**Organizational Theory and Development (EDAD 6304)**

**Spring Session 2016 (Mon. 6:00 – 8:50 p.m. EDUC Room 400A)**

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**Office hours: Tuesday 3:00 – 5:30 PM; other times by appointment**

**Catalog Course Description**

This course provides students with information of educational organizations through an in depth study and application of the research and concepts from organizational theory. This seminar focuses on change and reform in education and the theories and professional practices used to create organizational change. Students will be exposed to a synthesis of major traditions of organizational theory. The basic assumption underlying the seminar is that, in order to efficiently influence organizations, educational leaders need a comprehensive understanding of both the theoretical and practical working(s) of organizations.

**Seminar Objectives**

The seminar has three main objectives. Participants will: 1) understand their own epistemological basis used to view organizations, 2) familiarize with the major traditions of organizational theory, and 3) relate and apply organizational theory in educational settings. The requirements are: 1) to attend the seminars and engage in productive discussion of the issues, 2) to prepare and make a formal presentation of a selected seminar topic, and 3) to conduct observations, keep field notes and elaborate research papers.

**Class attendance**

Attendance to every class is expected. Absences should be notified in advanced. If you are not able to attend class you are expected to notify the professor prior to the class session. After two (2) unexcused absences, the student will be dropped from the class. Late arrivals and early departures are discouraged. Students are asked to review UTEP’s attendance policy, which is outlined in the Graduate Catalog 2015-2016, [http://catalog.utep.edu/grad/](http://catalog.utep.edu/grad/)

**Participation and Contribution to the Seminar**

This class will be conducted in a seminar format. Participants are expected to engage in a shared delivery of the content through focused discussion and participation in all learning activities. For our discussions and collaborative work to be meaningful, you are expected to complete all reading assignments and come to class prepared to participate in discussions and other activities. Class participation starts before you come to class, with having done readings and thought about what seems useful and illuminating, what seems wrong and where you are unclear. Attendance is expected at every session. Two (2) unexcused absences will reduce your grade by 5 points.

Class participation is considered as follows:

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provides insights and direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished significantly.
**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provides insights and sometimes direction for the class. Challenges are well substantiated and often persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished considerably.

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive; provides generally useful insights, but seldom offers new direction for discussion. Challenges are well presented, fairly well substantiated and sometimes persuasively presented. If this person were not a member of this class, the quality of discussion would be diminished somewhat.

**Non-Participant:** This person says little or nothing in class. Therefore, there is not adequate basis for evaluation. If this person were not a member of this class, the quality of discussion would not be changed.

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide little insight, and never a constructive direction for the class. Effective challenges are absent and contributions are isolated and with confusing ideas.

**Instructional Strategies**
The following instructional and leaning strategies will be used:
- Mini-lectures regarding course topics
- Whole class discussions
- Individual activities and reflection
- Student-led discussions
- Discussion of empirical data
- Research project

**Academic Integrity**
UTEP has a code for academic integrity. This code prohibits academic dishonesty. Students are asked to review this code, which is outlined in the Graduate Catalog 2015-2016, [http://catalog.utep.edu/grad/](http://catalog.utep.edu/grad/)

**Assignments and Student Evaluation**

**Weekly Readings (20 points):** Students will be responsible for submitting a synthesis of key concepts of the weekly readings. These will be due at 5:00 PM before class via BB. Additional information and handouts will be provided the first day of class.

**Discussion Leadership (15 points):** One student a week will be responsible for finding a minimum of three readings outside of those assigned that serve as examples of the weekly theory and present to the class. Note that the readings must be evidenced-based (i.e. journal articles), presentations must be no more than 30 minutes in length, and include information regarding the objectives of the study, how the particular theory was researched, and methods utilized. An integrated literature review will be submitted in lieu of the weekly summary for that particular week. An outline of the seminar must be sent to the professor at least one week prior to the day of the seminar. Please note that this is a firm deadline. Two points will be deducted if this deadline is not met. Additional information will be given in the first class.

**Oral presentation (5 points):** Students will be required to present a summary of their research papers in poster format on the last day of class. Presentations will be similar to that of the leadership discussion, where students discuss the behaviors observed, objectives of the study, the theory utilized to research previously-mentioned
behaviors. This will be the final opportunity for students to receive feedback before they finalize and submit their research papers the following week.

**Research Paper (60 points total):** Each student will work on a research paper identifying an organizational problem/dilemma/issue and how through research you might attempt to address it. You may want to consider a research question relevant to the themes developed in the seminar or your own organization and frame it in the context of relevant theoretical literature. Additional information will be given in the first class.

The paper is worth 60 points in total, with points earned via the following:

- **Field Notes (10 points):** You will be required to make observations of your organization and take field notes of what you observe. These notes will be uploaded via Blackboard using the journal module on the home page. Entries will be submitted weekly, to allow the student an opportunity to receive regular feedback from the professor. Common themes will be identified through these observations, which will serve as the basis of student’s research paper and oral presentation.

