

**ATTACHMENT B**

**MATERIALS PACKET (CONDENSED) FOR  
JUNE 21, 2011 SESSION**





## Agenda

### Professional Development Program

June 21, 2011

8:30 a.m. – 4:00 p.m.

8:30 a.m. – 8:45 a.m.	<b>Introductory Session/Expectations</b> <i>President Larry Minks</i> <i>Dr. James Honan, HGSE</i>	Russell Bldg Room 100
8:45 a.m. – 9:45 a.m.	<b>The Four Organization Frames</b> (How Southeastern utilizes the frames) Small group discussion	Russell Bldg Rooms 219,221,222,223
9:45 a.m. – 10:00 a.m.	<b>Break</b>	
10:00 a.m. – 12:00 p.m.	<b>Case Study: Southeastern Organization Structure Redesign and Transformation</b> <i>Dr. James Honan, HGSE</i>	Russell Bldg Room 100
12:00 p.m. – 1:00 p.m.	<b>Lunch</b>	
1:00 p.m. – 1:45 p.m.	<b>Feedback Session</b> Small Groups (Issues, concerns, dilemmas—what does this mean for SE? for me?)	Russell Bldg Room 100
1:45 p.m. – 2:45 p.m.	<b>Large Group Discussion</b> Focus on Case Study and Feedback Session	Russell Bldg Room 100
2:45 p.m. – 3:00 p.m.	<b>Break</b>	
3:00 p.m. – 3:45 p.m.	<b>Common Themes, Direction, and Take Aways</b>	Russell Bldg Room 100
3:45 p.m. – 4:00 p.m.	<b>Closing Summary/Next Action Steps</b>	Russell Bldg Room 100

\* Dress: Business/Casual SE Attire Optional



**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY  
PROFESSIONAL DEVELOPMENT PROGRAM  
JUNE 21, 2011**

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**NOTES FOR PRE-BRIEFING ON JUNE 13, 2011—GENERAL SESSION**

**A. RENEWED INITIATIVE IN 2009**

1. Southeastern Organization Leadership Development program
2. Ongoing faculty/staff development
3. Individuals attend institutes and conferences
4. Internal programs---case studies and background materials  
Executive Team, Administrative Council, Faculty Senate

**B. REACHED NEW POINT OF CONVERGENCE**

1. Bring faculty, staff, students together
2. Accelerate transformation
3. Bring external resources into SE
4. Provide new ways of thinking, mindsets, models, similar patterns, foundation
5. SE response to rapidly changing environment-regardless of what we face
6. Comprehensive and Exciting
7. Long term result—develop next generation of SE leaders

**C. Opportunity to reflect on our contemporary leadership challenges**

1. Encourage you to look at yourself as leader and contribution you make
2. How do you understand the organization? How do you act as a leader in it?
3. Help you think of new ways about your role at SE and expand your capability to exercise constructive and creative influence in the organization

**D. ONE IMPORTANT FOUNDATION – BOLMAN AND DEAL**

1. Way of looking at organizations or frames---both windows and lens, also function of belief systems---can be useful in everyday life
2. Refer to Outline---shorthand version—
3. Cycle of diagnosis and action
4. Practice very important
5. We all have one or two default frames
6. Structural, Human Resource, Political, and Symbolic
7. Notice on your agenda that one thing look at---How SE utilizes the frames



**E. PACKET---BACKGROUND MATERIALS AND CASES**

1. Introduction to Case Study Method
2. Real Life Cases with our own and background materials
3. Refer to Summary Handout---SOSU and Oklahoma's Budget Crisis (Part B); Part B Case Summaries from work sessions this past spring; Executive Summary and Worksheet for 2010-11 and 2011-12
4. We will focus on the SE Organizational Structure Redesign and Transformation on the 21<sup>st</sup> to help us broaden the scope

**F. PREPARATION—REFER TO SUGGESTED GUIDELINES FOR PREP**

1. Please spend sufficient time in preparation in order to take full advantage of our time on the 21<sup>st</sup>---both in small groups and general sessions
2. Keep in mind questions on page 4 of the Redesign and Transformation case
3. Also, as you prepare, reflect on how you will renew and affirm the centrality of what you do at Southeastern and what it would be like to be an effective change agent in reinvigorating and reinventing (transforming) yourself and your unit in the future





## **SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**

### **PROFESSIONAL DEVELOPMENT PROGRAM**

**JUNE 21, 2011**

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#### **Background**

The mission of Southeastern Oklahoma State University is to provide an environment of academic excellence that enables students to reach their highest potential. The students, faculty, and University staff represent the key to the attainment of this overarching goal.

