COURSE DESCRIPTION AND LEARNING OBJECTIVES

Organizations come in all shapes and sizes, with all sorts of goals and outputs. Some organizations are effective tools of collective action; others are fraught with age-old problems. This course helps students deepen their understanding about the complexity of organizations. It will expose students to organization theory and management concepts applicable to a wide range of organizations but discussions will focus on public and nonprofit organizations. By the end of the course, students will have a comprehensive view of organizational life, be able to write basic organizational analyses using four major theoretical perspectives, and describe effective management and leadership styles.

The course also gives students the opportunity to learn how to take effective action in organizations and work teams. It is designed to enable students to develop their management and leadership skills through an emphasis on experiential classroom activities and semester-long teamwork. By the end of the course, students will be able to diagnose key organizational problems and identify solutions, more effectively navigate the complexity and ambiguity of organizational life, and acquire management skills useful for organizational design, conflict resolution, employee motivation and performance assessment.

The course is divided into three substantive sections. Part I will introduce students to the art and challenge of reframing in organizations. Part II will explore basic ideas about organizational life through four different perspectives, each with its own focus: organizations as factories (the structural frame that focuses on organizational structures, goals and roles), families (the human resource frame that focuses on human relationships, needs and skills), jungles (the political frame that focuses on political processes and issues of conflict, power and scarce resources) and theaters (the symbolic frame that focuses on how organizations create symbols, meanings, rituals and ceremonies). Part III will examine how to improve the management and leadership of organizations, and how to create change within organizations. We will use the four frames to investigate organizational issues and problems.

REQUIRED READINGS

Available for purchase at University Bookstore and Mary Jane Books:


Additional readings may be assigned throughout the semester and will be posted to Blackboard.
**COURSE FORMAT AND REQUIREMENTS**

The course is designed to be interactive: class discussion, team-based and experiential activities are favored over unidirectional lectures. The students will be organized into semester-long small learning teams. The course will follow the model of team-based learning that nurtures the development of effective and cohesive teams. The teams will serve as support groups, simulations of organizational life and project teams. The majority of class time and several of the graded assignments will involve work in these teams. Class activities will include team quizzes (Readiness Assessment Tests) and structured exercises. All team members will receive the same score on team tests and projects.

**Attendance and Participation.** Students are expected to come to class prepared to discuss the textbook chapters, further assigned readings and any assignments. The team-based nature of this course requires you to be in class and to do your part as a member of your team. Active participation in class discussions and team exercises is required, highly valued and regularly graded in this course. Each class students will complete graded assignments. If you do not attend a class, you will not receive a grade for the week’s assignment. Your absence will negatively affect your final grade and your team’s grade. Arriving late to class or leaving early beyond a twenty-minute grace period will count as an absence. You can only make up particular assignments and quizzes, and only when your excused absence is documented with a letter from the Dean for Undergraduate Education or a doctor. Absences will only be excused under certain circumstances such as religious observance, unplanned health emergencies and competing in intercollegiate athletics. Consult the University’s Medical Excuse Policy at http://www.albany.edu/health_center/medicalexcuse.shtml. To enhance mutual accountability, team members will record absences in their team folder. More than three absences constitute failure of the course even with formal documentation of your absence. If you miss more than 3 classes, the instructor reserves the right to drop you from the course and a notation will be placed on the transcript indicating you stopped attending class.

**Readiness Assessment Tests (RATs).** There will be seven multiple-choice quizzes known as Readiness Assessment Tests (one RAT for each unit of instruction covering two to three chapters). The same RATs are taken individually – Individual Readiness Assessment Tests (I-RATs) – and in teams – Team Readiness Assessment Tests (T-RATs). Each team member receives the same Team RAT score. Failure of a student to complete an I-RAT or T-RAT will result in “0” points for that quiz.

**Team Assignments.** There will be team assignments throughout the course that will include both topic-specific and integrative assignments focused on application and integration of knowledge of the course material. Five of the integrative, end-of-unit team assignments will be graded.

**Frame Paper.** Students are required to submit a take-home exam, an individual integrative paper at the end of the course. Students will have to conduct research on a real-life organization of their choice and write an analysis applying all four theoretical perspectives to their case. Detailed instructions are available on Blackboard. One-page paper proposal with preliminary findings is due by **8 am on Nov 6.** The frame paper is due by **8 am on Dec 8.**

**Peer Evaluation.** Two times during the semester each student will complete an assessment of each of their teammates’ performance in order to provide performance feedback to team members. The purpose of the evaluation is to foster individual growth and learning, while enhancing a team’s overall effectiveness. Individual group members will be able to know how to change to become more effective team members in the course and in their work life. The assessment scores will be tabulated to grade each student’s contribution to their teams. Peer evaluations are due by class start time (see calendar for dates).

