

LEAD 580: Leading Organizations

SUMMER 2022, Updated March 19, 2022

Instructor

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Office Hours

Zoom: by appointment

I am generally on campus during my office hours, but it is best to make sure I don't have another appointment if you want to stop by. I can also set up a Zoom session to talk outside of office hours. In general, **email is the best way to contact me**. I always have my email open when I am at my desk during the week, and I check it at least in the morning on weekends. You should normally get an email answer within 24 hours (often within minutes during the week), whereas with a voicemail, you will have to wait until I am in my office. If I will be out of town or have no email access for some reason, I'll alert you to this before it happens unless it's an emergency. **I am happy to help you, so don't be afraid to ask.**

Blackboard Help/WKU IT Help Desk

270-745-7000

Make Sure You Know How to Use Blackboard

Bb Student User Training

If you have not used Blackboard a lot, or if this is your first online class, I *highly* recommend signing up for and completing the Blackboard Student User Training. These are topical modules that even those who have used Blackboard a lot have told me are helpful.

To sign up, go to Blackboard and sign in, and click the IT TRAINING tab (top, toward the right, black with white writing). Look for IT Blackboard Student User Training... you will gain instant access upon signing up. This is not required, but it could be very helpful for you and important for your success!

WKU Student Resource Portal: Tools for Online Learners

You may also want to visit the [WKU Student Resource Portal](https://www.wku.edu/online/srp/):

<https://www.wku.edu/online/srp/>

Course Text (required)

Bolman, L.G., & Deal, T. E. (2021). Reframing organizations: Artistry, choice, and leadership, 7 ed. Jossey-Bass. ISBN 978-1-119-75683-5. *At this time (March 2022), we are working with the bookstore to have this book supplied as a First-Day-Access eText, which will be linked in our course menu if this is possible. If this is not possible, you can buy a digital copy of the text OR buy or rent a paper copy of the text.*

Other readings posted in Blackboard.

Other Items Needed

- A computer—*not a tablet, not a phone*— with a reliable Internet connection.
- Microsoft Word or word processing software that saves files in .docx file format (All students have access to Office 365 through the [Microsoft Student Advantage program](https://www.wku.edu/it/sms/microsoft_sa.php) (https://www.wku.edu/it/sms/microsoft_sa.php)
- I recommend Firefox or Chrome as the Internet browser you use.

Prerequisites

LEAD 500 or Permission of Instructor

Course Description

Focuses on the leadership principles, concepts, and ethics for leading organization and creating value in organizations from a macro perspective. Topics include: understanding various types of organizations, creating and casting an organizational vision, how political leadership dynamics affect organizations, organizational culture and values, how diversity and globalization affect organizations, strategic and succession planning, and social responsibility applied at a macro level.

Learning Outcomes

Upon completion of this course, the student will be able to:

1. analyze characteristics and foundational elements of leading organizations.
2. evaluate optimal organizational structures for various types of organizations.
3. compare and contrast theories, principles, and practices of leading multi-cultural organizations
4. synthesize ethical leadership principles and approaches for developing organizational culture
5. analyze, assess, and implement techniques for organizational resiliency.

Scope of the Course

From your text's authors: The field of organization theory currently includes a number of different major conceptual perspectives. Some observers view the field as fragmented. An alternative is to view it as a case of conceptual pluralism. In many introductory courses, only one or two perspectives are taught. Initially, that approach may be simpler and less confusing, but in the long run it is likely to be less valid and less helpful. The course will develop four major views of organizations (frames) that comprise much of the existing theory and research on organizations:

1. A structural frame, which emphasizes goals, roles, formal relationships, and the rational side of organization.
2. A human resource frame, which emphasizes needs, attitudes, skills, and the human side of organizations.
3. A political frame, which examines power, conflict, and coalitions among those who have vested interests to protect and want to advance within a context of scarce resources.
4. A symbolic frame, which explores how organizations create meaning and belief through symbols, including myths, rituals, and ceremonies.

This course will begin by viewing organizations through each of the four frames separately. Once we understand and know how to use each frame in its own terms, we will turn to the more challenging objective of integrating the frames and considering how to use all four simultaneously. The four frames address issues that are relevant in any organization, from churches to prisons, factories to universities, and we will examine cases from a variety of contexts.

