

NOTICE: All information pertaining to this course at this website, including course policies, is subject to being changed until the first day of the semester. Check the “last modified date” at the bottom of the web page for currency of information.

**WESTERN KENTUCKY UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION,
LEADERSHIP, AND RESEARCH
EDAD 696: Advanced Organizational Theory
(Three Semester Hours Credit)
Spring Term 2009
Web Enhanced Course**

Instructor: Dr. Gayle Ecton, Associate Professor
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Prerequisites

None

COURSE INFORMATION

Catalog Description

Theoretical approaches to the study of education administration and leadership.

Purpose

Leaders of organizations are accountable for the performance of the organization – for the results obtained. For organizations to achieve high performance levels and desired results, leaders must develop a clear understanding of the essentials of organizational behavior and the related organizational theories and concepts that provide the indispensable foundation of knowledge necessary for success in organizational leadership. Specifically, the behavior of people working in organizations, including schools and school districts, must be understood as well as the implications for effective operation of organizations and for the people who lead them. It is important for the leader to be able to link theory and practice in order to develop a theoretical framework that is useful in making decisions in a “real world” context.

Course Description

This course is one of the required courses for Level II Principal certification. It is also an appropriate course for doctoral students and other majors in that the course content and assignments are adaptable to any organization. Particular emphasis will be placed on studying organizations, including schools and school districts, the behavior of the people who work in those organizations, and the role of organizational leadership. Organizational theories, concepts, and best practices will be examined and, through a series of exercises, students will develop their own “theory of practice”.

Course Objectives

The primary objective of this course is to provide students who are or aspire to be organizational leaders with the knowledge and skills to be able to design, change, and lead effective, high-performing organizations. Through the study of organizational design and behavior, students will develop their own beliefs about organizations and leadership and will integrate them in a “Game Plan”. This “Game Plan” or “Theory of Practice” becomes an action plan that helps the leader organize work, establish priorities, and choose effective strategies. To achieve this primary objective the student will:

(Numbers in parenthesis are the Interstate School Leaders Licensure Consortium Standards addressed by the particular objective.)

1. Prepare for the development of a “Theory of Practice” by demonstrating knowledge and how to apply each of the major theories and concepts discussed through completion of a series of exercises. (1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.17, 1.21, 1.22, 2.3, 2.7, 2.8, 2.9, 2.11, 2.20, 2.27, 2.31, 2.34, 3.1, 3.27, 3.28, 3.30, 3.31, 3.32, 3.33)
2. Demonstrate understanding of the interrelationship of theories and concepts in the development of a comprehensive, integrated “Theory of Practice” appropriate for effective leadership of a high performing organization.

Course Topics

- Classical, social systems, and human relations theories
- Open systems and contingency theories
- Vision, leadership, culture, change, motivation, decision-making, communication, and conflict
- Group and inter-group dynamics
- Teams and team building
- Diversity
- Adult learning and professional development
- Innovation and organizational development

Text: (Required)

The following textbook adopted and required for this course is:

Owens, R. & Valesky, T. (2007). *Organizational behavior in education*. (9th ed). Boston, MA: Allyn and Bacon. ISBN# 0-205-48636-3

Special Instructional Materials

None

Suggested Reading List

Bridges, W. (1991). *Managing transitions: Making the most of change*. Reading, MA: Addison-Wesley Publishing Co.

Collins, J. (2001). *Good to great*. N.Y.: HarperCollins, Inc.

Hall, G. & Hord, S. (2001). *Implementing change*. Boston: Allyn and Bacon.

Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.

Kouzes, J. & Posner, B. (1987). *The leadership challenge*. San Francisco: Jossey-Bass Publishers.

Senge, P. (1990). *The fifth discipline*. N.Y.: Currency and Doubletree.

Major Teaching Methods

As a web-enhanced course, this course may include extensive use of online discussion in both large and small groups, use of internet to search and identify relevant information, in class discussion, videos, and assigned individual and group projects.

Grading/Evaluation

Assessment will be based on the evaluation of students' attainment of course objectives through their active participation in class discussion and assigned activities on the internet site, and completion of written assignments.

A. Methods

1. Participation in class discussion and other assigned activities will be evaluated on the quality of the contribution, evidence that assigned material was read, regularity of participation, appropriateness of contribution, and demonstration that other reference material has been consulted.
2. Projects and reports will be evaluated based on satisfying the requirement as assigned and the quality of the work.

Points Assignment

The final grade will be based on the total number of points accumulated.

