

College Student Personnel Program
Department of Human Services
CSP 611: ORGANIZATIONS AND ADMINISTRATION
Friday 1:30 PM- 4:20 PM
Killian, Room 106
Fall 2012
Syllabus

Instructor: **Dr. Cheryl Joy Daly**
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Office Hours:

Thursday- 1:00 PM- 5:00 PM

Feel free to make an appointment, to meet in person, on-line, or by phone.

Required Textbook, Case Study, and Readings

- Bess, J., and Dee, J., (2007). Understanding College and University Organization: Theories for Effective Policy and Practice. Vol 1: The State of the System, Sterling, VA: Stylus
- Case Study: West Point: *The Cheating Incident* (A) HBS 9-481-117.
Authors: *Leonard A. Schlesinger, Lou Zambello*
Course Link: <http://cb.hbsp.harvard.edu/cb/access/5206392>
- Other Required Readings or Webinars will be posted in BlackBoard. Please check BB on a regular basis for course updated information.

COLLEGE OF EDUCATION AND ALLIED PROFESSIONS CONCEPTUAL FRAMEWORK:

The conceptual framework for the professional education programs at Western Carolina University in Cullowhee, North Carolina includes five elements: The mission and vision of the University and the College; the philosophy, purposes, and goals of the Professional Education Unit; the knowledge bases that inform the conceptual framework; the candidate proficiencies developed through our programs; and the system of assessment by which we document candidates' attainment of those proficiencies and the operation of the College as a whole.

- The first element, the vision and mission of the University and the Professional Education Unit, describes the foundational values and goals that inform and guide the College of Education and Allied professions and serves as the foundation for our Conceptual Framework. These core values of an engaged university guide our educational decisions and represent our shared beliefs about teaching and learning. Our values, mission, vision and beliefs are summarized in our chosen theme for the conceptual framework: Inspire, engage, transform: Ourselves, our community, our future.
- The second element describes the philosophy of the professional education programs at Western Carolina University.
- The third element describes the educational research and theoretical bases that have informed the development of our conceptual framework.
- The fourth element describes the proficiencies and dispositions we expect all teacher candidates to achieve upon completion of their professional preparation programs at Western Carolina University. These are aligned with state, national, and professional standards.
- The final element describes the structure of our programs and system for evaluating candidate progress and unit effectiveness.

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future. Professional education programs at WCU include preparation programs for teachers, administrators, counselors, school psychologists, and child and family development professionals at the undergraduate, graduate, and doctoral levels.

RELATIONSHIP OF COURSE TO GOALS OF THE MASTER'S PROGRAM

The M.Ed. in College Student Personnel (CSP) is designed to meet the guidelines established by the Council for the Advancement of Standards in Higher Education (CAS) programs. CPS focuses on preparing leaders and professionals to work in student service organizations that promote and facilitate intellectual, social, and personal development of college students. Student Service professionals work with colleagues, faculty, administrators, staff, community organizations to provide college students with an array of services that enhance their educational experience. Learning to understand and use multiple organizational perspectives to analyzing organizations allows the student affairs professional to view the organization from a broader context that includes both internal and external systems, rather than simply as divisions, departments or functions.

Course Objectives

- 1) To understand the importance of organizational theory/analysis for the key aspects of administration --leadership, change, and decision-making;
- 2) To be able to apply organizational theory to institutional problems and situations;
- 3) To think as an organizational leader rather than as a student affairs administrator, registrar, or financial officer—That is, to think at a variety of levels simultaneously, which intersect across different administrative offices, and from university-wide

perspectives. This develops a internal and external systems approach and allows for engagement in big picture thinking.

