) **(Although the college bookstore isn't always happy about it, I direct students to online book sources since students often are taking this course because campus and bookstore access is not convenient.)**

Bolman, L. G. & Deal, T. E. (2003). Reframing organizations: Artistry, Choice, and Leadership, 3rd ed. San Francisco: Jossey Bass. (Published July 2003)

Bryson, John M. (1995). Strategic Planning for Public and Nonprofit Organizations : A Guide to Strengthening and Sustaining Organizational Achievement. Rev. ed. San Francisco: Jossey Bass.

Other Required Reading

Collins, J. (2001). Good to Great: Why Some Companies Make the Leap and Others Don't. New York: Harper Collins. Chapters 1 and 2.

Metcalf, H. C. & Urwick, L. Dynamic Administration: The Collected Papers of Mary Parker Follett. New York: Harper and Row. Chapter 1, Creative Conflict; Chapter IV, Power.

Mintzberg, H. (1979). The Professional Bureaucracy, The Structuring of Organizations. Englewood Cliffs: Prentice Hall. (Single chapter of book)

Course requirements

Readings: 30 – 60 pages of reading is assigned for most class sessions. Students are expected to read all of their assigned readings by the times shown on the course Agendas, and be prepared for each discussion session. The three shorter required readings are not books you need to buy, but you will need to start getting copies several weeks before they are assigned. Since Metcalf, in particular, is hard to find, I have copied these chapters for you and you will find them in the Seminar folder for the unit

when the chapter is required. (If there are no copyright issues or the Library's online journal database contains the article, I find it productive to copy shorter readings and include them in what I call "Seminar Folders" for the major instructional units. The likelihood that students will read the material is greatly increased by making resources readily available.)

Class participation: Students are expected to log into the class site a minimum of four times weekly; to check assignments, post responses to the discussion questions, respond to other students' postings, and review all entries at the end of the week. (In an online course, the expected level and frequency of participation needs to be made clear from the beginning. Students may have had other web-based courses that were unstructured and essentially self-paced. They need to know up front that this course has structure, and regular participation expectations.)

Discussion entries and responses to classmates: I expect that your responses to the discussion questions will be thoughtful and thorough. Please include specific references to text reading, examples, or to case studies or film assignments in your answers, followed by your own analysis of the question. Half of your points each week for your Discussion Board entries will be based upon how well you reference resource material. (I have not chosen to create a more specific grading rubric for discussion entries, but award 10 points each week for the initial entry. Points are posted during the following week to the online gradebook where students can see them, and if I deduct points during the early weeks, I let students know why their response was not given full credit. Early feedback results in progressively better responses as the semester develops.)

In your responses to classmates, I expect the same degree of thoroughness and thoughtfulness, though you do not need to cite references in these entries. Responses such as "I agree with you on this" will not be viewed as sufficient for discussion points, so explain why you agree or disagree, and provide justification for your response. Please keep discussion civil, even when disagreeing. (As with the initial postings, I give feedback on entries during the first few weeks to let students know what is expected for full credit. If I see indications of incivility, I also address this on an individual basis – though I have found that students online are more willing to let peers know if they think they have stepped out of line.)

Assignments:

1. Case paper/case analysis - you will write a case study based upon an organizational situation from your experiences and then use each of the four frames to analyze the situation in a two-step process. The final part of the paper is a reflection on the case and what you learned. Directions are provided below. No specific style sheet is required for this paper. The case paper which initially outlines the case is due at the end of Week 4 and the due date will be shown in the Agenda for that week. The deadline for the final case review with its analysis is the end of week 12, and this due date is shown in the Agenda covering that

week. Paper length: 3-5 pages for case, 2 pages per frame in the analysis, and 2 pages of reflection for about 13-15 pages total.

(I try here again to provide both detail, and references to where the student can get more information on the assignment. I receive few e-mails during the semester asking for information on assignments. The devil is in the details!)

2. Strategic Plan – you will create a strategic plan for the unit in which you are employed or for a part of an organization you are familiar with. Using the strategies outlined by Bryson, you will create a short term strategic plan, demonstrating that you understand planning principles and can put them into practice. Plan length: 5-7 pages. The Strategic Plan is due at the end of the semester, the Sunday of the last week of this class, Week 15. More information about the Strategic Planning exercise is included below.

Written work: The skill of academic writing is an important one for masters and doctoral students. Students who would like additional help in developing their writing skills are encouraged to talk with the instructor. Students who need additional development of their writing skills will be allowed to resubmit papers. The original paper should be submitted along with the revised copy.

Case Study paper

Your case study paper should describe an organizational event or experience that was significant or challenging for you. The initial case presentation should be a description, not an analysis or an interpretation, of the events. We will look at several cases in class before the case study is due, to help you understand the format. In the case analysis paper, you will have the opportunity to analyze and interpret your case.

Approach

Case writing is like telling a good story. When writing about a case in which you were involved, it works best to write in the first person. Describe what happened as you saw it, including your own thoughts and feelings (but make sure that your thoughts and feelings are labeled as such).

