

### **Purpose of the Course:**

This required course is designed for advanced MPA students to learn about both organization theory and behavior, as well as to gain an understanding of how the writings and research on these subjects can be linked. Each section of the syllabus will address a particular “frame” to use to understand organizations from both theoretical and behavioral perspectives. In the theoretical treatments, students will learn about the development, concepts, and research of organization theory. In the behavioral section, students will be introduced to organizational research and practical skills that build on the theory. Each section will also describe and analyze leadership approaches, and focus on specific areas for leadership development that students can reflect upon. An organizational analysis paper is the primary semester assignment.

### **Student Learning Objectives:**

- 1) understand and appreciate different approaches or “frames” to use in analyzing organizational behavior and leadership;
- 2) develop knowledge and skills in group process, decision making, and conflict resolution;
- 3) obtain skills in researching organizations through interviews, observation, and artifact analysis;
- 4) assess one’s leadership strengths, weaknesses, and goals through reflective self-awareness;
- 5) describe and analyze an organization and its various behavioral components; and
- 5) improve one’s oral communication skills in individual and group presentations.

### **Required Books:**

- L.G. Bolman & T.E. Deal, *Reframing Organizations*, 3rd ed., John Wiley, 2003
- J.S. Osland, et al., *The Organizational Behavior Reader*, 8th ed., Prentice-Hall, 2007 (The previous edition is also available in used copies, and has many, but not all, of the required readings.)
- Roger Fisher & William Ury, *Getting to Yes*, 2nd ed. Penguin, 1996

### **Recommended Books:**

- J.M. Shafritz and A.C. Hyde, eds., *Classics of Public Administration*, 5th ed., Brooks/Cole, 2004

### **Course Requirements:**

All students are expected to attend and participate in each class. Relevant and thoughtful class participation is expected; it will usually be based on **careful preparation of assignments and familiarity with the assigned readings**. Students are also encouraged to include relevant organizational experiences and analyses in discussions. If you know in advance that you will be unable to attend a class, or if you have an emergency, let the instructor know so you can make arrangements for assignments or makeup work. Incompletes and late submissions of work will not be allowed, except in unusual circumstances, and then only with the instructor's approval. Each student will be expected to keep up with the class using Blackboard, as found on <http://blackboard.uncg.edu>.

Journal assignments, study questions, and changes in schedules will be posted on this board.

**Graded course assignments will include:**

Short analysis papers (2)	25%	Due Feb. 5, Feb. 26 &/or March 19 (choice of 2)
Organizational analysis paper	25%	Due Wed., May 2 (Comps II defense date)
Group-led discussion on book	20%	In class, April 25
Oral presentation on paper	10%	In class, April 30
Study questions/journal entries	10%	Throughout the semester
Class participation	10%	In class, throughout the semester

**Short Analysis Papers:** Each student will submit two short, 5-8 page papers that analyze a public or nonprofit organization using the class materials and discussions in the course outline. Each paper will describe and analyze the organization's features covered in the previous section of the course (e.g., structural frame, HR frame) as they apply to the organization chosen by the student, after consultation with the instructor. You will have a choice of the section and due dates--two are required, but three date/topic choices are given on the outline. These papers will feed into the final analysis paper based on the same organization, although all areas/topics are to be analyzed in the final piece. The research will draw on personal observation and interviews, reports, course readings, and library research.

**Organizational analysis paper:** A 15-18 page organizational analysis paper will be due **Wed., May 2** by 5 p.m. Based on the two shorter papers, additional research (e.g., on the frames not covered in shorter papers), and instructor feedback, the paper should focus on one organization, using the course materials to analyze and understand the organizational structure, leadership, group interactions, politics, symbols, change, etc. It should be double-spaced (usual college style), with a list of interviewees and sources. Students will do an oral presentation based on their research for the paper.

The objective of this assignment is to develop a systematic analysis of an organization by using course materials. This approach will give students a skill they may use in analyzing other organizations and help them to understand organizations in which they have a particular career interest. The oral presentation will enable students to improve their oral communication skills.

**Group-led discussion:** The class will be divided into four teams, each of which will focus on one frame with two assignments: 1) write and post study questions on Blackboard for the next week to circulate to the other students by **Thursday 5 p.m.** prior to the frame readings being discussed in class (2-3 weeks total); and 2) develop an oral presentation and lead a discussion that explains, applies, and critiques **a recent book on organizational leadership (and change) using the team's primary frame in the course (also may contrast with one or more of the other frames)**. The second assignment includes the submission of a three-page executive summary that might be used in a public or nonprofit agency to understand the book and analyze its implications for organizational practice. Each team will have 30 minutes for its presentation, followed by questions or discussion. A team grade will be assigned to all members of each group. This presentation will be evaluated on its content, organizational applications and creative elements by other class members.

The objective of this assignment is to help students understand the group process by engaging in several decisions about the oral and written assignments, as well as using the frames to understand a book on leadership and/or change. Students will not only learn experientially about group dynamics, but will also work on improving their professional oral and written communication skills.