III. Course Organization

The course is organized around five concepts:

1. Organizational environment—Colleges and universities systems operate within complex social, economic, and policy environments.
2. Organizational structure—Organizational structures emphasize institutional goals, the arrangement of roles and the relationships among those roles, and the rational side of the organization.
3. Organizational behavior—An understanding of motivation and behavior in organizations are essential for examining needs, attitudes, skills, and the human side of the organization.
4. Organizational culture—Knowledge of an organization's culture can uncover norms, values, and beliefs that may support or impede origination effectiveness.
5. Organizational politics—Consideration of organizational politics can help one understand how individuals and groups develop and use power to enact or block change.

Each concept will be explored through the case study method, with cases drawn from the previously written cases in higher education.

II. EXPECTATIONS

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity.

Academic dishonesty includes:

- 1) Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- 2) Fabrication—Intentional falsification of information or citation in an academic exercise.
- 3) Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- 4) Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The procedures for cases involving allegations of academic dishonesty are:

1. Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head, and the Associate Dean of the Graduate School when the student is a graduate student, in writing of the academic dishonesty charge and sanction.
2. The department head or graduate program director will meet with the student to inform him/her orally and in writing of the charge and the sanction imposed by the instructor within 10 calendar days of written notice from the instructor. Prior to this meeting, the department head will contact the Office of Student Judicial Affairs to establish if the student has any record of a prior academic dishonesty offense. If there is a record of a prior academic dishonesty offense, the matter must be referred directly to the Office of Student Judicial Affairs.

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu.

Diversity Statement:

The professional education unit at Western Carolina University defines diversity broadly to include *exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.*

Attendance

This course relies on class participation and it is very important that you come to class. More than two (excused or unexcused) absences will lead to a lower grade. Attendance means physical presence at the start of the class and continuing throughout the duration of the class time. Students are responsible for sending an e-mail message prior to missing the class.

Laptops

Using laptops/smart phones/iPods in class to take notes is permitted, however using the Internet in class for unrelated class activity is not. It is obvious when a student is disengaged with the class discussion and surfing the web. This will not be permitted.

Beepers and Cellular Phones

Beepers and cellular phones must be completely turned off for the duration of the class. In the event that you must be contacted for an emergency situation please inform the instructor at the beginning of class. In this incident, set your cell phone in vibrate mode.

Grades Assessment

All participants are expected to engage actively in course activities and assignments, including some discussion of content and logistics that will take place on email in between class meetings. Final course grades will be based on five assignments. Students are also expected to complete other (non-graded) assignments in order to participate in class activities and to be able to complete the graded course projects successfully.

Assignment Points

I. Class Participation	10
II. Four Application Theory Papers	20
III. Organizational Analysis Paper	35
IV. Examination	20
V. Group Presentation	15
Total	100

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format. An “A-” grade might result from minor deductions in any of these areas.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format, but will not be seriously flawed.

Assignments earning a “C” grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format.

Assignments earning below a “C” are unacceptable and will receive no credit.

Re-writes

The instructors will try to decrease the subjectivity of grading by providing grading rubrics; however our professional judgments of your work are inherently subjective. Therefore, any assignment with a B or lower may be rewritten and submitted for a revised grade. The revision must be within two weeks from the day papers were returned in class. The version with comments from the instructor must be included with the revision. A revised paper will not earn above A-. There may be times when the instructors require a student to rewrite a paper.

Incomplete

The grade of I (incomplete) is given when the course requirements have not been met by the end of the semester for excusable reasons. The maximum limit for completing an incomplete grade is one semester year. **The maximum makeup grade for an incomplete is B.**

Withdrawal

A student may withdraw from the course for any reason at any time and shall receive the grade of W prior to Friday, Nov 9, 2012.

To Withdraw from a course~ access the "Course Withdrawal Form" at <http://www.wcu.edu/registrar> under forms. Complete and submit to the One-Stop, Killian Annex.

To Withdraw from the University ~ Contact the Advising Center at 828-227-7753 or in person at Killian Annex, 2nd floor.