By continuing to provide encouragement and support for the professional development of faculty and staff members, the University is able to build capacity to meet this goal, and be in a better position to advance the quality of the learning environment of the students. The opportunity for the faculty and staff of Southeastern to participate in organization development and change efforts at the highest levels of their profession will have a transformative benefit—both immediate and lifelong—for the students.

#### **Objective**

The key objective of the program is to accelerate a professional and organizational transformation that began in 2009-2010. This type of capacity building will provide new perspectives and will develop skills critical to the future success of Southeastern faculty and staff. It will provide avenues of thinking beyond the confines of an individual's own area of responsibility and demonstrate ways to lead toward higher levels of institutional achievement. In addition, the program will assist the University in responding to a rapidly-changing environment and in leading organizational change and development initiatives.



### **Assigned Reading for Session (In Packet)**

- \*Introduction to the Case Study Method
- \*Organization Frames: Leadership in Organizations, Outline by Dr. Susan Moore Johnson
- \*Case Study: Southeastern Organizational Structure Redesign and Transformation
- \*Executive Summary and Worksheet, Educational and General I Budget, Revised Budget 2010- 2011 and Budget 2011-2012
- \*Part B—Case Study Summaries, Spring 2011
- \*Case Study: Southeastern Oklahoma State University and Oklahoma's Budget Crisis (Part B) FY2009—10, FY2010-11, FY2011-12

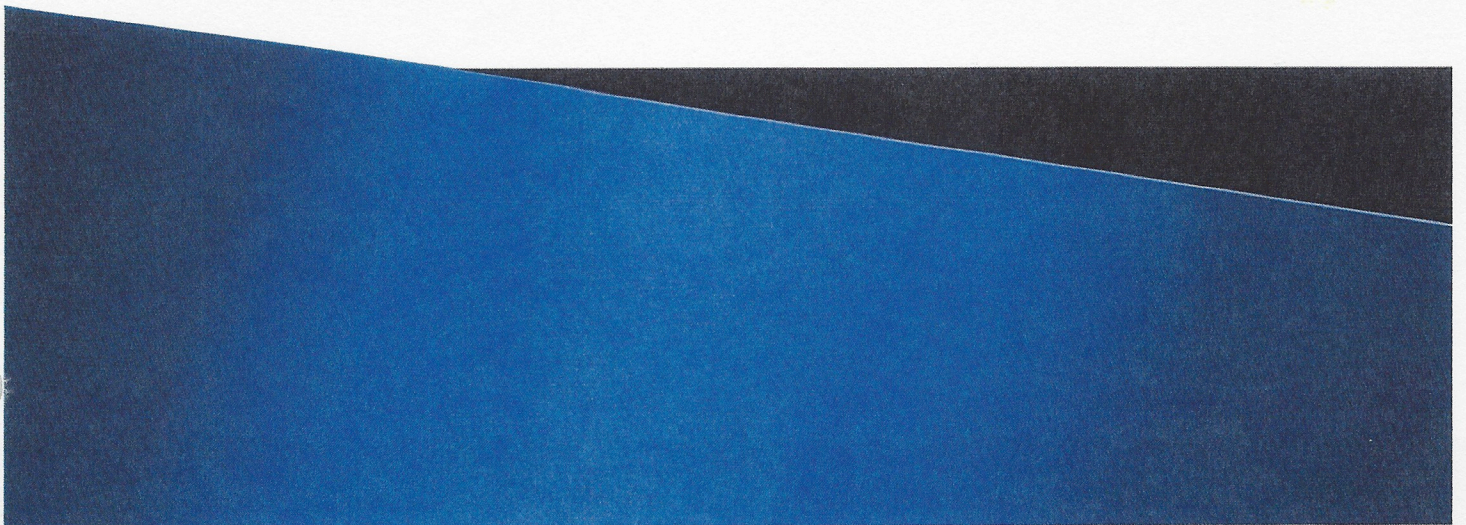
### **Study Preparation**

Please review and study the assigned background reading for the session with special attention to the Introduction to the Case Study Method and the Organization Frames Outline. Sufficient preparation time will be necessary in order to take full advantage of our discussion periods both in the small groups and in the large group discussion sessions.