It is usually best to focus the paper around a particular experience or series of experiences that created or added to a specific problem, rather than trying to cover many months or years. A single critical event (or sequence of events) usually works best. Examples include the early stages of a challenging project, a critical meeting, a tough decision, or a major conflict. Like a good drama, a good case rarely arises from a situation in which everything was smooth and easy. Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting.

Organization of the paper

The following are suggestions that have often been helpful to students in the past. You should feel free to organize the paper differently if you believe another format enables you to develop your case and tell your story more effectively.

1. Set the stage with a relatively brief description of the organizational setting and your role in it. Provide the information that you think will help the reader understand the most important elements in the situation. (This will require selectivity; part of the art of case writing is separating the essential facts from the mass of information that might be included).
2. Focus on direct description of events. If there was a significant meeting, provide a description of what people actually said and did in it. (A script representing part of the conversation is very helpful in such cases).
3. Think about the case in terms of the four frames we will be discussing: 1) structural issues – for example, what were the formal relationships among those involved, the policy issues that came into play, the issues related to formal goals, technology, and organizational size, 2) "people" issues – for example, issue of management style and group process, interpersonal relations, 3) politics - was there conflict? About what? Between whom? For what reasons? And, 4) symbolic issues –think about organizational culture, symbols, myths, and rituals; were there questions about what really happened or about what it really meant?
4. A good case often ends with a question or unsolved problem (For example, what should I do now? How could I solve this problem?).
5. You may choose to disguise the identity of the organization and the individuals. Use fictitious names wherever you feel that it is appropriate. If you are concerned about confidentiality, put the word CONFIDENTIAL on the first page, and these requests will be strictly honored.
6. I will provide feedback on your written case, and you are free to amend or rewrite it before you use it for your case analysis paper. Whether or not you re-write your case, please submit the case analysis with the case to remind me of the details.

Case study analysis paper

The second paper (or extension of the first one) asks you to do a four-frame analysis of your case study situation. The purposes of the paper are to: 1) provide opportunities to work with and integrate the four frames as a useful tool for diagnosis and action, 2) integrate your learning from the course and apply them to a real-life situation from your work experiences, and 3) reflect on your own professional practice.

Assignment

First, use the structural, human resource, political, and symbolic frames to analyze 1) what happened in your personal case and 2) what alternative courses of action were suggested for you by applying each of the four frames. Devote equal time to each of the four frames.

Second, rethink your role in the case in light of the four-frame analysis. In other words, what would you now do differently if you could relive your personal case? Why? How useful were the four frames in helping you to clarify alternative courses of action for yourself in this case situation?

Describe which of the frames you found to be the most helpful, and explain why.

Criteria for grading

Papers will be graded on the following:

1. Quality and thoroughness of the analysis.
2. Clear focus, organization, writing, and presentation.
3. Internal consistency of the arguments.
4. Accurate and effective use of theory to reflect on and provide new insights into personal case experiences.

The Strategic Plan

The primary focus of the strategic planning exercise is to give you practice with application of the four elements of planning analysis reviewed by Bryson: Strengths, Weaknesses, Opportunities and Challenges. You will be asked to briefly describe the mission and purpose of the organization or unit you are planning for, analyze the organization or unit in terms of these four elements, then identify a set of three to five strategic issues for the organization that can direct development of specific action objectives.

This exercise will be relatively brief – 5 to 7 pages, and grading will be based upon how succinctly you describe mission and role, how clearly you identify and describe key elements in each of the four categories, and how ably you are draw from them a set of strategic issues and objectives.

Grading

Grading for the course is strictly on a point basis, with point grades entered into the blackboard grade book as assignments are completed. This allows you to have a continuous record of how you are doing.

(Two elements of this grading approach are very important – immediate feedback and

point totals that are significant enough to get students' attention. By posting discussion points every week where students can get to them, you encourage improvement in discussion responses as students see that they did not get full credit. The points earned from discussion participation should be worth at least a letter grade. If failing to participate well doesn't have consequence, your discussion suffers.)

Points will be awarded as follows:

Personal Bio	25
Weekly Response to Lecture Questions (10 each lecture)	150
Weekly Comments on classmate's answers (10 each week)	150
Case study	100
Case Study Analysis	100
Strategic Planning Exercise	<u>100</u>
Total	625

Letter grades:

A	=	592-625
A-	=	560-591
B+	=	527-559
B	=	495-526
B-	=	462-494
C	=	430-461

It should be evident that each of the major assignments is worth more than a letter grade, and poor participation can also result in lower grades.

My objective is for each of you to successfully complete the course, so if any assignment or expectation is not clear, please send an e-mail and ask for clarification. The course should be both fun and a great learning experience!

(I strongly favor point-based grading for an online course, since weekly posting of points serves as an incentive – and the grade earned is clear to the student at the end of the term. So far, I haven't had a grade challenged using this approach.)