Grammar and writing helpful websites:

- **APA Formatting and Style Guide - OWL - Purdue University**
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Grammar Girl Quick and Dirty Tips for Better Writing:
<http://grammar.quickanddirtytips.com/>

Useful /Interesting Websites

- www.mynccpa.org/ The *North Carolina* College Personnel Association
- www.naspa.org/regions/regioniii/default.cfm NASPA North Carolina (region iii)
- www.acenet.edu (American Council on Education)
- www.naspa.org (National Association of Student Personnel Administrators)
- www.acpa.nche.edu (Association of College Personnel Administrators)
- www.chronicle.com (The Chronicle of Higher Education)
- www.aahe.org (American Association for Higher Education)
- www.ashe.ws (Association for the Study of Higher Education) www.aera.net/divisions/j (Division J: Postsecondary Education of the American Educational Research Association)
- www.ahead.org/affiliates/north-carolina AHEAD: *Association on Higher Education And Disability*
- www.Studentaffairs.com (a private site with excellent links, including instructions to sign up for
- listservs related to student affairs)
- www.campusministry.net/ The National Campus Ministry Association
- www.Higher-Ed.org (a private higher education resource site; links to many useful and interesting higher education sites)

Job/Internship Hunting

<http://www.insidehighered.com/> (Inside Higher Ed – useful on-line review of higher education news and job openings)

noda.orgsync.com/about_internships National Orientation Directors Association (Summer internships)

<http://www.acuho-i.org/EventsbrPrograms/tabid/56/Default.aspx> The ACUHO-I Housing Internship Program

ASSIGNMENT DESCRIPTION

I. Class Participation (10 points)

To help you organize your participation and preparation, and to allow you to help set the agenda for class discussion, you are required to read the case study and the beginning of each assigned chapter in the Bess and Dee text.

II. Brief Papers on the Application of Theory (20 points -5 point each)

Class members will write 4 brief papers (5 pages) on **FOUR (4) of the SIX (6) organizational concepts examined in the course**: (1) System Theory, (2) Organizational Environment, (3) Organizational Design, (4) Bureaucratic Forms, (5) Motivation, and (6) Organization Cultural. Each paper should apply organizational theory to a practical problem or issue that the class member is addressing (has addressed) in his/her workplace. The paper should refer to personal experiences, but also frame the practical problem in the context of the relevant theory. Appropriate theoretical sources should be cited to support the analysis; use APA format guidelines.

The papers will be due at the class session following the session at which the organizational concept was discussed.

- | | |
|---|-------------------------|
| 1. <i>System Theory Paper</i> | due September 21 |
| 2. <i>Organizational Environments Paper</i> | due September 28 |
| 3. <i>Organizational Design Paper</i> | due October 5 |
| 4. <i>Bureaucratic Forms</i> | due October 26 |
| 5. <i>Motivation Paper</i> | due November 2 |
| 6. <i>Organizational Culture Paper</i> | due November 9 |

III. Organizational Analysis Paper (35 points):

1. Analysis Paper: West Point Cheating Incident

The Case Analysis is a 15 page paper. Cover Page and references (APA format-12 point times) are on separate sheets.

The West Point Cheating Incident Case Study presents a review of published data on the 1976 cheating scandal at West Point. Written from the perspective of the Academy Superintendent, it raises issues of ethics, organizational change and action planning in the face of conflicting stakeholder interests.

The case study project targets skills of analysis and interpretation; specifically, applying theory to understand problems and questions in educational organizations. Your analysis should focus on the problems or questions that West Point faces in this case. Select problems or issues that will allow you to use the five organizational concepts (environment, structure, organizational behavior, politics, and culture) to expand your understanding of the organizational issues.

A. Paper Outline

The paper has three parts:

1. Part 1: Introduction

Descriptive summary of the organization, the event, and summarize how the organization responded.

2. Part ii: Analysis

Your analysis should explain the significance of the organizational problem and identify the organizational dimensions of the problem.