**POLICY ON SUBMISSIONS**

The frame paper and proposal assignments need to be submitted as an electronic file via Blackboard. I only accept these file formats: .doc, .docx and .rtf. Other file formats will be considered missed assignments. Make sure that your submission went through Blackboard. If unsure, email the assignment to efazekas@albany.edu. Teams are responsible for placing their assignments for grading into their team folder. Missing assignments will receive no grade.
POLICY ON MISSED AND LATE ASSIGNMENTS
You are expected to meet deadlines. If you require special consideration for any missed assignments, you have to present a formal permission to excuse your absence or delay (see above) or you receive no grade for the particular assignment. Once you have a formal permission, you will have an opportunity to make up for an assignment **once** during the semester, that is, **one missed assignment or quiz** in the semester. **I only grant permission for make-up tests under exceptional conditions.** Under extraordinary circumstances you can request advance permission for late submission and avoid penalties.

- Assignments eligible for make-up without penalty: I-RAT (and T-RAT, see below)
- Assignments eligible for late submission or make-up with penalty: paper proposal, frame paper, peer evaluations
- Assignments not eligible for make-up: teamwork

There is no opportunity to make up in-class graded team application exercises but you can obtain your team’s written permission to use their team-score once. This would be your one permissible make-up. For instance, if you want to receive a grade for a missed RAT, you will need to do the following things: 1) bring a formal excuse from the Dean/a doctor; 2) do a make-up I-RAT; 3) obtain a written and signed consent from your team mates that you should receive the same T-RAT score as they did without contributing to the result.

Late assignments will be penalized by reducing points you can earn: 2% off on late submission on deadline day, further 5% off for each day thereon. No submissions will be accepted beyond the third day after the deadline. If you do not submit your peer evaluation, you will lose all points assigned to the qualitative assessment (20% of the grade) as well as 15% of your quantitative section score.

GRADING SYSTEM
Percent weights in three major performance areas will determine your final grade in this course: Individual Performance, Team Performance and Team Contribution. Students will decide how much each category will contribute to the final grade, within the limits indicated below, by assigning percent weights during the ‘Grade Weight Setting’ exercise. Fill these in once we decide on the weights.

I. Individual Performance: ___ of total score (between 40 and 60% of total score)
   A. Individual RATs, 7 graded, lowest score dropped (20 to 45% of individual performance total)
   B. Paper Proposal (10 to 15% of individual performance total)
   C. Frame Paper (40 to 60% of individual performance total)

II. Team Performance: ___ of total score (between 40 and 60% of total score)
   A. Team RATs, 7 graded, lowest score dropped (between 40 and 60% of team performance total)
   B. Integrative Team Assignments, 5 graded (between 40 and 60% of team performance total)

III. Team Contribution: ___ of total score (between 10 and 20% of total score)
   2 peer assessments, graded (1st: 40%, 2nd: 60%)

No extra credit assignments are offered this semester.

I do not grade on a curve. You will receive a letter grade that matches your performance throughout the course and is based on a scale of 10-point intervals (e.g. A = 90-100). A grade of A reflects mastery of the material, with a strong and successful effort to think creatively about and go beyond the assigned material. A grade of B reflects a good, comprehensive awareness of the assigned material. A grade of C reflects knowledge of much of the material, but relatively weak preparation of a substantial share of it, and/or deficient preparation of written work. A grade of less than C reflects major gaps in knowledge or persistent lack of performance in the various aspects of the course.
POLICY ON GRADE APPEALS
Students may appeal a grade on a specific assignment within two weeks of the assignment being returned. If a student has a grade dispute, they should return the original graded assignment and submit a one-page memo to the instructor presenting evidence for their case. In the appeal, you must identify 1) the specific issue you believe should be reconsidered, and 2) evidence from assignment instructions, assigned readings, lectures, or other materials that would support why your assignment deserves a higher grade. The instructor will review and re-grade the original assignment. This review can create a grade increase, but may also create a grade decrease based on the new overall evaluation. Team grade appeals on RATs are done in the classroom; grade appeals on other team assignments have to be submitted with the signatures of all team members.

POLICY ON COMPUTER AND CELL PHONE USE IN CLASS
Switch off your cell phones, iPods, MP3 players and PDAs in class. If your phone rings or you text during class, you will be asked to either relinquish your device for the rest of the class or leave and incur an absence. Notify the instructor before class begins if there is an emergency that requires you to leave your electric devices on. Using your computer during class is only permitted under special circumstances or when it is required for team assignments.