A	=	90-100 points
B	=	80- 89 points
C	=	70- 79 points
D	=	60- 69 points
F	=	0- 59 points

The total number of points will be distributed as follows:

30	Participation in Discussion Board online (see Rubric under Course Info)
10	Assigned Problem-Based Learning Exercises
30	Organizational Analysis Project
<u>30</u>	Theory of Practice Paper
100	Total

All work will be due on the date specified by the instructor. AN INCOMPLETE WILL RESULT IN A FINAL GRADE NO HIGHER THAN “B” UPON COMPLETION OF ALL REQUIREMENTS.

Course Assignments

As educational administrators, you continually are/will be expected to express your ideas logically, both orally and in writing; that same expectation exists for this course. Unless instructed otherwise, written materials should be typed or word-processed in 12-point font, Times New Roman, double-spaced, 1.25” left/right margins, 1.0” top/bottom margins. Only headings, titles, etc. are to be bold print. Papers should be presented in narrative format. Bullets and tables are not to be used unless pre-approved or instructed by the professor. All materials should be proofed for accuracy. In accordance with policies of the Department of Educational Leadership, APA style will be used for all papers and written assignments unless otherwise indicated. Oral presentations should be clear and grammatically correct. **All documents are to be submitted as a Microsoft Word document. Assignments submitted in any other format will not be accepted.** Assignments will be submitted either electronically or as hard copy as instructed by the professor.

Feedback is available on request. The instructor is not allowed by law to reply in any detail using E-mail, unless permission is given via the student's written signature (this is to protect the student's privacy as E-mail is not a private form of communication). The student may read, print, sign, and send a statement such as: "I give my consent to the instructor to discuss my course grades with me via E-mail. OR I prefer the following method for discussion of my grades (a phone call or I will pick up documents)." The student is responsible for requesting clarification on any assignment(s) about which he/she has questions.

Students are expected to be active web participants as the quality of the course is contingent upon dialogue and collaboration. Due dates are explicit and assignments submitted late ***will be penalized.***

Any materials submitted in a non-digital format must be retrieved by no later than the 30th calendar day of the subsequent academic semester or they will be destroyed.

Course assignments include:

- a. **Online: Discussion Board.** Forums will be placed on the Discussion Board that will require students to respond to within specified times. Some of the forums will require students to do additional research in order to respond appropriately. All responses should be posted in accordance with the guidelines outlined in the Online Scoring Rubric that can be found under Course Information on Blackboard. (30 points)
- b. **Assignments: Problem-Based Learning Exercises.** Completion of exercises as assigned by the instructor. (10 points)
- c. **Project: Organizational Analysis.** Completion of an organizational analysis in accordance with instructions provided by the instructor. (30 points)
- d. **Project: Theory of Practice.** Completion of your Theory of Practice in accordance with instructions provided by the instructor. (30 points)

Plagiarism Policy

Plagiarism is a serious offense. The academic work of a student is expected to be his/her own effort. Students must give the author(s) credit for any source material used. . To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Students who commit any act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection software.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership and Research for possible disciplinary action that may result in permanent

disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. If applicable, students are expected to check the BLACKBOARD daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students' learning is not acceptable and will result in loss of points for class participation credit.

Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. As graduate students, there is an expectation that relevant literature and information beyond what is assigned will be identified, obtained, and read by the student.

There may be personal or professional conflicts with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class or anticipated lapses from on-line participation should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor immediately after the absence. **If a student misses a class, it is the student's responsibility to secure materials, notes, and assignments.**

If the University officially cancels classes for any reason, students are expected to continue with readings and assignments as originally planned. Assignments scheduled during missed classes are due at the next regular class meeting unless other instructions are given.

Technology Requirements:

As mentioned under participation and attendance students will be expected to have access to the internet and e-mail and to regularly monitor the course website on BLACKBOARD. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer.

Statement of Diversity

The Department of Educational Administration, Leadership, and Research believes that Diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

Students with Disabilities

If you think you have a disability that qualifies under the American with Disabilities Act and requires accommodations (academic adjustments and/or auxiliary aids of services) for this course you must contact the Office for Student Disability Services DUC A-200 of the Student Success Center in Downing University Center. The telephone number is (270) 745-5004. Please DO NOT request accommodations directly from the professor without a letter of accommodation from the Office for Student Disabilities Services.

Safety and Evacuation

Procedures for student safety and possible evacuation will be addressed in the first class meeting. All students are expected to familiarize themselves with the appropriate procedures for the location in which they are taking classes.

Course Adjustments

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to the students.