For example:

- a) What are the organizational structural dimensions of the problem/issue?
- b) What are the environmental dimensions of the problem/issue?
- c) What are the organizational designs of the problem/issues?
- d) What are the motivation dimensions of the problem/issue?
- e) What are the bureaucratic forms dimensions of the problem/issue?
- f) What are the organizational culture dimensions of the problem/issue?

3. Part III: Recommendations

Use your analysis and the insights it gave you to make suggestions. Ask yourself, whether any of the key actors/leaders in the organization might have obtained better results by re-framing their approach to a particular situation? Use this section to make suggestions to one or more key leaders/actor in the organization. These suggestions should be support to your analysis—using the six concepts when appropriate.

IV. GROUP PRESENTATION (15 Points)

Due: Dec. 7, 2012

Each group will make a 25-35 minute presentation, (which includes Q & A session) on the case analysis.

Team Leaders: You may divide the work of this project any way your group wishes to do so. However, prepare a 3-5-minute presentation describing how your group worked to complete the group project. Also, discuss some of the challenges faced and overcome by the group

Presentation Assessment Criteria:

- Introduction clearly and concisely presents the issue
- Appropriate use of theory
- The significance of the issue is articulated
- Sufficient and appropriate evidence is used to support arguments/ideas
- Your ideas are linked by effective transitions, few errors in grammar, word usage, and punctuation

Group Presentation Assignments with Team Leaders*

GROUP 1: Name _____

1. **Winston Bland – Team Leader**
2. Michael Hood
3. Quiona Beason
4. Adam Hughes

GROUP 2: Name _____

1. **Audra Begg –Team Leader**
2. Chelsea Dalporto-McDowell
3. Rebecca Wolfe
4. Julia Conway
5. Zara Shick

GROUP 3: Name _____

1. **Mellissa Boles –Team Leader**
2. Jessica Moran
3. Kelly Palmer
4. Alicia Alcarese

GROUP 4: Name _____

1. **Tim Segert –Team Leader**
2. Daniel Allen
3. Mark Jestel
4. Justin Barker

*If you would like to change groups for a rational reason, please see instructor to discuss your concerns ASAP!

Assignment Schedule

<u>Date</u>	<u>Topics</u>
August 24	Introduction Harvard University Leadership and Team Building Simulation: Everest Part I
August 31	Group Workshop: Climbing Mt Everest Debrief/Reporting
September 7 Readings	Chapter 1: College and Universities as Complex Organization Bess, J., & Dee, D., (2007), Organizational Theory, pp. 12-17 Chapter 3: College and Universities as Complex Organization Bess, J., & Dee, D., (2007), pp. 46-86
Case Study	Challenges for Warren College, pp. 40-42
September 14 Readings	SYSTEMS THEORY Chapter 4: General and Social System Theory Bess, J., & Dee, D., (2007), pp. 90- 120.
Case Study:	<i>Student Behavior at Mammoth State University</i> , pp. 88-90
Group Analysis	Each group will offer an analysis to their assigned questions: 1. Analyze the alcohol-related incident in terms of general systems theory. Identify the elements in the university's environment that contributed to this incident. Is the university an overbounded or underbounded system? Which boundary relationships may need to change to prevent similar incidents in the future? Group 2 Member: Audra Begg 2. Analyze the students' behaviors using social systems theory. How can their behavior be explained in terms of an interaction between the organizational system and individual personalities? Consider both nomothetic and idiographic dimensions of the problem. For the nomothetic dimension (the external side), consider how the university communicates its expectations for the role of student. Also consider the norms and values of student culture in large universities. For the idiographic dimension (the individual side), consider needs for self-esteem and acceptance. Group 1 --Member: Winston Bland 3. Consider how the vice president for student affairs responded to the bar owner's comments. How might the university and the neighborhood

bars change how they interface with each other? Consider how the president responded to the comments from the mayor's representative. What was the president's assessment of the relationships among the internal subsystems of the university? How might the structure of the university as an organizational system need to change to restore equilibrium?