POLICY ON ACADEMIC DISHONESTY AND PLAGIARISM
Any forms of academic dishonesty will be penalized with a combination of the following: grade reduction or failing grade for the assignment, and revision and re-submission of the assignment, grade reduction or failing grade for the course, referral to the appropriate university judicial board, filing of a case with the Office of Conflict Resolution and Civic Responsibility, suspension, or expulsion. In all cases of academic dishonesty, a Violation of Academic Integrity Report will be submitted to the Dean of Undergraduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College. You are required to be familiar with the university’s academic honesty policies; ignorance is not an excuse for dishonest behavior. Review the University’s policy regarding academic dishonesty in the Undergraduate Bulletin at http://www.albany.edu/undergraduate_bullentin/regulations.html and the Plagiarism 101 tutorial at http://library.albany.edu/usered/plagiarism/. To ensure you are aware of proper documentation and citation practices, and the concept of academic integrity, you are required to take the Virtual Academic Integrity Laboratory (VAIL) Tutorial at http://www.umuc.edu/students/academic-integrity/vail-tutorial.cfm. Send Benjamin Solis your certificate (enter your name and the email address bsolis@albany.edu at the end of the survey) by the end of the second week of courses.

COMMUNICATION
I aspire to create a welcoming, non-threatening and mutually respectful classroom environment. I encourage all students to form and express their own views openly and to listen to other students’ views with respect. Communication outside classes and office hours will occur primarily over email. Use regular email, and not Blackboard’s email function, to communicate with me electronically. To ensure timely response, put PAD 302 in the subject line and sign your letters. I will strive to respond to your emails within 24 hours. I will use Blackboard email to send out announcements so log on regularly.

STUDENTS WITH DISABILITIES
Students with needs consistent with the Americans with Disability Act should notify the instructor during the first week of classes so that reasonable accommodations can be made. Reasonable accommodations will be provided for students who have appropriate documentation on file with the Disability Resource Center http://www.albany.edu/disability/
POLICY ON GREEN CLASSROOM
I encourage the reduction of paper waste and the electronic submission of assignments via Blackboard. If you prefer a hard-copy submission, I encourage two-sided printing and the recycling of used paper.

SYLLABUS
This syllabus serves as a general outline. The instructor reserves the right to deviate from the plan if necessary. Students will be notified promptly of any modifications via Blackboard or in class. This syllabus also serves as a contract between students and the instructor on requirements and policies pertaining to grades. By enrolling in this course, you agree to accept requirements and policies outlined in this syllabus.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class#</th>
<th>Date</th>
<th>Topic</th>
<th>Chapters to Read</th>
<th>Quizzes, Graded &amp; Due Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Course Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 4</td>
<td>Introduction</td>
<td>1, 2</td>
<td>RAT1</td>
</tr>
<tr>
<td>3</td>
<td>Sep 11</td>
<td>The Structural Frame</td>
<td>3, 4, 5</td>
<td>RAT2</td>
</tr>
<tr>
<td>4</td>
<td>Sep 18</td>
<td></td>
<td></td>
<td>Team Assignment</td>
</tr>
<tr>
<td>5</td>
<td>Oct 2</td>
<td>The Human Resource Frame</td>
<td>6, 7, 8</td>
<td>RAT3</td>
</tr>
<tr>
<td>6</td>
<td>Oct 9</td>
<td></td>
<td></td>
<td>Team Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Oct 16</td>
<td>The Political Frame</td>
<td>9, 10, 11</td>
<td>RAT4</td>
</tr>
<tr>
<td>8</td>
<td>Oct 23</td>
<td></td>
<td></td>
<td>Team Assignment Peer Evaluation I</td>
</tr>
<tr>
<td>9</td>
<td>Oct 30</td>
<td>The Symbolic Frame</td>
<td>12, 13, 14</td>
<td>RAT5</td>
</tr>
<tr>
<td>10</td>
<td>Nov 6</td>
<td></td>
<td></td>
<td>Team Assignment Paper Proposal</td>
</tr>
<tr>
<td>11</td>
<td>Nov 13</td>
<td>Integrating Frames for Effective Management</td>
<td>15, 16</td>
<td>RAT6</td>
</tr>
<tr>
<td>12</td>
<td>Nov 20</td>
<td>Reframing Leadership and Change</td>
<td>17, 18</td>
<td>RAT7</td>
</tr>
<tr>
<td>13</td>
<td>Dec 4</td>
<td>Change and Leadership in Action (Case Study), and Frames Summary</td>
<td>20, 21</td>
<td>Peer Evaluation II Team Assignment</td>
</tr>
</tbody>
</table>