

PA 540 ADMINISTRATIVE ORGANIZATION AND BEHAVIOR

PA 540 Organization Theory and Administrative Behavior
Fall 2010

Saturday 12/4/10 Urban Center Bldg. 250; 12/18/10 TBA; 1/8/11 Urban Center Bldg. 250
Dr. Kass

1.0 Purpose of the Course: This course is designed to provide the student the skills of organizational analysis based in current theory for use in a variety of settings ranging from general management through organizational change efforts.

2.0 Design of the Course: The course will use the 'frame' approach to organizational analysis employed by Bolman and Deal (1997) and Morgan (2nd ed. 1997.) Frame analysis of organizations is based on the premise that large scale organizations are so complex that they can only be fully understood by viewing them from a variety of perspectives or frames of reference, each of which reveals unique aspects of an organization. Moreover, the instructor will argue that each frame is based on a set of values that frequently are at odds with one another. Therefore, frame analysis has the advantage of disclosing the generic sources of conflict arising in organizations, especially during efforts at organizational change and reorganization.

The course begins with a review of the demands on public organization as well as an introduction to systems analysis of organizations and the use of frames in this process. At this point four basic frames are introduced and related to one another. These are:

- **Hierarchical/ Structural Frame** (the organization as a purpose driven machine or organism)
- **The Individualist/ Human Resource Frame** (the organization as a vehicle for establishing one's identity and furthering one's self development)
- **The Communal/ Symbolic Frame** (the organization as a community rooted in a common culture and values)
- **The Political Frame** (the organization as a political system that resolves disputes and allocates values among diverse actors)

Each of these frames will be discussed in detail with special attention to those analytical factors the frame reveals and those it conceals. In addition, the values and value judgments underlying each frame will be reviewed. Following the discussion of each frame students will be asked to apply the frame to an analysis of an organizational issue faced either the unit they manage or a unit with which they are familiar.

The course will conclude with a discussion of how the materials presented in the course can be related to the leadership challenges posed by present conditions facing public sector administrative leaders.

3.0 Assignments:

1) Complete all assigned readings. Attend **all** three meetings of the course. Attendance is particularly important since this is an intensive course and much of the assignment found below will be done in case study team meetings *in class*.

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2) The written assignment outlined below (section 2.2) is due by email attachment to the instructor at the address found in section 7.0 of this syllabus by **1/22/11**.

Format: A single paper will be submitted at the end of the class (see 2.1 below). The submission should have the student's name and email on the first page. The file sent should be designated with the student's name, last name first, 'final paper' and the course number as shown in the following example:

Harris, Joyce final paper PA540

All submissions should be supplied with running footnotes in the body of the text and a reference list of written materials actually cited. Students will be expected to use materials beyond those available in the texts.

Instructions:

2.1) All students will prepare an organizational analysis as the basis for dealing with an organizational issue, challenge or problem. *Prior to the first class meeting* each student should choose a unit (small agency, department, division etc.) to be the focus of his or her case study. Preferably the unit should be one currently or recently managed by the student. In any case, the student should be thoroughly familiar with its organization and operation.

Students should then identify an organizational issue currently facing the focal unit. Examples of some issues that would be suitable are: **reorganization, development of a new unit, introduction of a new program, change in the unit's mission, downsizing or elimination of some of the unit's functions, severe budget reductions or conflicting demands put on the unit by citizens or elected officials.**

N.B. Students should have their focal unit and issue(s) for analysis ready for the first class 12/4/10.

In preparing the case, students will examine the organizational issues they have chosen through the lens of each of the four frames used in the course. The object of this analysis will be to discover what factors each frame **reveals** and **conceals** about the unit's issue(s) and how someone using the only that frame might deal with the issue(s) faced in your case. In order to facilitate this process the instructor will divide the class into groups of three or four. During part of each class this group will meet to discuss their members' respective cases in terms of the frames discussed up to that point. Each member of the group will take turns presenting his or her case and the other two or three will act as consultants asking questions to clarify the case giver's thinking and offering suggestions based on their own experience and the course materials.