- **Theme Identification and research question submission (10 points):** During the semester, you will be required to submit assignments identifying common themes from your notes as well as the theories and research questions you will include in your research paper. Your research question needs to be relevant to the themes developed in the seminar or your own organization and frame it in the context of relevant theoretical literature. This will be your opportunity to get feedback well in advance of the due date for your papers. Further instruction will be given during the first class. Please refer to the course schedule for submission dates.

- **Literature Review of relevant concepts that are included in your analysis (10 points)**

- **Observation note evaluation and analysis (20 points):** Provide observational data and use relevant concepts and theoretical propositions from the class or other related readings to make sense of your organizational situation, experience or event you identify and describe in your field notes.

- **Grammar, syntax, sentence structure and APA format (10 points)**

**Instructions for Accessing the Course Online**

You must have an UTEP e-mail ID and password before you can access Blackboard.

UTEP automatically generates an e-mail ID for you when you are entered into the system. If you do not have an ID or you do not remember the ID or password, call the Help Desk at (915) 747-5257.

You can access Blackboard by following the steps outlined below.

- Go to [http://my.utep.edu](http://my.utep.edu)
- Your login is your e-mail id and your password is your e-mail password.
- Once you are in the My.Utep space, you can find the link to Blackboard near the top of the webpage

In case the above URL does not work, you can do the following:

- Go to [http://blackboard.utep.edu/](http://blackboard.utep.edu/)
- Your login is your e-mail ID but your password is your goldmine password, which is generally a 6 digit number. You need to have an UTEP e-mail ID to be able to access Blackboard.
Once you are logged into Blackboard, you will find all the courses you are registered for, under the appropriate semester. Click on your course title to access the course.

**Grading**

A=90-100  B=80-89  C=70-79

**Reading Materials**

Required and recommended readings will be distributed via Blackboard.


**Highly Recommended**


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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<td>1/18</td>
<td><strong>Martin Luther King Day</strong></td>
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<tr>
<td>1/25</td>
<td>Course Overview</td>
<td>Shafritz &amp; Ott, Intro; Scott Ch.1; Owens &amp; Valesky Ch.1, 2 (pp. 70-75); Morgan, Ch 11</td>
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<tr>
<td>1/25</td>
<td>Overview and history of the field</td>
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<td>2/1</td>
<td>Classical and neoclassical organizational theories</td>
<td>Shafritz &amp; Ott, Ch 1 &amp; 2; Owens &amp; Valesky Ch.3 (pp.78-95)</td>
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<td>2/8</td>
<td>Human resource theory and organizational behavior perspective</td>
<td>Owens &amp; Valesky, Ch. 3 (pp. 95-105), 4 (pp.111-124); Shafritz &amp; Ott, Ch. 3 (pp.145-151)</td>
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<td>2/15</td>
<td>Systems theory and educational organizations</td>
<td>Owens &amp; Valesky, Ch. 4 (pp.124-145); Shafritz &amp; Ott, Ch. V (pp.242-246); Morgan Ch. 3, 4</td>
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<td>2/22</td>
<td>Organizational culture and sensemaking</td>
<td>Owens &amp; Valesky, Ch 6; Shafritz &amp; Ott, Ch. VII (pp. 361-368); Weick, et al.; Morgan Ch. 5</td>
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<td>3/7</td>
<td>Spring Break</td>
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<td>3/14</td>
<td>Resource Dependency</td>
<td>Davis &amp; Cobb; Hillman et al.; Nienhüser</td>
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<td>3/21</td>
<td>Organizational identity</td>
<td>DiMaggio and Powell; Strandgaard and Dobbin; Weerts &amp; Sandmann</td>
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<td>3/28</td>
<td>Power, politics, and conflict in organizations</td>
<td>Hoy and Miskel Ch. 6; Morgan Ch. 6; Gelfand, Leslie, Keller</td>
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<td>4/4</td>
<td>Leadership, management, supervision, authority, decision making</td>
<td>Owens &amp; Valesky, Ch 9; Marion, &amp; Uhl-Bien; Alvesson &amp; Spicer</td>
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<td>4/11</td>
<td>Educational reform</td>
<td>Maxcy; Lonsbury and Apple</td>
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<td>4/18</td>
<td>Organizational change</td>
<td>Owens &amp; Valesky, Ch.7; Morgan, Ch. 8; Kezar, pp. 11-57</td>
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<td>4/25</td>
<td>Accountability and school effectiveness</td>
<td>Malen and King; Darling-Hammond</td>
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<td>5/2</td>
<td>Course Evaluations/Final Presentations</td>
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<td>5/9</td>
<td><strong>All the assignments are due</strong></td>
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