Course Policies

Disclaimer

The information in this syllabus and the course schedule are subject to change. While changes are not anticipated, if there are changes, they will be posted in Blackboard and shared via an Announcement.

Use of Technology

This is an online course where all required work will be completed online through the use of Blackboard and the Internet. If you do not know how to use Blackboard, tutorials are available online (see page 1).

Attendance Policy

Online attendance is monitored. **It is the student's responsibility to withdraw from the class if he/she does not wish to continue enrollment.** Those who do not complete any work by the end of the first week of the course may be dropped from the course.

Inclement Weather Policy

Should WKU close campus for weather-related reasons, unless it is specifically stated that online classes should cease progress, this course will proceed as scheduled. If a weather event causes significant and extended power or internet outages that could delay our progress together, a new schedule may be announced and posted.

Since students taking around the course often are located around the world, if such an event is anticipated in or does happen in your area, please alert your instructor to this so that arrangements can be made to assist in your completion of the course.

Student Email and Blackboard Announcements

All students should check their WKU email accounts at least weekly and the Blackboard Announcements page each time they log in. New announcements will appear at the top of the page, so read until you get to information you already know. Not checking email/reading the Announcements is not an excuse for not knowing of information given via those mediums. (Note that Blackboard automatically emails all announcements!)

Grading

Your course grade will be based on the work outlined in this syllabus and schedule, as well as any additional work given (though none is anticipated). Grades are always available on Blackboard (My Grades), so I don't answer emails that ask, "What's my grade?" However, if you do not understand a grade after consulting the rubric and/or feedback given, please do reach out!

The letter grade for the course will be as follows: 1000 - 915 = A (92%), 914 - 815 = B (82%), 814-715 = C (72%), 714 - 645 = D (65%), and fewer than 645 points = F.

Course Activities and Your Grade

Satisfactory completion of the learning outcomes will be measured as follows:

1. Discussion boards and OA-related activities	300 points
2. Personal Case Paper	150 points
3. Organizational Analysis Paper	300 points
4. Organizational Analysis Presentation	100 points
5. <u>Final Paper: Personal Case Analysis</u>	<u>150 points</u>
TOTAL: 1000 Points	

A Different Kind of Late Work Policy

While I know you will do your best to submit all of your work on time... sometimes life happens. If you are not able to submit work on time, please let me know this as soon as possible so that we can make a plan for you to submit a day or two late, or HIT THE PAUSE BUTTON if you think you will be more than a day or two late. Just email me and let me know. You don't have to share details, just "I need to hit the pause button this week" works, but I need it in writing. No penalties for late work. This lets me know you're still out there and trying your best vs. just giving up on our class completely. *I hope no one gives up.*

If you do NOT hit the pause button or notify me and simply don't submit work, it will be counted as late. ***Any work not submitted by the deadline will receive a 10% penalty on the grade earned and will not be accepted more than 7 days late unless prior arrangements have been made.*** It is your responsibility to keep up with class assignments. *Note: work not submitted by the deadline will receive a 0 in My Grades, but if submitted within 7 days or the otherwise arranged due date WILL be graded.*

Of course, true emergencies can happen where you can't conveniently let me know before you're late. I'm not an ogre—just keep me in the loop, and we'll work it out! That's all I ask! 😊

A Word about Due Dates of Assignments

All official due dates are listed on the schedule at the end of this syllabus. All assignments are due by 11:59pm Central Time on the last day they are listed. I try to keep Blackboard up-to-date on this, but I may miss one here or there. Therefore, due dates are listed on the schedule. These dates override any other date you see on Blackboard.

My Plagiarism Policy

I do not tolerate plagiarism or academic dishonesty of any kind, and students WILL receive a zero on any assignment completed in a manner that is not considered honest and be reported to the Office of Student Conduct should they do this. Your papers are submitted to plagiarism detection software, as well, as are any suspect discussion board and blog postings. If you feel cheating is your only option, schedule an appointment to get help! I expect you to do your own work in this course—on discussions, blogs, papers, peer reviews—on all work!

Recycled Writing

Students who wish to pass this course will submit ONLY writing that has been written by the student and produced during the current semester and only writing that has been written for LEAD 580. All writing submitted for LEAD 580 must be produced this semester. Students who submit writing completed during previous attempts at LEAD 580 or writing submitted for other courses will receive zero points for the first instance. Students who continue after initial warning to submit writing completed during previous attempts at LEAD 580 or for other courses will receive a failing grade for the course.