**Study questions and journal entries:** In addition to preparing study questions for the assigned team

and frame, you will be expected to keep a notebook of your answers to all the study questions on the readings for each class, and all journal entry assignments. The weekly journal assignments will follow up class activities and/or discussions. I will periodically pick up notebooks to check on their completion during the semester, from either some students or the entire class. The objective of this assignment is to ensure course preparation and encourage self-reflection using course materials.

**Class participation:** Meaningful class discussion and in-depth reference to the course materials are essential for learning. Students will also be expected to complete the class study questions from other students to be prepared for each week's class, as well as participate thoughtfully and regularly in discussions. **This course is organized as a seminar, NOT a lecture course, and you and your organizational research and experiences are essential to its success.** Additional homework will be assigned to those who miss a class to ensure that the study questions and material is understood.

**Office Hours:** Mon. and Th. 3:30-5 p.m., by appointment, or rhdehoog@uncg.edu.

**Class Schedule and Reading Assignments:**

**NOTE:** \*\*Students are expected to have read the assigned material by the designated class.

**WEEK 1: Introduction to the course and syllabus** **Jan. 8**  
Learning styles, reflection as a leadership tool

- Bolman & Deal, ch. 1
- Daudelin, "Learning From Experience Through Reflection" (on BB)

**MARTIN LUTHER KING HOLIDAY** **Jan. 15**

**WEEK 2: THE STRUCTURAL FRAME (CBS)** **Jan. 22**

- Bolman and Deal, 2, 3
- \*-Lane, "Organizational Analysis & Management Improvement" handout in Lounge

**WEEK 3: Organizational Design** **Jan. 29**

- Bolman and Deal, 4, 5
- Nadler & Tushman, "The Organization of the Future," ch. 19, Reader
- Gibson, "Virtuality and Collaboration in Teams," ch. 10, Reader

**WEEK 4: THE HUMAN RESOURCE FRAME** **Feb. 5**

- FIRST** paper due (Structural frame)
- Bolman and Deal, 6, 7
- Nadler & Lawler, "Motivation: A Diagnostic Approach," ch. 5, Reader
- Lawler, "Why Treating People Right Pays Off," ch. 19, Reader
- Kouzes & Posner, "Recognize Contributions," ch. 5, Reader

**WEEK 5: Communication, Team-building and Supervisory Skills** **Feb. 12**

- Rogers & Farson, “Active Listening,” ch. 8, Reader
- Gibb, “Defensive Communication,” ch. 8, Reader
- Thomas & Osland, “Mindful Communication,” ch. 8, Reader
- Adler, “Communicating Across Cultures,” ch. 9, Reader
- Druskat & Wheeler, “How to Lead a Self-Managing Team,” ch. 10, Reader

**WEEK 6: Management Styles (Myers-Briggs-Nancy Probst) Feb. 19  
and Managing With Diversity**

- Bolman and Deal, ch. 8
- Leonard and Straus, “Putting Your Company’s Whole Brain to Work,” ch. 10
- Hankin, “Generations: Boomers and Echoes and Nexters—Oh My!”, ch. 14, Reader

**WEEK 7: THE POLITICAL FRAME Feb. 26**

- SECOND** paper deadline (HR frame)
- Bolman and Deal, 9, 10, 11
- Eisenhardt, et al., “How Management Teams Can Have a Good Fight,” ch.13, Reader
- Klein, “How People Really Make Decisions,” ch. 17, Reader

**SPRING BREAK**

**WEEK 8: Conflict Management & Negotiation March 12**

- Fisher & Ury, *Getting to Yes*, all

**WEEK 9: THE SYMBOLIC FRAME March 19**

- THIRD** paper due (political frame)
- Bolman and Deal, 12, 13, 14
- Schein, “Uncovering the Levels of Culture,” ch. 16, Reader

**WEEK 10: SPEAKER, Leadership in Public Service TUESDAY, March 27  
(no class on Monday—meet with teams if you want)**

- Cialdini, “The Science of Persuasion,” ch. 18, Reader
- Cohen & Bradford, “Influence Without Authority,” ch. 18, Reader

**WEEK 11: Analyzing and Changing Organizational Cultures April 2**

- \*-Beyer & Trice, “How an Organization’s Rites Reveal Its Culture” Lounge/BB
- \*-Trice & Beyer, “Changing and Creating Organizational Cultures” Lounge/BB
- Greiner, “Evolution and Revolution as Organizations Grow,” ch. 16, Reader

**WEEK 12: INTEGRATING THE FRAMES FOR LEADERSHIP April 9**

- Bolman and Deal, 15, 16, 17
- Goleman, "What Makes a Leader?" ch. 13, Reader
- Senge, "The Leader's New Work," ch. 3, Reader
- Manz & Sims, "Superleadership," ch. 13, Reader

**WEEK 13: Approaches to Organizational Change**

**April 16**

- Bolman and Deal, ch. 18, 19, 20, 21
- Shepard, "Rules of Thumb for Change Agents," ch. 20, Reader

**WEEK 14: LEADERSHIP AND CHANGE**

**April 23**

\*Teams' Book Presentations (limit of 30 minutes each) and Peer Evaluations

**WEEK 15: Putting It All Together**

**April 30**

- Student Reports on Organizational Analysis Papers
- Course Evaluations