Course Description
The purpose of this course is to help students deepen their understanding about the complexity of organizations. This course will expose students to organization theory and management concepts applicable to a wide range of organizations. The course also gives students the opportunity to learn how to take effective action in organizations and work teams. Students should leave the course:

- With a comprehensive view of organizational life
- Be able to diagnose key organizational problems by using four major theoretical perspectives
- Be able to describe effective management and leadership styles

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 Texts and Materials:

The following required texts and course materials are available from the UAlbany 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 utilizes a variety of methods to facilitate course learning: team-based learning and team facilitated class discussion. The students will be organized into semester-long small learning teams. The majority of class time and assignment will involve work in these teams.

**Course Learning Activities**
- In-Class Readiness Assurance Tests (RATs) (7)—20%
- Individual Frame Paper (3)—25%
- Class Team Facilitated Case Discussion (1)—15%
- Semester Team Paper—25%
- Team contribution and Peer Evaluation – 5%
- Class attendance and participation – 10%

**Readiness Assessment Tests (RATs)**
A percentage of your course grade comes from RATs. The purpose of the RAT is to test comprehension of course concepts as well as to give me an opportunity to clear up any confusion about them. The same RATs are taken individually and in teams. 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” point for that quiz.

**Team Facilitated Case Class Discussion**
Each team will facilitate a 30 minute class case study discussion that relates to the frame. The team facilitation exercise is a small group discussion in front of an audience.

**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.

**Individual Frame Paper**
Students are required to submit three take-home exams. The purpose of the assignment is to understand key assumption of four major theoretical perspectives and reflect on them in order to diagnose key organizational problems. Detailed instruction will be posted on Blackboard.
- 1st Paper: The Structural and the Human Resource Frame
- 2nd Paper: The Political and Symbolic Frame
- 3rd Paper: Integrative frame paper on Robert F. Kennedy High School Case

**Semester Team Paper**
The purpose of this Semester Team Paper is to analyze, evaluate, and make recommendations to improve the effectiveness of organization. Instructors will provide
cases and each team will choose one case for their semester team paper. Detailed instruction will be available on Blackboard. Each team will present their analysis on Dec 3 and submit the final paper by 5p.m. on Dec 10.

**Evaluation of Course Learning**

The rubric below, which consists of performance criteria in cognitive (critical thought), content (course content), and competency (engagement and application of knowledge) dimensions, will be used to evaluate learning activities. Evaluation criteria in the critical thought dimension in the rubric below comes from Bradley's Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Additional levels and criteria have been added to provide a holistic framework to evaluate knowledge development and application consistent with the learning outcomes and leadership competencies emphasized in this course.

*Level Three: A—Highest Level of Reflection*

**Cognitive (3.34 points)**

a. Views things from multiple perspectives;
b. Observes multiple aspects of the situation and places them in context;
c. Assertions based on reasoning and evidence; and
d. Has a reasonable assessment of the importance of the situation and decisions facing the board and organization.

**Content (3.33)**

a. Content meets assignment requirements;
b. Concepts, terms and acronyms are clearly defined and appropriately applied;
c. Document is organized and formatted in APA (e.g. includes an introduction, headers to separate content, conclusion); and
d. Uses Standard English writing conventions (e.g. grammar and style).

**Competency (3.33)**

a. Communicates professionally (e.g. oral and written communication; respects people, puts effort into submission);
b. Produces work on time;
c. Applies knowledge appropriately; and
d. Shows development of knowledge and skills in submitted work

*Level Two: B—Moderate Level of Reflection—Some Deficiencies in Cognitive (2.5), Content (2.5), and Competency (2.5) Dimensions*