Intellectual Property

It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. The instructor expects students to post only material that is the student's by right of creation unless the student gives proper credit via APA citations. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law.

Work Submission

All work is to be typed and formatted according to APA style. Submitting work in the wrong format will result in deductions. I will not accept hand-written or printed-out hard-copies of work. Work must be submitted in the space provided for it on Blackboard. Emailed assignments will not be accepted unless I specifically ask you to submit that way.

- Discussion board postings should be typed directly into the textboxes, no attachments
- Papers must be submitted as attachments in Word (.docx) file format
- Presentations must be submitted as a link on the discussion board—DO NOT upload video files. They will crash the board and possibly the entire course!

Corrupted Files

A word about "corrupted files": these are not accepted or given extensions to correct, so once you submit your paper, go back and check the paper you submitted to make sure it is still able to be opened. If it is not, email me a working copy immediately (as in within minutes of your original submission). Uploading "corrupted files" (which can be downloaded from the Internet) is a technique cheaters use to get more time on assignments. This is unfair to those of you who are hard-working, honest students (which is most of you!), and I don't tolerate it.

If you submit the wrong file....

If you submit a file and realize that it was a draft or just not the right file in any way and the assignment does not allow multiple attempts, simply send me an email with the correct file attached and let me know that the one with the email is the one to grade. No need to panic! I will email you to confirm that I will be grading the emailed copy instead of the one posted to Blackboard. Emailed copies may be submitted to plagiarism detection software (SafeAssign).

If Blackboard locks or is down when you need to submit....

If Blackboard locks or isn't available when you are trying to submit, email me the file with that explanation, and then when you next are able (as in the next day!), upload your file to Blackboard. You will have 24 hours past the deadline to do this. I won't grade your paper until a file is uploaded to Blackboard. This way I know you have it submitted on time, and you don't have to panic about Blackboard not playing fairly. I will compare the file submitted via email to the one submitted on Blackboard to make sure you haven't used this method as a way to get more time on an assignment, though (that's not fair to everyone who was honest and did their work on time).

Failure of Technology

We will be using Blackboard and the Internet for work in this course. *Problems with Blackboard should be directed toward the IT Help Desk.* Students should not put off things until the last minute, save often as they write, keep a permanent copy of each assignment in more than one place (a hard drive and a flash drive, for instance—or email it to yourself!), and not do work online during inclement weather!

If you have a problem and call the IT Help Desk, forward me a copy of the email they send you that opened your case if they are not able to resolve it immediately so that I know what's going on. In general, students are honest about having problems, but in the past, I've encountered several "not very honest" people who try to say they've called the Help Desk claiming not being able to access Blackboard in an attempt to get more time on work. If you are not honest about this, you will be reported to the Office of Student Conduct. I'm an understanding person, but for such behavior, I have no tolerance. It's not fair to those who are honest and who do from time to time have genuine problems!

Withdrawal Policy

It is the student's responsibility to withdraw from the class in a timely manner if he/she wishes to do so after attempting any work in Lesson 1. You can find the final date for withdrawal in the [WKU Registration Guide](#).

Incompletes (Grades of "X")

Incompletes (grades of "X") are given only for documented, extreme circumstances for those who have only a few assignments outstanding at the term's end.

Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See [the Student Handbook](http://www.wku.edu/handbook) for additional guidance, available at <http://www.wku.edu/handbook>.

Diversity, Equity, Inclusion and General Civility Statement

We talk a lot in leadership courses about how everything we do goes back to our personal values and that we feel and perform our best when we live a life aligned with them. While I could not have named the value of “inclusiveness” as such when I was younger, I have come to realize that this, alongside diversity is what I value highly in my classrooms, whether they be in-person or online. I love learning about others’ values because of this—it helps us to find commonalities when some of our personal beliefs may not align. Good leaders know more about the people around them than what tasks they are assigned to do, and I hope to demonstrate this and equity through my course design, my teaching, and the feedback I provide on work you submit.

