

Syllabus

*The University of Texas at El Paso, College of Education
Educational Leadership and Foundations*

Organizational Theory and Development (EDAD 6304)

Spring Session 2017 (Mon. 6:00 – 8:50 p.m. EDUC Room 400A)

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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 2016-2017, <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, illuminating, and relevant and where you are unclear. Attendance is expected at every session.

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 2016-2017, <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 40 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. Five points will be deducted if this deadline is not met. Additional information will be given in the first class.

Case study (Total 65 points)

Each student will elaborate a case study related to an organizational issue. In preparation for the case, the student will do the following:

- **Field Notes (20 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 case study, literature review and oral presentation.

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.

- **Case study (45 points)**

In elaborating the case, the following aspects should be considered:

- Narrative of the Case - 10 points
 - Here the relevance and background of the Case is established.
- Questions for discussion in solving the Case– 10 points
- Literature Review of relevant concept(s) related to the case - 15 points
- Final Report (content, organization, language/mechanics) - 5 points
- Presentation of the Case Study - 5 points

The final report of the case study should be submitted in writing and must be typed following APA guidelines. Each paper should not exceed 20 pages not including the bibliography. *Details regarding the assignment will be presented during the first class.*

Oral presentation: Students will be required to present a summary of their Case 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 Case, and the theory/research that supports or is related to the Case.

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>
- **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/>
- **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.

Alvesson, M. and Spicer, A. (2012). Critical leadership studies: The case for critical performativity, *Human Relations*, 65(3) 367–390.

Darling-Hammond, L. (2004). Standards, Accountability, and School Reform. *Teachers College Record* Volume 106 Number 6, 2004, p. 1047-1085, <http://www.tcrecord.org> ID Number: 11566, Date Accessed: 3/8/2006.

Davis G. & Cobb, A. (2010). *Resource Dependence Theory: Past and Future, Research in the Sociology of Organizations* . http://webuser.bus.umich.edu/gfdavis/Papers/davis_cobb_09_RSO.pdf

DiMaggio, P. and Powell, W. (1983). The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields, *American Sociological Review*, Vol. 48, No. 2, pp. 147-160.

Donmoyer, Robert, Imber, Michael, & Scheurich, James (eds.) (1995). *The knowledge base in educational administration: Multiple perspectives*. Albany, NY: SUNY Press.

Etzioni, Amitai (1964). *Modern organizations*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Gelfand, M., Leslie, L. & Keller K. (2008). On the etiology of conflict cultures, *Research in Organizational Behavior*, 28: 137–166

Kezar, A. (2001). *Understanding and Facilitating Organizational Change in the 21st Century: Recent Research and Conceptualizations*: ASHE-ERIC Higher Education Report, Volume 28, Number 4.

Lonsbury, J. and Apple M. (2012). Understanding the Limits and Possibilities of School Reform, *Educational Policy*, 26: 759-773.

Malen, B. and King Rice J. (2004). A Framework for Assessing the Impact of Education Reforms on School Capacity: Insights from Studies of High-Stakes Accountability Initiatives *Educational Policy*, 18: 631-660.

March, James, G. (ed.) (1965). *Handbook of organizations*. Chicago, IL.: Rand McNally.

Marion, R. & Uhl-Bien, M. (2001). Leadership in complex organizations, *The Leadership Quarterly* 12:4, pp. 389-418.

Maxcy, B. (2011). The Politics of Priorities in Turbulent Times: Policy Logics, Faces of Power, and Reform Possibilities, *Peabody Journal of Education*, 86: 252–271.

Meyer, J. (2008). Reflections on institutional theories of organizations, in *The Sage Handbook of Organizational Institutionalism* by Royston Greenwood et al. (eds), Thousand Oaks, CA: Sage

Morgan, Gareth (1997). *Images of Organization* (2nd. Ed.). Sage: Thousand Oaks, CA.

Nienhüser, W. (2008). Resource Dependence Theory – How Well Does It Explain Behavior of Organizations? *Management Revue*, 19(1+2): 9-32.

Owens, R & Valesky, T.. (2007). *Organizational behavior in education: Instructional leadership and school reform* (9th ed.). Allyn and Bacon: Needham Heights, MA.

Powell, W. (2007). The New Institutionalism, in *The International Encyclopedia of Organization Studies*, Sage Publishers.

Scott, W. Richard (2003) *Organizations: Rational, Natural and Open Systems* (5th ed.). Englewood Cliffs.

Shafritz, Jay M. and Ott, Steven J. (2001). *Classics of organization theory* (5th ed.). Harcourt, Inc.: Orlando FL.