*Level Three: Less than B—Low Level of Reflection—Numerous Deficiencies in Cognitive (1.5), Content (1.5), and Competency (1.5) Dimensions*
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Date</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction to the Course</td>
<td>Aug 27 (Thu)</td>
<td>Class introduction, Personal Story Map, Course Syllabus Overview</td>
</tr>
</tbody>
</table>
| 2. Making sense of organizations               | Sep 3 (Thu) | Reading: Chapter 1 & 2  
Learning Activity: RAT 1: Introduction (Chapter 1 & 2) |
| 3. The Structural Frame                         | Sep 10 (Thu)| Reading: Chapter 3, 4, and 5  
Learning Activity: RAT 2: The Structural Frame (Chapter 3, 4, and 5) |
| 4. The Structural Frame                         | Sep 17 (Thu)| Learning Activity: Team Facilitated Class Case Discussion Theme: The Structural Frame |
| 5. The Human Resource Frame                     | Sep 24 (Thu)| Chapters to Read: Chapter 6, 7, and 8  
Learning Activity: RAT 3: The Human Resource Frame (Chapter 6, 7, and 8) |
| 6. The Human Resource Frame                     | Oct 1 (Thu) | Learning Activity: Team Facilitated Class Case Discussion Theme: The Human Resource Frame  
Assignment: Individual frame paper due (1) |
<table>
<thead>
<tr>
<th>Chapter Title</th>
<th>Date</th>
<th>Readings</th>
<th>Learning Activity</th>
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</thead>
<tbody>
<tr>
<td>7. The Political Frame</td>
<td>Oct 8 (Thu)</td>
<td>Chapter 9, 10, and 11</td>
<td>RAT 4: The Political Frame (Chapter 9, 10, and 11)</td>
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<tr>
<td>8. The Political Frame</td>
<td>Oct 15 (Thu)</td>
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<td>Team Facilitated Class Case Discussion Theme: The Political Frame</td>
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<tr>
<td>9. The Symbolic Frame</td>
<td>Oct 22 (Thu)</td>
<td>Chapter 12, 13, and 14</td>
<td>RAT 5: The Symbolic Frame (Chapter 12, 13, and 14)</td>
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<tr>
<td>10. The Symbolic Frame</td>
<td>Oct 29 (Thu)</td>
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<td>Team Facilitated Class Case Discussion Theme: The Symbolic Frame</td>
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<tr>
<td>11. Integrating Frames for Effective Management</td>
<td>Nov 5 (Thu)</td>
<td>Chapter 15 &amp; 16</td>
<td>RAT 6 (Chapter 15 &amp; 16)</td>
</tr>
<tr>
<td>12. Reframing Leadership, Leadership and Change, and Ethics and Spirit</td>
<td>Nov 12 (Thu)</td>
<td>Chapter 17, 18, and 19</td>
<td>RAT 7 (Chapter 17, 18, and 19)</td>
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</tbody>
</table>
Team Facilitated Class Case Discussion Theme: Reframing Leadership, Leadership and change, and Ethics and Spirit

13. Reframing Leadership, Leadership and Change, and Ethics and Spirit

Nov 19 (Thu)

Reading:
- Chapter 20

Assignment:
- Individual frame paper due (3): Robert F. Kennedy High School Case

NO CLASS Nov 16 (Happy Thanksgiving!)

14. Change and Leadership in Action & Final Team Presentation

Dec 3 (Thu)

Reading:
- Chapter 21

Assignment:
- Team Semester Project Presentation

Academic Practices and Policies

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. 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/medicalexuseshtml. 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.
**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.

**Writing Support**
The University at Albany provides writing support with many phases of the writing process – brainstorming, organizing, drafting, revision, and editing. It is staffed by friendly and informative writing consultants who believe that anyone can learn to write well and any draft can be developed to serve its writer well. Writing consultants prize lively conversation in a supportive and challenging environment that inspires students to produce their best writing. Primarily not a remedial service, the Writing Center encourages students to visit early and often in their writing process.

**Use of Technology**
Blackboard will be used to facilitate course communications and learning. I have uploaded the syllabus to the site and created folders for you to submit assignments. In turn, I will use BB to respond to questions as well as to review and evaluate course learning.

If you experience technical difficulties accessing Blackboard, please contact me and/or ITS Helpdesk. They will work hard to ensure that you can connect and interact with the course learning management system. You can check your system settings (e.g. browser and JAVA script) in the Blackboard web site. There is a function on the top right hand corner of the web page to assess system and compatibility issues.

You are encouraged to use personal technology to enhance learning. Personal use of technology that is unrelated to course learning is not permitted (e.g. email, social media applications); will result in a low competency grade.

**Disability**
The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 have helped students to become much more aware of their needs and their rights. Both the ADA and Section 504 of the Rehabilitation Act protect any individual with a physical or mental impairment that substantially limits that person in some major life activity, and any individual who has a history of, or who is regarded as having, such an impairment.

These terms are further defined as follows:
- **Physical or mental impairment**: in order to meet ADA guidelines, impairment must be categorized as a physiological or mental disorder.