Every student in this class is a valued and equal member of our learning community, regardless of socio-economic background, sex, gender identity, sexual orientation, race, ethnicity, political or religious affiliation (or lack thereof), physical or mental ability, or any identity category. The voice of every person in this course is important, and I hope hearing others’ thoughts and experiences is important to you, too. I want everyone to feel comfortable sharing their ideas freely and giving feedback to others with good intention. (If this means using emojis in discussions to help convey a sentiment that online text does not, or giving a framing/context statement of your intent before sharing your ideas, please do these things!) I recognize that it is not likely that we will always agree, but we can disagree and still be mindful and respectful of others’ points of view and personhood. We are all part of a learning community in this course and program, and I want to promote a space—real or virtual—where everyone is comfortable. This is a tall order, I know, but as leaders we all need a vision to work to achieve!

With these ideas in mind, if someone chooses to use hateful, bigoted, or inappropriate language (e.g., racist, misogynist, homo- or transphobic, discrimination against religious preferences), I will report him/her to the Office of Student Conduct for further action. If the infringement happens in a virtual learning space where points are to be assigned, 0 points will be awarded for assignments on such a breach occurs. Repeated violations of the ideas expressed in this statement may result in permanent removal from the course or possibly the program.

ADA Notice: Disability and Accommodations

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, room 1074 of the Student Success Center. The phone number is 270-745-5004 or [email](mailto:sarc.connect@wku.edu) at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a letter of accommodation from The Student Accessibility Resource Center.

The WKU Writing Center

Cherry Hall 123 and Cravens Library Commons (4th Floor)

I encourage you to utilize the services of [The Writing Center](#) in planning, drafting, and revising your work! They do offer online services!

<http://www.wku.edu/english/writingcenter/writingcenter.php>

Title IX, Discrimination, Harassment, and Sexual Misconduct Policy

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

My Pledges to You

- ✓ To be available to you in a virtual environment to help you as you need it.
- ✓ To do my best to have work graded and posted back to you within 3-5 days after due dates
- ✓ To answer reasonable questions by e-mail within 24 hours.

Description of Assignments

Syllabus Quiz (up to 10 points extra credit)

To help you get familiar with course policies, you can take the syllabus quiz for a chance at 10 points of extra credit.

Introduction

Research shows that online classes that begin with community building activities such as introductions have students with higher success and completion rates. See the prompt for what to share for credit, and be sure to read up during the first week and meet your

classmates. This discussion also has a bit of “work” associated with it beyond just the introduction, though. Be sure to see the schedule and read the prompt.

OPTIONAL Reading Check Quizzes

There is a chapter quiz posted for each chapter. These are optional but give you a chance to get a sense of how much you retained from the reading of each chapter. However, anyone who completes them all and scores an 80% or higher average will receive 20 points of extra credit on their points total at the end of the course. They will be listed at the end of your grades in My Grades.

Discussion Boards

Throughout this course, you’ll complete 10 discussions (20 or 40 points each). These postings will go beyond “tell me what you read” type discussions you may have completed in the past and ask you to apply the concepts and sometimes incorporate information from other courses or experiences or even do a bit of research. Meaningful responses are expected, as well. **When you refer to information from your text or another resource, please use appropriate APA citations.** See the Start Here area of Blackboard for sample discussions posting for what is acceptable and on track to earn full credit vs. not acceptable.

Personal Case Paper

A 2-4-page description of an incident from your experience. Guidelines will be provided in Blackboard in the Start Here area.

Organizational Analysis Paper

This project can be done on your own or with a small group (up to 4 people) You will write an extensive (up to 25 pages) paper using organization theory to analyze the Organizational Analysis site or theme across multiple sites if you’d like to examine a common issue across multiple organizations.

Organizational Analysis Presentation

In a recorded presentation of ~15 minutes, you will need to come up with a creative way of getting the main points of your Organizational Analysis across to your colleagues: a video, a skit, stories, role-playing, or the like. The presentation will be judged on how well it captures the true essence of the organization, how creative it is, what it adds to the class’s learning, and what level of audience interest it is able to maintain. The presentation must actively involve each member of the team if the paper is done as a group effort.

Final Paper: Personal Case Analysis

After taking in all the information from the course and completing the Organizational Analysis, you will analyze the personal case you wrote earlier in the semester and submit an analysis of your personal case study (anticipated length 2-4 pages). Guidelines will be provided in Blackboard

Additional Readings Section of the Course

I have posted some OPTIONAL additional readings (mostly journal articles and book chapters) that relate to issues you might find in your personal cases or your Organizational Analysis. They are there as additional resources. You do not have to feel compelled to read them or use them in your work if their topics/ideas do not apply to your work!

