

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS  
COURSE SYLLABUS**

**Course Prefix and Number:** CCL 8353

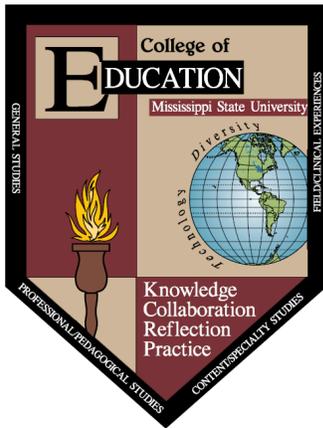
**Course Title:** Applications of Organizational Theory and Behavior in  
Community College Leadership

**Credit Hours:** Three (3) semester hours

**Type of Course:** Lecture

**Catalogue Description:** Three hours lecture. Nature and types of community college leadership and foundation theories for understanding and managing modern organizations in relation to community college mission, organization, and academe.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## Course Objectives:

This course of study is organized around the competencies for community college leaders adopted by the American Association of Community Colleges in the areas of organizational strategy and resource management.

1. **Organizational Strategy:** An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission based on knowledge of the organization, its environment, and future trends.
2. **Resource Management:** An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

Objectives. At the conclusion of this course of study each student should be able to:

1. Explain how leadership characteristics in the four-frame model can be applied to acquiring meaningful knowledge of the organization, its environment, and future trends in sustaining the community college mission. The four-frame model: 1. Structural/bureaucratic view of organizations; 2. Human resource view/human relations model; 3. Political approach; 4. Symbolic/cultural view. CFPO 3 & 14.
2. List ways in which the images of leadership in the four-frame model (social architecture, empowerment, advocacy, and inspiration) can bring about improvement of organizational leadership, resources, and processes. CFPO 10 & 13.
3. Explain how the social architect, catalyst, advocate, or prophet can respond to challenges of future trends and the long-term development and growth of the organization. CFPO 13 & 14.
4. Describe how leadership ethics can be used to support, empower, and inspire students to pursue excellence. CFPO 1.
5. Explain how a leader can make use of the central concepts in the four-frame model to sustain equitably and ethically people, processes, information, physical assets, and financial assets in fulfilling the mission, vision, and goals of the community college. CFPO 1, 2, 3, & 10.

## Topics Covered in the Course:

1. Introduction to Bolman & Deal's (2008) paradigm of organizational frames (ways of viewing an organization): the structural frame, human resource, political, and symbolic frames. Four (4) clock hours.
2. Integrating frames for effective practice. Six (6) clock hours.
  - a. Organizations as multiple realities
  - b. Matching frames to situations
  - c. Studies of other effectiveness models
3. Reframing leadership. Fourteen (14) clock hours.
  - a. Comparing leadership with management
  - b. Comparing the four-frame approach with "One Best Way" models
  - c. Gender and leadership
  - d. Comparing the analysis and design of the social architect with management by detail and fiat of the bureaucrat or petty tyrant
  - e. Comparing support/empowerment of the catalyst with abdication of the weakling or pushover
  - f. Comparing advocacy/coalition building of the advocate with manipulation of the con artist
  - g. Comparing inspiration of the prophet/poet with the mirage of the fanatic/charlatan
4. Reframing change in organizations. Ten (10) clock hours.
  - a. Considering essential strategies and barriers to change
  - b. Change and structural realignment
  - c. Change and conflict
  - d. Change and loss
  - e. Reframing Kotter's stages of change
  - f.

5. Reframing ethics and spirit. Five (5) clock hours.
  - a. Soul and spirit in organizations
  - b. The factory: excellence and authorship
  - c. The family: caring and love
  - d. The jungle: justice and power
  - e. The temple: faith and significance
6. Summing up: applying the assumptions and central concepts of the four-frame model to a specific case. Six (6) clock hours.
  - a. Structural frame – rules, roles, goals, policies, technology, and environment
  - b. Human resource frame – needs, skills, relationships
  - c. Political frame – power, conflict, competition
  - d. Symbolic frame – culture, meaning, ritual, ceremony, stories, heroes

**Texts:**

Bolman, L. G. & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership*, 4th ed. San Francisco, CA: Jossey-Bass.

Perrow, C. (1986). *Complex organizations: A critical essay*. New York: McGraw-Hill, Inc.

**Methods of Instruction:**

lecture, discussion, case study, small group projects.

**Suggested Student Activities:**

Students are divided into four small groups (panels/teams). Each group is responsible for:

1. A panel presentation of assigned subject matter in the textual material of the course of study. The presentation should be designed to stimulate class discussion. (Objectives 1 & 2)
2. Two of the other three groups will prepare and ask at least two penetrating questions of the panel making the presentation, questions which cannot be answered simply by yes or no. One of the other three groups will serve as a reaction panel to the group responding to the penetrating questions. (Objectives 1 & 2)

3. Each group will present a critical analysis of a preassigned scholarly article. Students may employ technology in this presentation, i.e., Power Point. (Objective 3 )
4. For a preassigned case study each team will prepare (write):
  - a. A case summary (ca. 2pages);
  - b. Case analysis (ca. 4 – 6 pages);
  - c. Analysis summary and conclusion ( 3 – 4 pages);
  - d. Each team will dramatize its analysis and solution for the rest of the class. Each team will emphasize one of the following four views of the organization in the case: the structural view; the human resource view; the political view; or the symbolic view. (Objectives 4 & 5).

**Honor code:**

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Please see <http://students.msstate.edu/honorcode/> for more information. *Examples* of actions especially applicable in the online environment that I deem inappropriate include students who have taken a test and students who have not taken a test discussing the content of the test, making a copy of any or all test questions, pasting in materials from other sources for your answers to tests, working together on projects and other assignments unless group work is specified, and posting others’ ideas to the Discussion Board without giving proper credit.

**Technology:**

1. Students communicate with the instructor by e-mail between weekend sessions, and they communicate with each other by e-mail in preparing for their classroom assignments.
2. This course of study normally is scheduled in Allen 31, which is equipped with modern technology. Faculty and students make use of this technology as appropriate.

**Diversity:**

Diversity is addressed explicitly in Objective 5. It is addressed implicitly in the other objectives.

**Disability:**

Reasonable accommodations will be provided to any student who demonstrates, through appropriate documentation, a qualified disability. Please contact the instructor or visit Student Support Services at <http://www.sss.msstate.edu/> or (662-325-3335) for more information.

**Field component:**

This course of study does not have a field component.

**Evaluation:**

Attendance in the three weekends (Friday = 10 points; Saturday = 15 points) ----	75 points
First Saturday morning quiz on introductory textual material and case -----	25 points
Take home mid-term exam -----	100 points
Presentation on textual material and penetrating questions -----	100 points
Written case summary, analysis, summary analysis and conclusion -----	50 points
Dramatization -----	50 points
Final exam-----	<u>100 points</u>
Total 500 points	

The take home mid-term exam is short answer/essay. The final exam is objective, a combination of matching, true/false, multiple-choice, short answer. The instructor grades the written assignment. The panel presentations and dramatizations are a combination of peer assessment and assessment by the instructor.

Grading:

450 - 500 points	(90 - 100 %)	A
400 - 449 points	(80 - 89.8%)	B
350 - 399 points	(70 - 79.8%)	C
300 - 349 points	(60 - 69.8%)	D
< 300 points	(< 60 %)	F

**Bibliography:**

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