Strandgaard J. and Dobbin, F. (2006). In Search of Identity and Legitimation: Bridging Organizational Culture and Neoinstitutionalism, *American Behavioral Scientist*, 49: 897-907.

Weerts D. & Sandmann, L. (2010). Community Engagement and Boundary-Spanning Roles at Research Universities *The Journal of Higher Education*, Vol. 81, No. 6 (November/December).

Weick K., Sutcliffe K. & Obstfeld D. (2005). Organizing and the Process of Sensemaking, *Organization Science*, Vol. 16, No. 4, July–August 2005, pp. 409–421.

Zucker, L. (1987). Institutional Theories of Organization. *Annual Review of Sociology*, Vol. 13, pp. 443-464.

Highly Recommended

Bolman, L.G. & Deal, T.E. (1991). *Reframing organizations: Artistry, choice, and leadership*. SF: Jossey-Bass.

Burrell, G. and Morgan, G. (1979). *Sociological paradigms and organizational analysis*. London: Heinemann Educational Books.

Perrow, Charles (1986). *Complex Organizations: Critical essay* (3rd. Ed.). McGraw Hill

Scott, W. Richard (2003) *Organizations: Rational, Natural and Open Systems* (5th ed.). Englewood Cliffs.

Cases (about writing)

Journal of Cases in Educational Leadership: <http://www.ucea.org/cases/>

Ashbaugh, C. & Kasten, K. (1991). *Educational leadership; Case Studies for Reflective Practice*. Longman: White Plains: NY.

Fossey, R. and Crow, G. (2011). The Elements of a Good Case, *Journal of Cases in Educational Leadership*, 14(3) 4 – 10.

Fossey, R. and Glover, S. (2006). Writing the Undisguised Case. *Journal of Cases in Educational Leadership*, Volume 9 Number 1, 1-11.

Hanson, K. (2005). *Preparing for Educational Administration Using Case Analysis* (2nd. Ed.). Pearson: Upper Saddle, NY.

Kowalski, T. (2001). *Case Studies on Educational Administration* (3rd. ed.). Longman: White Plains: NY.

Hoy, W. & Tarter, J.C. (2004). *Administrators Solving Problems of Practice; Decision-Making Concepts, Cases and Consequences* (2nd. Ed.). Pearson: Upper Saddle, NY.

Whitcomb, J.A. (2002). Composing Dilemma Cases: An opportunity to understand moral dimensions of teaching. *Teaching Education*, 13(1), 179-201.

Tentative Course Schedule

Date	Topic	Reading/Assignment
1/16	Martin Luther King Day	
1/23	Course Overview Overview and history of the field Perspectives to study organizations	Shafritz & Ott, Intro; Scott Ch.1; Owens & Valesky Ch.1, 2 (pp. 70-75); Morgan, Ch 11
1/30	Classical and neoclassical organizational theories	Shafritz & Ott, Ch 1 & 2; Owens & Valesky Ch.3 (pp.78-95)
2/6	Human resource theory and organizational behavior perspective	Owens & Valesky, Ch. 3 (pp. 95-105), 4 (pp.111-124); Shafritz & Ott, Ch. 3 (pp.145-151)
2/13	Systems theory and educational organizations Session Leader:	Owens & Valesky, Ch. 4 (pp.124-145); Shafritz & Ott, Ch. V (pp.242-246): Morgan Ch. 3, 4
2/20	Organizational culture and sensemaking Session Leader:	Owens & Valesky, Ch 6; Shafritz & Ott, Ch. VII (pp. 361-368); Weick, et al.; Morgan Ch. 5
2/27	Institutional and new-institutional theories Session Leader:	Meyer & Rowan; Zucker; Powell; Meyer and Rowan
3/6	Resource Dependency Session Leader:	Davis & Cobb; Hillman et al.; Nienhüser
3/13	Spring Break	
3/20	Organizational identity Session Leader:	DiMaggio and Powell; Strandgaard and Dobbin; Weerts & Sandmann
3/27	Power, politics, and conflict in organizations Session Leader:	Hoy and Miskel Ch. 6; Morgan Ch. 6; Gelfand, Leslie, Keller
4/3	Leadership, management, supervision, authority, decision making Session Leader:	Owens & Valesky, Ch 9; Marion, & Uhl-Bien; Alvesson & Spicer
4/10	Educational reform Session Leader:	Maxcy; Lonsbury and Apple
4/17	Organizational change Session Leader:	Owens & Valesky, Ch.7; Morgan, Ch. 8; Kezar, pp. 11-57
4/24	Accountability and school effectiveness Session Leader:	Malen and King; Darling-Hammond
5/1	Course Evaluations/Final Presentations All assignments are due	