I will add to this as I find articles I think might be helpful.

Schedule of Assignments

Week 1: May 9-15

Lesson 1: Getting Started & Making Sense of Organizations

What to Read and Do:

- Bolman & Deal, Chapters 1 and 2
- Bolman & Deal have developed several instruments for self-diagnosis, including a short, self-scored instrument to assess individual frame preferences. Complete the Leadership Orientations Self-Assessment online at <https://fs25.formsite.com/josseybass/form29/index.html> (linked in Blackboard).

What Is Due:

- OPTIONAL: Syllabus Quiz (extra credit)
- OPTIONAL: Chapter 1 Reading Check
- OPTIONAL: Chapter 2 Reading Check
- Introductions
- Discussion 1
- Discussion 2

Lesson 2: The Structural Frame

What to Read:

- Bolman & Deal, Chapters 3, 4, and 5

What Is Due:

- OPTIONAL: Chapter 3 Reading Check
- OPTIONAL: Chapter 4 Reading Check
- OPTIONAL: Chapter 5 Reading Check
- OPTIONAL: Start Discussion: Find Your Organizational Analysis Partners
- Personal Case Paper

Week 2: May 16-22

Lesson 3: The Human Resource Frame

What to Read:

- Bolman & Deal, Chapters 6, and 7
- Case: Midstate University

What Is Due:

- OPTIONAL: Chapter 6 Reading Check
- OPTIONAL: Chapter 7 Reading Check
- OPTIONA: Finish Discussion: Find Your Organizational Analysis Partners
- Submit your Organizational Analysis topic (if doing as a group, ONE person should submit)
- Discussion 3

Lesson 4 The Human Resource Frame II

What to Read:

- Bolman & Deal, Chapter 8

What Is Due:

- OPTIONAL: Chapter 8 Reading Check
- CHOOSE ONE: Discussion 4a OR Discussion 4b

Week 3: May 23-29

Lesson 5: The Political Frame

What to Read:

- Bolman & Deal, Chapters 9, 10, and 11

What Is Due:

- OPTIONAL: Chapter 9 Reading Check
- OPTIONAL: Chapter 10 Reading Check
- OPTIONAL: Chapter 11 Reading Check
- CHOOSE ONE: Discussion 5a OR Discussion 5b

Lesson 6: Organizational Analysis Update

What Is Due:

- Organizational Analysis Update (if in a group, only one person from each group submit)

Week 4: May 30-June 5

Lesson 7: The Symbolic Frame I

What to Read:

- Bolman & Deal, Chapters 12, 13, and 14

What Is Due:

- OPTIONAL: Chapter 12 Reading Check
- OPTIONAL: Chapter 13 Reading Check
- OPTIONAL: Chapter 14 Reading Check
- Discussion 6

Lesson 8: The Symbolic Frame II

What to Read:

- Meyer and Rowan article

What Is Due:

- Discussion 7

Week 5: June 6-12

Lesson 9: Improving Leadership Practice I

What to Read:

- Bolman & Deal, Chapters 15, 16, and 17

What Is Due:

- OPTIONAL: Chapter 15 Reading Check
- OPTIONAL: Chapter 16 Reading Check
- OPTIONAL: Chapter 17 Reading Check
- Work on Organizational Analysis Paper

Lesson 10: Improving Leadership Practice II

What to Read:

- Bolman & Deal, Chapters 18, 19, 20

What Is Due:

- OPTIONAL: Chapter 18 Reading Check
- OPTIONAL: Chapter 19 Reading Check
- OPTIONAL: Chapter 20 Reading Check
- Work on Organizational Analysis Paper

Week 6: June 13-19

Lesson 11: Putting It All Together: The RFK High School Case

What to Read and Review:

- Read Bolman & Deal, Chapter 21
- Review Bolman & Deal, Chapters 15-20

What Is Due:

- Discussion 8
- Work on Organizational Analysis Paper

Lesson 12: Reviewing the Frames & Organizational Analysis Paper DUE

What Is Due:

- Organizational Analysis Paper
- Discussion 9

Week 7: June 20-24

Lesson 13: Organizational Analysis Presentations DUE

What Is Due:

- Organizational Analysis Presentations Due
- Discussion 10 (over presentations)

Lesson 14: Personal Case Analysis

What Is Due:

- Personal Case Analysis Due