  - **Substantially limits**: impairment substantially limits an individual in a major life activity if the person cannot perform the life activity at all, or if the individual is limited in the condition, manner or duration of that activity.
• **Major life activity:** examples of the kind of activities that would be considered “major life activities” include, but are not limited to, walking, seeing, breathing, learning, working or performing manual tasks.

• **Qualified person with a disability:** this is defined as one who meets the academic and technical standards requisite to admission or participation in the University’s programs and activities. This includes, but is not limited to, students with any of the following disabilities:

<table>
<thead>
<tr>
<th>Disability</th>
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</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Head Injury</td>
<td>Multiple Sclerosis</td>
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<tr>
<td>Alcoholism/Chemical Dependency**</td>
<td>Hearing Impairment</td>
<td>Muscular Dystrophy</td>
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<tr>
<td>Cancer</td>
<td>Heart Disease</td>
<td>Orthopedic Impairment</td>
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<tr>
<td>Cerebral Palsy</td>
<td>Learning Disabilities</td>
<td>Perceptual Impairment</td>
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<tr>
<td>Diabetes</td>
<td>Mental Illness</td>
<td>Psychiatric</td>
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<tr>
<td>Epilepsy</td>
<td>Mental Retardation</td>
<td></td>
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If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged to register with the Disability Resource Center located in Campus Center 137.

**Standards of Conduct**

“Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited” (SU Academic Honesty Policy, January 2004, p. 1). A non-exhaustive list of prohibited conduct drawn from this policy includes:

A. **Committing Plagiarism**

Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one’s own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person’s work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional.

B. **Cheating on Assignments**

Cheating is acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.

Examples of cheating include but are not limited to:

- Copying another person’s work;
• Allowing another person to copy one’s work;
• Having someone else complete one’s work; and
• Failing to complete assigned group work. If you are working in a group, it is the responsibility of the student to consult with the faculty member concerning what constitutes permissible collaboration in group work.

C. Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

Whether the violation is intentional or not, breach of standards of conduct as outlined in the policy above is a serious situation that can result in a failing grade and other penalties as outlined in the University at Albany, SUNY policy on academic honesty.


Personal Safety

The University at Albany Police Department (UPD) is responsible for maintaining the safety and well-being of all persons on campus. In the event of a dangerous or hazardous condition, such as physical danger due to potential violence or suicide, bomb threats, or similar situations, call UPD at 911 (from an on-campus phone) or 442-3131 (from a cellular phone or off-campus phone).

Course Grading Policy

All assignments submitted after the due date and time will be marked late in Blackboard. Unexcused late assignments may not be graded. Late assignments may be graded under certain circumstances. Please communicate in writing through the external email link in Blackboard as soon as is reasonable for the situation. Late assignments that are graded may have points deducted in the competency dimension. Missing assignments, which will receive 0 points, will be factored into the final course grade.

Blackboard is programmed to translate numeric grades into calculated assignment grades based on the weight of assignments. For example, each assignment is evaluated on the 10-point scale based on the assessment rubric. Earning the maximum 10 points for an assignment will earn a percentage of your total score. Each assignment is converted into a percentage out of 100. If you earn 10 points, you will see 100% in the calculated grade column. If the assignment is weighted at 20% of the course grade, you will earn the maximum weight of 20% toward your final calculated course grade. You will be able to view both numeric (out of 10) and calculated grades (percentage) in grade book. An overall course grade is simply the sum of all calculated grades to a maximum of 100. A corresponding letter grade will be issued based on the following scale:
Grading Scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93 percent and above</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 92 percent</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 percent</td>
</tr>
<tr>
<td>B</td>
<td>83-86 percent</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 percent</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 percent</td>
</tr>
<tr>
<td>C</td>
<td>73-76 percent</td>
</tr>
<tr>
<td>C-</td>
<td>71-72 percent</td>
</tr>
<tr>
<td>D+</td>
<td>67-69 percent</td>
</tr>
<tr>
<td>D</td>
<td>63-66 percent</td>
</tr>
<tr>
<td>D-</td>
<td>62-60 percent</td>
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<tr>
<td>E</td>
<td>below 60 percent</td>
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</tbody>
</table>

Students may appeal a grade on a specific assignment within one week of the assignment being graded. To submit an appeal, the student should return a letter/memo outlining why you think the grade should be changed. Appeals must be submitted on paper, typed-written. In the appeal, students 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 indicate your original submission is worthy of a higher grade. Be aware that your grade may go up, down, or remain the same as a result of your appeal.

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.