EDL 322: Organizational Leadership

Course Syllabus Fall 2011
Section 1 (3 credits/graded)
Tuesdays and Thursdays, 2:00-3:15pm, SUMC 412

Instructor:

Course Overview

The purpose of this course is to develop the knowledge and skills necessary for effective leadership within organizations. In this course, students will be exposed to structural, philosophical, and human elements of organizations; how to interpret them and apply strategies for effective organizational leadership. As a result of completing this course successfully, students will:

- Understand structural, philosophical, and human elements of organizations.
- Understand contemporary organizational issues and how to address them effectively through organizational leadership.
- Enhance written and oral communication skills through writing, class discussion, and presentations.

This course will heavily involve the application of course information to a real organizational setting that the student is an active part of-work, club, etc. Students will be challenged to analyze and apply information learned from class sessions and readings to their organizational experience.

Required Course Materials

- Bolman, L.G., & Deal, T.E. (2008). *Reframing organizations* (4th ed.). San Francisco, CA: Jossey-Bass.
- Rath, T. (2007). Strengthsfinder 2.0. New York: Gallup Press. (If you have not taken StrengthsQuest or StrengthsFinder or do not know your top 5 strengths)

Accessing Readings

Using OrgSync

1. Login into to your OrgSync account.
2. Scroll over "Organizations" on the top toolbar and go down and click on "Courses."
3. Click on "Files" on the left toolbar.
4. This will bring you to the courses page in which you will need to click on EDL 322 and then click on "Readings."
5. Scroll down through the course readings-they are listed alphabetically by author. Click on the reading from this page. Note: The readings may extend to the next page.

General Course Policies

- You are expected to turn off your cell phone and ipod during class.
- Laptops may only be used with permission of the instructor at times that warrant laptop use (ex. activity researching information online or to take notes during a lecture). Laptops must be off and closed during class discussions, presentations from students, and activities not needing a laptop.
- Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Participation

A key learning tool for this class is participation in discussions and exercises. It is important that you come prepared to class to actively participate in all class discussions and exercises. Active participation is a personal responsibility that is inherent in leadership and is paramount to your success in this course.

- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before 2:00pm on their due date.

- Students who have class on a religious holiday and need to miss class on the holiday to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- Attendance will be kept for this class. 1 absence=1 hour and 15 minutes. Attendance will be prorated each class session to account for students coming late or leaving early. Students who are absent from class more than 3 hours and 15 minutes over the course of the semester will have a 4 point deduction for every 15 minute (or partial 15 minute) time block missed from class beyond the 4 hours and 30 minutes.

Special Needs

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Dishonesty

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

Threatening Behavior

Threatening Behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Written Work

Because the ability to communicate through writing is an important component of college success, it is imperative that each student be able to use the resources available to be able to submit well-written work.
- *Format:* The Organizational Culture Paper is to be written in proper APA format, including title page and references and should be typed using 12 point Times New Roman or Arial fonts, double spacing, and one inch margins. Assignment lengths indicated below refer to the length of the text of the papers and are exclusive of title and reference pages. The instructor reserves the right to request an electronic copy of any assignments to check formatting, so you are expected to save your work through the end of the course. Assignments not meeting these formatting guidelines will be lowered by one full letter grade (10% of the total points possible).
- *Research:* The Organizational Culture Paper is a research and application paper. You will need to provide research-based support for all of your arguments and application examples in this assignment. The research you include should be from legitimate sources. No Wikipedia.
- *In Text and Works Cited References:* Information you write about in your assignments needing references (including but not limited to quotes, statistics, research findings, claims, etc.) must have in text citations in addition to a reference in the Works Cited.
- *Spelling and Grammar:* You are responsible for ensuring your assignments are free of spelling and grammatical errors. Assignments will be marked down according to each assignment rubric for spelling/grammar errors.
- *Writing Assistance:* Students who need assistance with writing and/or APA are encouraged to utilize the Writing Center. Information can be found at http://thinktank.arizona.edu/programs/thinktank/services/writing.

Assignments

- Assignments are due on the date listed on the syllabus by 2:00pm.
- Students who will be missing class on a day when an assignment is due are required to submit the assignment on or before 2:00pm on the due date.
- Electronic copies of assignments will only be accepted for students who will be absent from class on the day the assignment is due. Students attending class during which an assignment is due must turn in a printed version of the assignment.
- The Organizational Culture Paper will be accepted with a penalty of 10% for each day the assignment is late. For the purposes of late assignments, each day is 2:01pm-2:00pm the following day. This assignment will only be accepted up to 3 days late (72 hours from the start of the class session in which the assignment was due). Analytical Frameworks will not be accepted late and the Organizational Fad Presentation cannot be made up.