In general, it would be good to keep the questions on page 4 of the Southeastern Organizational Structure Redesign and Transformation case study in mind. Also, in your preparation, reflect on how you will renew and affirm the centrality of what you do at Southeastern and what it would be like to be an effective change agent in reinvigorating and reinventing (transforming) yourself and your unit for future efforts.



**Case Study:**  
**Southeastern Organizational Structure**  
**Redesign and Transformation**





## **SOUTHEASTERN ORGANIZATIONAL STRUCTURE REDESIGN AND TRANSFORMATION**

### **Background**

During late fall, 2010, the President of Southeastern Oklahoma State University had begun communicating the need for continuing to move forward with changes in organizational structure and redesign and related transformation efforts. The Chair of Southeastern's governing board, the Regional University System of Oklahoma (RUSO), had reinforced on several occasions to the President the need for the initiative.

The President had attended a summer institute and sought the advice of instructors who served as consultants during selected sessions. The consultants had recommended that the redesign and transformation initiative be approached with various units (Executive Team, Administrative Council, Faculty Senate, etc.) using a case study approach. This approach had been used successfully in the past year at Southeastern in stimulating discussions around specific cases written about the institution and had resulted in generating new and fresh ideas on problems and opportunities. In this application, the case study becomes a living document and is continually revised and updated in reflecting the outcomes of each discussion session.

### **Comparisons with Sister Institutions**

A comparison of presidential direct reporting relationships with Southeastern's sister institutions in the RUSO system showed a wide ranging span of control by institution (see Attachment A—Summary of President Direct Reports by Institution and Organization Charts). Southeastern had the second largest number of direct reports with fourteen compared to the University of Central



Oklahoma with sixteen. UCO, however, had almost three and one-half times the number of employees and four times the number of students.

Comparisons of FTE students to FTE employees and FTE students to FTE faculty also exhibited considerable variability. Overall, Southeastern was third of the six universities (at 6.73) in comparing FTE students to FTE employees. UCO represented the highest at 7.66 FTE students to employees with Southwestern at the lowest with 5.72.

In contrast, Southeastern represented the highest ratio of FTE students to FTE faculty at 21.17. Both ECU and Northwestern were above 20 at 20.83 and 20.21 respectively. Southwestern was the lowest with 15.37 FTE students to faculty.

Functional comparisons in direct reporting relationships of the RUSO institutions were basic and traditional in nature. Traditional reporting functions included academic affairs, business affairs, student affairs, athletics, and advancement. Other reporting areas appeared to reflect adaptations to the institutions' external needs and constituencies over time.

### **Transformational Change**

There was also an opportunity to pursue transformational change consistent with the organizational structure and redesign effort. During the past year, fourteen members of the Administrative Council had participated in developmental programs at Harvard and Vanderbilt designed to develop a deeper understanding of how units function together and how to incorporate broader issues and considerations into decision-making.



It was felt that, in combination with the on-campus developmental sessions during 2009-2010, participants would develop a core set of conceptual tools for understanding quantitative and qualitative aspects of university leadership. It would also assist in focusing on challenges of organizational change and providing continuing opportunities for personal renewal.

The President had asked that participants use the same approach with their units in beginning to develop the next generation of Southeastern leadership (see Attachment B—Transformational Change Model and Organization Development Linkages). Participants would use the knowledge base provided to them to further diffuse/institutionalize the change process that had begun during 2009-2010.

### **Considerations and Changing Organization Capabilities**

A key thrust of the redesign and transformation effort was to assist Southeastern in responding to a rapidly changing competitive and financial environment. This could ultimately determine how well the university would be positioned to meet current and future challenges and be better prepared in leading change initiatives. As portrayed in the later portion of the model (see Attachment B), through organization structure and process and leadership and alignment, it would be possible to frame areas around outcomes and resources and work backward asking the question “How can I rethink what I do?”.

However, it was already November 2010, and it appeared that there had been slippage in the change process. The slippage in the project was of concern because Southeastern needed to advance its organizational capabilities in facing any future adversity.



The timing of the organizational redesign and transformation and resulting implementation process was very important.

The options available would be a function of the knowledge and capabilities of the university as reflected in its strategy, structure, and the people involved.

