

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs

EDD 856A

Organizational Effectiveness

3 Credits

Fall 2021

Twin Cities

Course Dates/Hours

September 1st – October 20th

9/1, 9/8, 9/15, 9/22, 10/6, 10/13, 10/20 are face to face meetings on Wednesdays.

Week beginning 9/29 is online

Prerequisite or Concurrent Courses

Prerequisites: EDD809, EDD814

Faculty Contact Information – Dr. Paul E. Kotz

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Course Description –

This course applies the principles of assessment to the development of authentic systems to monitor and measure the effectiveness of organizations. Models will include the systems approach, the goal attainment approach, the strategic constituencies model and the competing values model. These models will provide a framework for assessing the criteria which are relevant to the long-term survival of any organization.

Student Learning Objectives –

Upon completion of this course, students are expected to be able to do the following:

1. Explore effectiveness from differing cultural lenses.
2. Demonstrate an understanding of the development of organizational effectiveness
3. Demonstrate an understanding of various organizational effectiveness theories 4
4. Be able to control assessment instruments for errors.
5. Be able to create an appropriate model of organizational effectiveness for an organization.

Blackboard Access

Blackboard may be accessed here at courses.smumn.edu

Required Textbooks

Brassard, M. & Ritter, D. (2010). *Memory jogger II: A pocket guide of tools for continuous improvement and effective planning*. Metheun, MA: GOAL/QPC. ISBN- 978-1-57681-119-9

Harrison, M. I., & Shirom, A. (1998). *Organizational diagnosis and assessment: Bridging theory and practice*. Thousand Oaks, CA: Sage. ISBN- 0-8039-5511-1

Posavac, E. J. (2011). *Program evaluation: Methods and case studies* (8th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 0-132553325

Peterson, L.R.J. (2018). *Uncovering indigenous models of leadership: An ethnographic case study of Samoa's Tavalou clan*. Lanham, MD: Lexington. ISBN 978-1-4985-6824-1

Other Resources:

Required Readings (Links posted)

Zammuto, R.F. (1984). A comparison of multiple constituency models of organizational effectiveness. *Academy of Management Review*, 9 (4), 606-616.

Cameron, K.S. (1986). Effectiveness as paradox: Consensus and conflict in conceptions of organizational effectiveness. *Management Science*, 32 (5), 539-553.

Additional readings in the current literature are required as appropriate to student’s projects and class work.

Technical Support

For traditional/blended courses

For technical support, contact our HelpDesk at the following:

tchelpdesk@smumn.edu

HelpDesk Website

612-728-5100: x7800, local Twin Cities

866-437-2788; Choose HelpDesk menu option

Topical/Activity Course Outline

Must include the table provided

Week/Dates	Type of Meeting	Topics/Activities	Assignments
<p>(Term Begins 9/1) MOD 1: Sep 1 Wednesday</p>	<p>Face to face</p>	<p>Read for this session Harrison & Shirom, Chapters 1-2. Posavac Chapter 1, Read Brassard & Ritter pp. iv- 2, pp.150-164. Individual readings on your topic for assignment 1.</p> <ul style="list-style-type: none"> ● Frames & Models ● Applying the Open Systems Frame ● TQM, CQI and Tools: Data Collection ● Program Evaluation Overview 	<ul style="list-style-type: none"> ● Study Guide 1 ● Divide up teams/tools

MOD 2 Sept 8 Wednesday	Face to face	Working with QI Tools <ul style="list-style-type: none"> ● Brassard & Ritter ● QI sites, Excel and Lucidcharts ● Read for this session Harrison & Shirom, Chapters 3-5 ● Assessing Effectiveness & Ineffectiveness ● Diagnostic Models in Use ● Diagnosing Organizational Politics 	QI Group Work What does it do?- how do we do it? and how can it be used? Groups prepare presentations Study Guide 2
Week/Date MOD 3: Sep 15 Wednesday	Face to face	<ul style="list-style-type: none"> ● Present QI Projects ● Individual readings for Assignment 2 	Present QI Projects
MOD 4: Sep 22 Wednesday	Face to face	<ul style="list-style-type: none"> ● Read for this session Harrison & Shirom, Chapters 6-10 ● Individual readings for Assignment 2 ● Group Performance ● Organization Design 	Study Guide 4