Analytical Framework
Each class for which there is assigned reading, you are to type responses to the prompts in the analytical Framework below using your own words (unless it is a definition). If there is more than one reading, please respond to the prompts for all readings. You are to bring a print out of your typed Analytical framework to class and use it to guide your contribution to the class discussion and activities for the day. Each class session will begin with Analytical Framework pairings in which you will talk through your analytical framework with your partner to make sure you understand the concepts before we begin the large class discussion. No untyped or late analytical frameworks will be accepted. Analytical Framework components include: BRING A COPY OF THE READING(S) TO CLASS THE DAY THEY ARE DUE (PAPER OR ON COMPUTER)

- Main concepts and research findings (6 points)
- Application to your organization (4 points)

10 points each
Due each class session in which one or more readings are assigned

Organizational Culture Paper
In a 5-7 page paper, describe your organizational culture including the underlying unspoken culture and subcultures. You must integrate 5 concepts or research findings from the reading or class and frame your paper using one of the following theories:

- Systems Theory
- Institutional Theory
- Resource Dependency Theory

100 points
Due October 6, 2011.

Organizational Fad Presentation
You will be partnered with one or two students and assigned one of the following organizational fads. You will need to give a 10 minute presentation on your fad using a PowerPoint presentation. You should incorporate legitimate research into your presentation so what you present is backed by cited authors.

- Appreciative Inquiry
- Positive Psychology
- Six Sigma
- Fifth Discipline
- FISH
- One Minute Management

Using Ettorre's five stage life cycle of a management fad to frame your presentation, describe each of the following elements of your assigned fad:

- How it works
- History-how and why it got started

- Era-what else was happening at the time
- Use-who used/uses it, where it is most common
- Positives
- Criticisms from others
- Where it is now (Dead in the water, used somewhat, morphed into some other fad (which one?), or integrated into standard operating procedure)

No make-ups for presentations.
100 points
Due November 8, 2011.

Final Exam

You will be given an organizational scenario upon arriving to class. In an essay format, you will use at least 5 concepts/research findings from literature in this class to analyze the scenario and provide recommendations. ***Please make travel plans accordingly as there will be no early final exams administered.***
100 points
In class on December 9, 2011.

Point Distribution and Grading Standards

Assignments & Point Values (Total=580 points)

Analytical Framework	10 points each (280 points total)
Organizational Culture Paper	100 points
Organizational Fad Presentation	100 points
Final Exam	100 points

Grade Scale

A = 90% = 522 points minimum
B = 80 % = 464 points minimum
C = 70% = 406 points minimum
D = 60% = 348 points minimum
E = less than 60% =fewer than 348 points

Note: The above grade scale reflects the minimum number of points needed for each grade. Grades will not be rounded up; you must reach the minimum number of points for a certain grade to earn that grade.

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Course Outline

August 23, 2011   **Intro to Organizations**
Reading:
- None

August 25, 2011   **Organizational Structure**
Reading:
- Bolman and Deal: Chapter 3 and Chapter 4, 71-86

August 30, 2011   **Team Structure**
Reading:
- Bolman and Deal: Chapter 5

September 1, 2011   **Systems Theory**
Reading:
- Wheatley, M. & Kellner-Rogers, M. (1998). A simpler way.
  http://www.library.wisc.edu/EDVRC/docs/public/pdfs/LIReadings/SimplerWay76-87.pdf
- Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). *The fifth discipline fieldbook*. New York: Bantam Doubleday Dell Publishing Group, Inc., pp. 87-120.

September 6, 2011   **Institutional Theory**
Reading:
- DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review, 48*(2), 147-160.

September 8, 2011   **Resource Dependency Theory**
Reading:
- Pfeffer, J. & Salancik, G. R. (2003). *The external control of organizations: A resource dependence perspective* (Chapter 1, p. 1-22). Stanford, CA: Stanford University Press.-
  http://site.ebrary.com/lib/arizona/docDetail.action?docID=10042830

September 13, 2011   **Organizational Systems**
Reading:
- Keidel, R.W. (1995). Seeing organizational patterns. San Francisco: Berrett-Koehler Publishers, pp. 77-96.

September 15, 2011   **Organizational Culture**
Reading:
- Bolman and Deal Chapter 12, 269-277 and Chapter 13

September 20, 2011   **Organizational Symbols**
Reading:
- Bolman and Deal Chapter12, 251-269

September 22, 2011   **The Learning Organization**
Reading:
- Calvert, G., Mobley, S., & Marshall, L. (1994). Grasping the learning organization. *Training & Development, 48*(6), pp. 38-43.
- Goh, S.C. (1998). Toward a learning organization: The strategic building blocks. *SAM Advanced Management Journal, 63*(2), pp. 15-22.