2.2).By the end of the course each student should have completed most of their analysis and be ready to submit a report on their findings by **1/22/11**. The report should contain the following:

A) A brief overview of the focal unit and the issue it faces. (5-6 pp.);

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B) A description of each frame in terms of (1) the frame's *basic assumptions* and values and (2) resulting *operational response*; a review of what each frame *revealed* or *concealed* about the problem and an evaluation of the frame(s) that were *most* and *least* useful in conducting the analysis and why this was so. (8-11pp.);

C) A discussion of the leadership skill requirements needed to resolve the issue using Rath and Conchie, Strength Based Leadership and Bolman and Deal's The Wizard and the Warrior (4-6 pp.);

D) A summary of steps you would recommend (or are going to take) to deal with the issue confronting the focal unit along with a justification for your recommendations (4-6 pp.).

4.0 Required Readings:

4.1 Texts:

Lee G. Bolman and Terrence E. Deal, 1997, **Reframing Organizations**, 4th Ed. San Francisco CA: Jossey-Bass Publishers

Lee G. Bolman and Terrence E. Deal, 2006, **The Wizard and the Warrior** Jossey-Bass Publishers

Tom Rath and Barrie Conchie **Strength Based Leadership**, 2008, Gallup Press (students should have this book from previous course work and have completed the Strength Finder Inventory on line. If this is not the case, please contact the instructor by phone or email (See section 7.0 below) ASAP.

4.2 Reading Schedule:

Strength Based Leadership- Students should have read this material in previous courses.

Reframing Organizations - Chaps 1-5 12/4/10

Reframing Organizations - Chaps 6-8; 12-14.... 12/8/10

Reframing Organizations - Chaps 9-11; 15-21... 1/8/ 11

Wizard and Warrior - Entire 1/8/11

5.0 Course Outline

Day and Time

12/4/10

9AM-12PM

Topic and/or Exercise

5.1 UNIT I INTRODUCTION TO ORGANIZATIONAL ANALYSIS

-Myths concerning the public sector and how they impact our conception of public bureaucracy (Exercise)

-Demands on public organizations

-Introduction to frame analysis: Anatomy of a frame

-Formation and first meeting of the case study groups

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1-5PM

5.2 UNIT II THE HIERARCHIAL/ STRUCTURAL FRAME

-Outline of the Hierarchical/ Structural Frame

- Frame assumptions and values
 - Resulting operational response
- Impact on Public Administration
- Case study groups meet, use the frame

12/18/10

9AM-12PM

5.3 UNIT III THE INDIVIDUALIST/ HUMAN RESOUCES FRAME

-Outline of the Individualist/ Human Resources Frame

- Frame assumptions and values
 - Resulting operational response
- Impact on Public Administration
-Case study groups meet, use frame

1-5 PM

5.4 UNIT IV THE COMMUNAL/SYMBOLIC FRAME

-Outline of the Communalist/ Symbolic Frame

- Frame assumptions and values (Lecture/exercise)
 - Resulting operational response (Exercise and discussion)
- Impact of the Frame on Public Administration
-Case study groups meet, use frame

1/8/11

9AM-12PM

5.5 UNIT V THE POLITICAL FRAME AND SCHEMATICS

-Outline of the Political Frame

- Frame assumptions and values
 - Resulting operational response
- Impact of the Frame on Public Administration
-Case study groups meet, use frame

1-5PM

5.6 UNIT VI LEADERSHIP IN MODERN PUBLIC ADMINISTRATION: USING THE FRAMES

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-The impact of frame perspectives on the exercise of leadership (Exercise and discussion using *Strength Finder 2.0* and Bolman and Deal *Leadership Image Inventory* pp.17-20.)

Papers due 1/22/11 to Dr. Kass at kassh34@gmail.com

6.0 GRADES

100%= FINAL PAPER

7.0 INSTRUCTOR INFORMATION:

Name: Henry D. Kass, Professor Emeritus, Hatfield School of Government, PSU

Address: 10 Mozarteum Ct. Lake Oswego OR 97035

Email: kassh34@gmail.com

Telephone: 503 636 1706 (Please call between 9:00AM and 9:00PM.)

Office hours: Due to the nature of the course these will be arranged by the student with the instructor. Office hours will be held at Broadway Coffee 1924 SW Broadway.