		<ul style="list-style-type: none"> • Human Resource Management • Org Culture • Emergent Behavior and Workforce Diversity 	
MOD 5: Begins Sep 29th Wednesday	Online Meeting	<p>MOD 5 video Read for this session Harrison & Shirom, Chapter 15.</p> <ul style="list-style-type: none"> • Culture • Applying Multiple Frames <p>Read Peterson-ALL Ch 1-4</p> <ul style="list-style-type: none"> • Current Global Paradigm, • Research from the field and Journey Home Research Approach Narratives • Discussion <p>Individual readings for Assignment 2</p>	Study Guide 5: Culture and Leadership
MOD 6: Oct 6 Wednesday	Face to face	<p>Read Posavac, Chapter 2-8</p> <ul style="list-style-type: none"> • Work on Final Project • Program Evaluation Overview • Planning and Evaluation 	Assignment 2 Due Study Guide 6

		<ul style="list-style-type: none"> • Developing and Using Program Theory • Developing Measures 	
MOD 7 Oct 13 Wednesday	Face to face	<p>Read for this session Posavac, Chapters 9-13.</p> <ul style="list-style-type: none"> • Work on Final Project • Single Group, Non-experimental Outcome Evaluations • Quasi-Experimental Approaches • Using Experiments to Evaluate • Applying Multiple Theoretical Frames • How to Encourage Utilization 	Study Guide 7
MOD 8 Oct 20 Wednesday	Face to face	<p>Read Cameron Read Zammuto both posted in Blackboard</p>	Study Guide 8 ASSIGNMENT 3 Presentations Due

Course Time Standards

Doctoral courses:

Courses in the doctoral degree programs require a minimum of either 13 contact or instructional hours per credit. In addition, it is suggested that students invest three hours per contact hour in outside study.

Synopsis of Assignments (Details in Blackboard tab "Assignments")

The learning objectives in this course will be demonstrated through the following assignments.

Assignment 1: Process Improvement Group Project=40 points 20% **Objectives 1, 2, 3**

Assignment 2: Article Synthesis and Critique = 40 points 20% **Objectives 1, 2, 3, 5**

Assignment 3: Final Paper/Project= 75 points 37.5% **Objectives 1-5**

Grading for Assignment 3 is based upon the degree to which these criteria have been met:

1. Use of organizational effectiveness concepts, theories, and current literature- 14 pts
 2. Relevance of concepts and descriptions to the design of the project and the organization- 10 pts
 3. Depth of understanding demonstrated and *considerations of differing cultural lenses* -12 pts
 4. Integration, synthesis, and articulation of theory, plan, and measures-14 pts
 5. Logic, clarity, format and writing (includes APA)- 10 pts
 6. Personal integration, ethical considerations and reflection on the process - 8 pts
 7. Effectiveness of presentation - 7 pts
- TOTAL - 75 points

Assignment 4: Study Guides & Knowledge Development = 45 points 22.5%. **Objectives 1-5**

Student Expectations

This course will be taught in a “learner centered” approach. Students will be expected to participate in dialogues and to offer ideas without fear of being “right or wrong.” The goal of this approach is to allow students to learn from each other as well as from the instructor and the texts. Later material in the course builds upon what has come before.

Students must be “present” in class for this approach to work. If you are absent, not only are you infringing on your education but also on the education of your classmates by not providing your perspective to the other students. Work is due on the dates assigned. Any variation needs to be approved by the instructor *in advance*. **If approved**, scores for late work are generally reduced by 10% per week late- or a percentage equal to whatever portion of a week it is late. Late posting to online work (discussion boards- Google docs etc) impacts the learning of all students. **Late postings will not receive credit**. Incomplete grades are meant to be used only in unusual circumstances and must be requested in writing and approved by the instructor in advance of course ending date.

Description of Effective Discussions, Study Guide Responses,

Criteria include your:

- o exploring class material and citing it appropriately
- o raising questions based on your experience, readings, discussion of concepts presented in course;
- o sharing *examples* -perspectives with other participants;
- o demonstrating critical thinking
- o posing questions utilizing concepts presented;
- o contributing timely responses to questions presented; and
- o demonstrating clear and concise analysis that impacts peer learning

Assessment of Student Performance/Grading Policies

Graduate Grading Scale		
A	90-100%	200-180
B	80-89%	179-160
C	70-79%	159-140
NC	below 70%	<139

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Mary Ann McCann, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Email: mmccann@smumn.edu

Student Ratings of Teaching and Learning

Students are expected to provide feedback about teaching and learning in the course. At the end of the course and after the faculty member has submitted grades, check the Student Portal to complete the student rating of teaching and learning and view your grade. Please be assured the system records responses anonymously.

University Conduct and Academic Policies –

See the course Blackboard site for a direct link to all University policies.

Writing Center and Library Service

See the course Blackboard site for direct links to these departments.