For the key groups involved in the future with the change, the initiative would involve continuous cycles of diagnosis and action.

In sum, the quality of the ideas from the groups about action would be a function of both analysis and creativity—the analytic ability to diagnose the present state and the creative ability to envision the route to a desirable future state.

Looking forward to discussion sessions, the specifics of the action planning would be basic and situational:

- \*What are we trying to achieve?
- \*What problems need to be solved?
- \*What areas of the university need attention?
- \*How good are our skills and our systems?
- \*Where can we use what we have?
- \*Where do we need something new?
- \*How do we handle the timing of implementation and the sequencing of actions?

1/3/11



# Attachment A

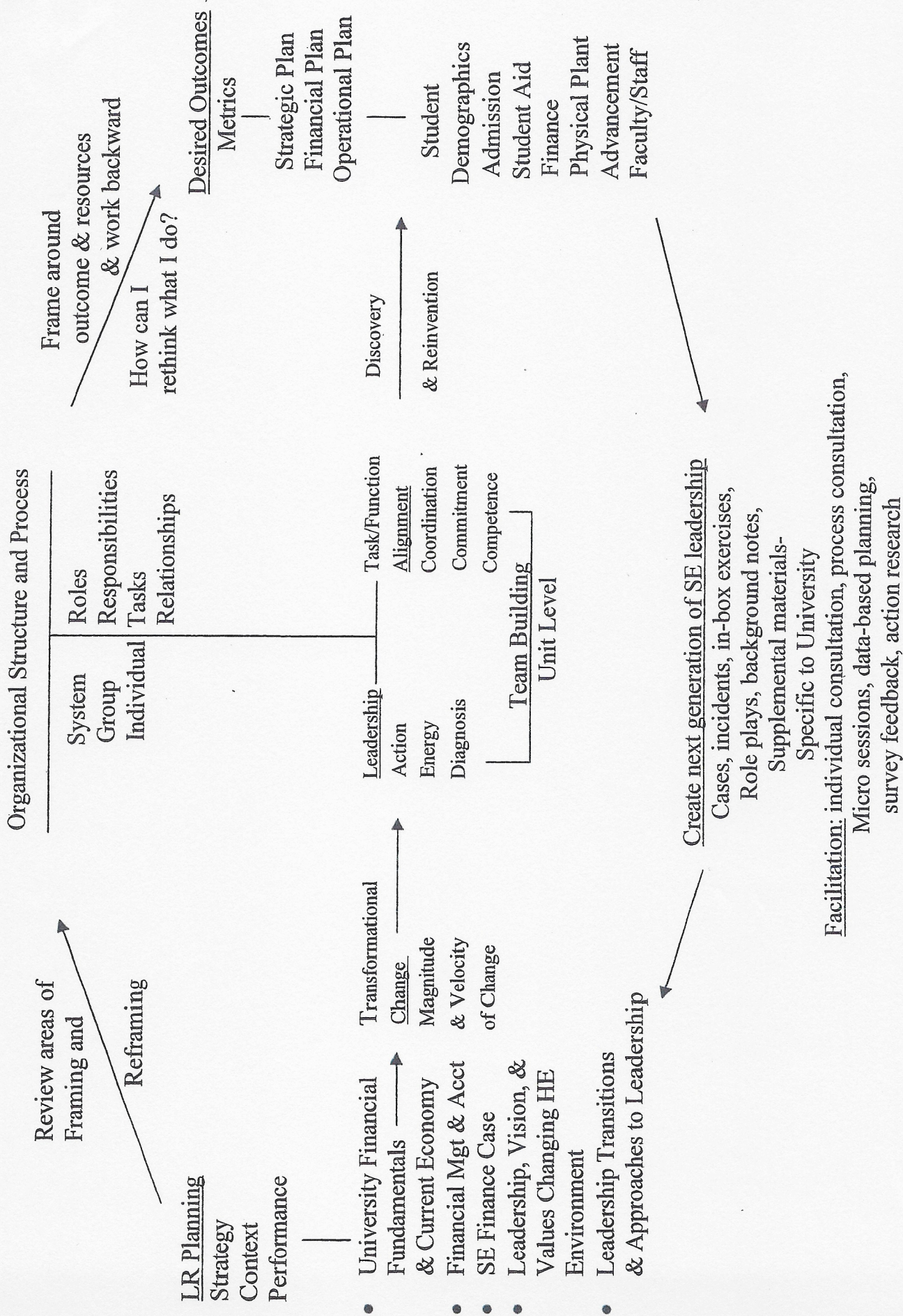
## Summary of President Direct Reports by Institution and Organizational Charts