September 27, 2011   **Organizational Decision Making**
Reading:

- Shrivastava, P. & Grant, J.H. (1985). Empirically derived models of strategic decision-making processes. *Strategic Management Journal, 6*(2), pp. 97-113.

September 29, 2011   People and Organizations
Reading:
- Bolman and Deal Chapter 6
- Daly, D. (2010). *Using person-organization fit in selection.* Retrieved July 15, 2011 from http://www.degarmogroup.com/index.php/2010/04/using-person-organization-fit-in-selection/

October 4, 2011   Capacity Building
Reading:
- Hodges, T.D.& Clifton, D.O. (2004). Strengths-based development in practice. The Gallup Organization. Omaha, NE.

October 6, 2011   Organizational Roles
Reading:
- Lounsbury, M. (2001). Institutional sources of practice variation: Staffing college and university recycling programs. *Administrative Science Quarterly, 46*(1), pp. 29-56.

Due:
- Organizational Culture Paper

October 11, 2011   Group Dynamics
Reading:
- Bolman and Deal Chapter 8

October 13, 2011   Groupthink
Reading:
- Harvey, J.B. (1988, summer). The Abilene paradox: The management of agreement. *Organizational Dynamics*, pp. 51-52.

October 18, 2011   Socialization of New Members
Reading:
- De Cooman, R., De Gieter, S., Pepermans, R., Hermans, S., Du Bois, C., Caers, R., & Jegers, M. (2009). Person-organization fit: Testing socialization and attraction-selection-attrition hypotheses. Journal of Vocational Behavior, 74, pp. 102-107.
- Allen, D.G. (2006). Do organizational socialization tactics influence newcomer embeddedness and turnover? *Journal of Management, 32*(2), pp. 237-256.

October 20, 2011   Health and Wellbeing in Organizations
Reading:
- Grawitch, M.J., Gottschalk, M., & Munz, D.C. (2006). The path to a healthy workplace: A critical review linking healthy workplace practices, employee wellbeing, and organizational improvements. *Consulting Psychology Journal: Practice and Research, 58*(3), pp. 129-147.

October 25, 2011   Diversity in Organizations
Reading:
- Harrison, D.A. & Klein, K.J. (2007). What's the difference? Diversity constructs as separations, variety, or disparity in organizations. Academy of Management Review, forthcoming, pp. 1-11.

October 27, 2011   Power
Reading:
- Mintzberg, H. (1983). The power game and the players. In Shafritz, J.M., Ott, J.S., & Jang, Y.S. (Eds.). *Classics of Organization Theory*, 6th Ed., London: Thomson.
- Bolman and Deal Chapter 9

November 1, 2011   Politics
Reading:
- Bolman and Deal Chapters 10 and Chapter 11

November 3, 2011   Organizational Conflict
Reading:
- De Dreu, C.K.W. (2007). The virtue and vice of workplace conflict: Food for (pessimistic) thought. *Journal of Organizational Behavior, 29*, pp. 5-18.

November 8, 2011   Organizational Fads
Reading:
- Whitney, J. & Tesone, D.V. (2001). Management fads: Emergence, evolution, and implications for managers. *The Academy of Management Executive, 15*(4), pp. 122-133.
Due:
- Organizational Fad Presentation

November 10, 2011   Creating Organizational Change
Reading:
- Rogers, E.M. (2003). Diffusion of innovations. New York: The Free Press, Chapter 10.
- Kotter, J.P. (1998). Winning at change. *Leader to Leader, 10,* pp. 27-33.

November 15, 2011   Dealing with Organizational Change
Reading:
- Callan, V.J. (1993). Individual and organizational strategies for coping with organizational change. Work & Stress, 7(1), pp. 63-75.

November 17, 2011   Organizational Trust
Reading:
- Six, F. & Sorge, A. (2008). Creating a high-trust organization: An exploration into organizational policies that stimulate interpersonal trust building. *Journal of Management Studies, 45*(5), pp. 857-884.

November 29, 2011   Misbehavior in Organizations
Reading:
- Vardi, Y. & Wiener, Y. (1996). Misbehavior in organizations: A motivational framework. Organization Science, 7(2), pp. 151-165.

December 1, 2011   Team Dysfunctions
Reading:
- Lencioni, P.M. (2003). The trouble with teamwork. *Leader to Leader, 2003*(29), pp. 35-40.

December 6, 2011   Toxic Leadership
Reading:
- Lipman-Blumen, J. (2005). The allure of toxic leaders. New York: Oxford University Press, pp. 3-24.

December 9, 2011 1-3pm Final Exam
Final Exam in class