Group 1: Member: Mellissa Boles

September 21

Readings:

ORGANIZATIONAL ENVIRONMENTS

Chapter 5: Systems Theories and Organizational-Environments

Bess & Dee, pp. 129-163

PAPER DUE

Systems Theory Paper

Case Study:

Wellington State University

Bess & Dee, pp. 128-129

Questions for Discussion

1. Institutional theory suggests the importance of understanding external expectations for institutions. Identify the sources and types of external pressures that WSU is encountering. How might these pressures be changing? How can the institution respond to emerging external demands?

Group 4 Members: Tim Segert

2. Population ecology theory focuses on competitor institutions and the degree of fit within a particular market niche. Describe WSU's market niche. Is the niche expanding or contracting? Would it be useful for WSU to shift to a different market niche, or should the institution attempt to strengthen its position within its current niche?

Group 1 Member: Adam Hughes

3. Resource dependence theory notes the importance of establishing strong external linkages to attain stability in resource streams. What external linkages could WSU establish that would strengthen its resource base? (Remember that student enrollments are an important resource.)

Group 2 Members: Rebecca Wolfe

4. Contingency theory highlights the need to examine the level of complexity and the rate of change in the external environment, and adjust the internal structure of the organization accordingly. How has WSU's environment become more complex? What external forces are driving a faster rate of change? How might WSU need to adjust its internal

structures to address the needs of a complex, rapidly changing environment?

Group 3 Members: Kelly Palmer

5. **Chaos theory** calls into question the utility of long-term planning based on assessments of the current environment. Instead of adjusting to every shift in the external environment, the role of organizational leaders is to make sense of seemingly chaotic events and provide direction for future activity. How might WSU's leaders shape a clear identity for the institution?

Group 4 Members: Mark Jestel

September 28

Readings

ORGANIZATIONAL DESIGN

Chapter 6: Conceptual Model of Organizational Design
Bess & Dee, pp. 173-199.

Paper Due

ORGANIZATIONAL ENVIRONMENTS

Case Study:

Organizational Design Issues at Southern Gulf University,
Bess & Dee, pp. 171-173.

Analysis

Discussion questions for Class:

1: SGU's faculty members are now engaged in extensive off-campus research collaborations. Their funding sources and external partners are numerous and varied, and their research procedures are complex and longitudinal. SGU's Office of Research, however, continues to operate as a small bureaucracy designed to deal with routine tasks such as accounting and financial reports. *Describe* the "mismatch" of technologies between the research faculty and the Office of Research. If the Office of Research wants to be an authentic partner with the faculty in their research endeavors, what kinds of organizational design changes may be necessary?

Group 4 Member: Justin Barker

2. The course and program approval process at SGU reflects sequential interdependence, where the outputs of one committee (a departmental curriculum committee) become the inputs to another committee (university-wide faculty senate) and so on until the proposal is approved. The Division of Continuing Education, however, operates outside of that system and does not vet its proposals through faculty governance. The program duplications that result reflect a coordination problem for the university. What type of interdependence (pooled, sequential, or reciprocal) could be established between faculty governance committees

and the Division of Continuing Education? Which type of interdependence could keep SGU responsive to external markets, while ensuring that faculty members are able to review the programs sufficiently?

Group 1 Member: Michael Hood

3. Daft (1995) suggests that the effectiveness of a particular organizational design is contingent on the amount of environmental uncertainty (refer to Table 6.2). Based on the increasing level of uncertainty in Southern Gulf University's environment, is its current organizational design likely to be effective over the long term? If not, what changes in design would you suggest to the provost?

Group 3 Member: Alicia Alcarese

October 5

Readings:

ORGANIZATIONAL STRUCTURE: BUREAUCRATIC FORMS

Chapter 7: Bureaucratic forms and their Limitations

Bess & Dee, pp. 200-232

Paper Due

ORGANIZATIONAL DESIGN PAPER

Case Study

Restructuring at High Plains University

Bess & Dee, pp. 201-202.