President Direct Reports (Span of Control)	UCO	NSU	SWOSU	ECU	SEOSU	NWOSU
Functions	16	7	8	7	14	5
Exec VP		Academic Affairs	Academic Affairs	Academic Affairs	Academic Affairs	Exec VP
Academic Affairs		Administration	Student Affairs	Student Develop.	Business Affairs	Univ Relations
Student Affairs		Univ Relations	Adm & Finance	Univ. Advancement	IT	Athletics
IT		General Counsel	Advancement	Athletics	Student Affairs	Student Affairs &
Enrollment Mgt		Athletics	Public Policy &	Comm./ Marketing	Athletics	Enrollment Mgt
Development		Rural Dev Center	Leadership Dev	Admin/Finance	Univ Advancement	Administration
Leadership		Student Affairs	Athletics	ECU Journal Board	Enrollment Mgt	
Athletics			Center for Econ &		OSBDC	
Univ Relations			Bus Dev		Diversity/Affirm. Act.	
Forensic Sci Instit.			Human Resources		Center Reg. Competit.	
KCSC			PR & Marketing		Staff Association	
Legal			OJA Programs			
Exec in Residence						
FTE Employees						
Qtr End 6/30/2010						
Total	1,693	1,127	795	566	494	331
Faculty	750	389	296	186	157	95
Regular	794	589	383	280	278	183
Student	149	149	116	100	59	53
Fall 2010 Enrollment						
Hdct	17,101	9,588	5,310	4,893	4,181	2,311
FTE	12,961	7,486	4,549	3,874	3,324	1,920
FTE Students						
to FTE Employees	7.66	6.64	5.72	6.84	6.73	5.8
FTE Students						
to FTE Faculty	17.28	19.24	15.37	20.83	21.17	20.21



# Transformational Change Model





## PARTICIPANT ROSTER AND LINKAGES

### **Management Development Program (MDP)**

Dr. Lucretia Scoufos  
Scott Hensley  
Camille Phelps  
Sharon Morrison

### **Institute for Mgt and & Leadership in Education (MLE)**

Dr. Claire Stubblefield  
Dr. Will Mawer  
Liz McCraw  
Dr. David Conway (2009)  
and Summer Fellow for  
for Peabody Professional  
Institute for HE Management (2010)

### **Institute for Educational Management (IEM)**

Michele Campbell  
Dan Moore  
Kyle Stafford  
Keith Baxter  
Dr. Larry Minks (2009)  
and HSNP (2010)

### **Organization Development Linkages**

**Office of President**  
Minks-IEM&HSNP  
Campbell-IEM  
Executive Team  
Administrative Council  
SSA  
Faculty Senate

**University Advancement**  
Stafford-IEM  
Alumni Relations  
Development  
Grant Coordinator  
SE Foundation  
Special Events

**Intercollegiate Athletics**  
Baxter-IEM  
Athletic Departments  
Staff Support Areas

**Bus Affairs**  
Walkup  
Auxiliary Services  
Bus Office  
Finance Office  
Human Resources  
Physical Plant  
Campus Safety

**Academic Affairs**  
McMillan  
CE&CM-Hensley-MDP  
Academic Support  
Deans-Scoufos-MDP  
& Mawer-MLE  
Avia Sciences-Conway-MLE  
And IHEM  
Morrison - MDP

**Student Affairs**  
Robinson  
Dean-Phelps-MDP  
Residence Life  
Counseling Center  
EOC  
Student Health Services  
Student Support Services  
Talent Search  
Upward Bound  
Violence Prevention Program

**Information Technology**  
Moore-IEM  
Admin Computing  
Technology Planning  
Help Desk  
Network Operations/  
Web Services  
Telecomm/DE

**Enrollment Management**  
McCraw-MLE  
Academic Services  
Admissions/Registrar  
Student Financial Aid  
University Recruiting

**Consultants**  
Minks  
Campbell  
D. Conway  
Stubblefield  
Moore  
Morrison  
Hensley