References

Bolman, L. & Deal, T. (1995). *Leading with soul*. San Francisco, CA: Jossey-Bass Publishers.

Bridges, W. (1991). *Managing transitions: Making the most of change*. Reading, MA: Addison-Wesley Publishing Co.

Collins, J. (2001). *Good to great*. N.Y.: HarperCollins, Inc.

Collins, J. & Porras, J. (1994). *Built to last: successful habits of visionary companies*. N.Y.: Harper Business.

Conner, D. (1992). *Managing at the speed of change*. N.Y.: Villard Books.

Covey, S. (1991). *Principle-centered leadership*. N.Y.: Simon & Schuster.

Covey, S., Merrill, A.R., & Merrill, R.R. (1994). *First things first*. N.Y.: Simon & Schuster.

Deal, T. & Peterson, K. (1994). *The leadership paradox*. San Francisco, CA: Jossey-Bass, Inc.

Farson, R. (1996). *Management of the absurd: Paradoxes in leadership*. N.Y.: Simon & Schuster.

- Fullan, M. (1993). *Change forces*. Bristol, PA: The Falmer Press.
- Hall, G. & Hord, S. (2001). *Implementing change*. Boston: Allyn and Bacon.
- Hanson, E. Mark. (2002). *Educational administration and organizational behavior*. (6th ed.) Boston: Allyn & Bacon.
- Jones, G. (2004). *Organizational theory, design, and change*. (4th ed.) Upper Saddle River, N.J.: Pearson.
- Kotter, J. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kouzes, J. & Posner, B. (1993). *Credibility*. San Francisco, CA: Jossey-Bass, Inc.
- Oshry, B. (1995). *Seeing systems: unlocking the mysteries of organizational life*. San Francisco, CA: Berrett-Koehler Publishers, Inc.
- Owens, R. (2004). *Organizational behavior in education*. (8th.ed.) Needham Heights, MA: Allyn and Bacon.
- Schein, E. (1992). *Organizational culture and leadership*. (2nd ed.) San Francisco, CA: Jossey-Bass, Inc.
- Schlechty, P. (1997). *Inventing better schools*. San Francisco: Jossey-Bass Publishers.
- Sergiovanni, T. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass Publishers.
- Wheatley, M. (1994). *Leadership and the new science*. San Francisco: Berrett-Koehler Publishers.

Classic References (Pre 1991)

- Covey, S. (1989). *The 7 habits of highly effective people*. N.Y.: Simon & Schuster.
- Doyle, M. & Straus, D. (1982). *How to make meetings work*. N.Y.: Jove Books.
- Harvey, J. (1988). *The Abilene paradox*. N.Y.: Lexington Books.
- Hershey, P. (1984). *The situational leader*. N.Y.: Warner Books.
- Kauffman, D. (1980). *Systems I: an introduction to systems thinking*. Minneapolis, MN: S. A. Carlton.

Kouzes, J. & Posner, B. (1987). *The leadership challenge*. San Francisco: Jossey-Bass Publishers.

Schmuck, R. & Runkel, P. (1985). *The handbook of organization development in schools*. (3rd ed.) Prospect Heights, IL: Waveland Press, Inc.

Senge, P. (1990). *The fifth discipline*. N.Y.: Currency and Doubletree.

Weisbord, M. (1978). *Organizational Diagnosis: a workbook of theory and practice*. Reading, MA: Addison-Wesley Publishing.

Key Journals

Educational Leadership

Education Week

Phi Delta Kappan

The American School Board Journal

The Executive Educator

The School Administrator

**EDAD 696: Advanced Organizational Theory
Spring Term 2009
Tentative Schedule**

Course Calendar and Assignments

[NOTE: During weeks in between class meetings, students are expected to work online.]

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 28	Class: Review syllabus, Blackboard Intro to course, Theory of Practice, Organizational Analysis	Power Points
Mar. 4	Class: Organizational Theory, Human Dimension, Culture, Systems	Ch. 1-6 Video: Power of Vision Class Activity Power Points
Mar. 25	Class: Change and Leadership	Ch. 7-8 Video: Business of Paradigms Power Points
Apr. 15	Class: Decision Making and Conflict	Ch. 9-10 Video: Group Think Power Points
May 3	Organizational Analysis Due by 6 p.m.!	
May 6	Class: Motivation, Communication,	Ch. 11-12 Video: The Abilene Paradox Class Activity
May 10	Theory of Practice Assignment DUE by 6 p.m.! (Assignments received after this date will result in student being given an Incomplete, and will receive no higher than a “B” grade.	

All assignments)