Analysis:

1. The social construction perspective suggests that successful organizational restructuring depends not only on selecting an appropriate organizational design, but also on the extent to which people change their daily patterns of interaction. How might Vice President Strong attempt to change the daily interaction patterns of administrative staff? Through what communication venues can such changes be effected?


Group 4 Member: Daniel Allen

2. Consider how loose coupling could be applied at High Plains University to attain the benefits of coordination among functions and specialization within functions. How could loose coupling, for example, enable the registrar's office to be responsive to the admissions office without making one office subordinate to the other? What steps are necessary to encourage loose coupling among administrative units?

Group 2 Member: Julia Conway

3. Consider the defeatism and low level of commitment among administrative staff at High Plains University. Can a postmodern organizational design (e.g., web of inclusion, de-differentiation) address some of these concerns? If so, what steps are necessary to implement this type of structure?

Group 2 Member: Chelsea Dalporto-McDowell

October 12	West Point Case Group Study Workshop Read West Point Case Study
October 19	Fall Break  No Class
October 26	WORKPLACE Motivation
Readings:	Chapter 9: Motivation in Higher Education Bess & Dee, pp. 281-294.
Paper Due	<i>BUREAUCRATIC FORMS</i>
Case Study:	<i>Motivation in the Sierra State University Library</i> Bess & Dee, pp. pp. 280-281.
Analysis:	<p>1. Rates of absenteeism and poor performance are increasing among the circulation department staff. How can Herzberg's two-factor theory explain the dissatisfaction and low motivation among these staff members? What remedies to the situation could the library director introduce, keeping in mind that the budget will remain relatively flat and large salary increases or the hiring of additional staff will not be possible? Group 1 Member: <u>Quiona Beason</u></p> <p>2. The IT staff members do not feel a personal connection to their colleagues in the library, so their morale and motivation have declined. How can this condition be explained using Maslow's need theory? What steps could the library director take to ensure that the organization addresses the basic needs of these employees? Group 3 Member: <u>Jessica Moran</u></p> <p>3. How can equity theory explain why the head of the collections department wants to leave the university? Group 2 Member: <u>Zara Schick</u></p>
November 2	ORGANIZATIONAL CULTURE
Readings	Chapter 11: Organizational Culture Bess & Dee, pp. 361- 394
Paper Due	<i>MOTIVATION PAPER</i>
Case Study	<i>Organizational Culture at Metro West Community College.</i> Bess & Dee, pp. 359 - 361.

Analysis: **Use Schein's framework** (artifacts, values, and assumptions) to analyze the culture at Metro West Community College. Regarding artifacts, pay particular attention to language and symbols. What is the vocabulary of the institution? Which words trigger strong emotional reactions? How are office spaces and physical arrangements symbols that reflect the culture of the institution? Which values are expressed by administrators and by the different segments of the faculty? What assumptions do administrators and faculty members have about the goals and purposes of education?

2. Use Martin's three dimensions of culture (integration, differentiation, and fragmentation) to describe Metro West Community College. Which values are shared across the college? How do the college's subcultures differ in their assumptions about education? How do cultural connections shift, depending on the issue or context being discussed (e.g., when state workforce goals are discussed, compared to a discussion of pedagogical improvement)?

Review: EXAMINATION REVIEW I

NOVEMBER 9
Paper Due **EXAMINATION (20 points)**
ORGANIZATIONAL CULTURE PAPER

November 16 Case Study Workshop

November 23 **Thanksgiving Break**
No Class



November 30 Case Study Workshops

Dec 7 Presentation of West Point Case Study Analysis
WEST POINT CASE STUDY ANALYSIS PAPER DUE

THANK YOU AND ENJOY YOU HOLIDAY BREAK!

This syllabus is subject to change to the benefit of students