

Syllabus
The University of Texas at El Paso, College of Education
Educational Leadership and Foundations
Organizational Theory and Development (EDAD 6304)
Spring 2024

Monday, 6:00 pm - 8:50 pm; Educ., Rm. 411

This class will be delivered in a hybrid format. Some classes will be held face-to-face, and others will be held via Blackboard (in a synchronous modality).

Professor: Rodolfo Rincones, Ph.D.

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Office hours:

- COE Rm 501-C (when F2F classes): Monday & Wednesday, 4:00 pm to 5:30 pm.
 - Virtual via Zoom: Tuesday, 11:00 am to 1:00 pm (set up an appointment by email); other times and platforms by appointment.
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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 themselves with the major traditions of organizational theory, and 3) relate and apply organizational theory in educational settings.

Attendance and Participation

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in an engaging discussion with your peers on the discussion boards
- Participating in scheduled Zoom sessions
- Other activities as indicated in the weekly modules

Students are asked to review UTEP's attendance policy, which is outlined in the Graduate Catalog 2023-2024, <http://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Course Contents

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, and discussion posts are in one area for a given week. See the *Tentative Course Schedule* at the end of this syllabus.

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 Handbook of Operating Procedures <https://www.utep.edu/hoop/section-2/student-conduct-and-discipline.html>

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Regarding COVID-19 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course activities may be transitioned to remote delivery.

Accommodation Policy

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal. The CASS office is in Room 108 East Union Building.

Technology Requirements

Several of the learning activities and course content are delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students.

Course Communication

Because this is an online class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

Office hours:

- COE Rm 501-C (when F2F classes): Monday & Wednesday, 4:00 pm to 5:30 pm.
- Virtual via Zoom: Tuesday, 11:00 am to 1:00 pm (set up an appointment by email); other times and platforms by appointment.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. In your case, please check your UTEP email regularly.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette (Network etiquette)

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette guidelines in mind.

- Always consider the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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;

- 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.

Assignments and Student Evaluation

Discussion Leader (5 points):

Selected student(s) will be responsible for finding a minimum of three readings outside of those assigned for class that serve as examples of empirical research related to the weekly's theory; the readings must be evidenced-based (i.e., journal articles), and make a presentation of the summary of these articles. Note that the presentations must be based on these articles and should last no more than 30 minutes. An outline of the presentation with titles of the articles (or articles) must be sent to the professor at least one week before 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 and a handout will be given in the first class.

Reflection Essays by Module (Total 40 points: 10 points per reflection paper): Students will be required to submit essays based on their reflections on how the theoretical concepts reviewed in each module relate to their own work life and organizations. This serves as an opportunity for students to "see" how the theoretical is manifested in practice.

Paper on analysis and application of organizational theory (total of 55 points)

Each student will elaborate one paper aiming at identifying and analyzing issues related to their own organizations. In each paper, the student will address the following:

- Work-site observation notes (15 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 must 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 papers.
 - During the semester, you will be required to submit work-site observations identifying common themes from your notes as well as the theories and research questions you will include in your papers. Your research questions would need to be relevant to the themes developed in the seminar or your own organization and frame them 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 instructions will be given during the first class.
- Describe in detail what happened; what are the facts? What are some specific patterns or trends that seem to be emerging? (This section is supported by the work-site observation notes.) (15 points)
- Why did it happen this way? What knowledge can be helpful to make sense of the situation and for analysis and interpretation? (15 points)
- What methods/actions can be implemented to improve/change/stop the situation/event? (10 points)

The report should be submitted in writing and must be typed following APA guidelines, and should not exceed 10 pages not including the bibliography. Details regarding the assignment will be presented during the first class.

Grading Scale

In this course, letter grades signify generally the following about your performance:

A = Excellent or superior

B = Good

C = Average

These letter grades will be expressed numerically as follows:

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

Assignment of an incomplete (I) is given only in exceptional circumstances. An incomplete ("I") will be given only when there is a documented medical or family emergency and only if the student has passed the first half of the course. Arrangements for the "I" and its removal should be initiated by the student and agreed to by the instructor prior to the deadline for the final paper

For more information on this policy please see the UTEP's Graduate Catalog 2023-2024, <http://catalog.utep.edu/policies-regulations/attendance-grading/#graduatetext>

Reading Materials

Required readings will be distributed via Blackboard.

Adler, P. et al. (2007), Critical Management Studies. *The Academy of Management Annals*, Vol 1, # 1, 2007, pp. 119-179.

Ancona, D. (2012). Sensemaking: Framing and Acting in the Unknown. In Snook, S. et al. *The Handbook for Teaching Leadership: Knowing, Doing, and Being*. Pp, 3-19. SAGE Publications, Inc.

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

Alvesson, M. (1985). A critical framework for organizational analysis. *Organization Studies*, Vol.6, 3 2, pp. 117-138.

Blase, J. & Björk, L. Micropolitics of educational change and reform: Cracking open the black box. In Hargreaves, A., Lieberman, A., Fullan, M., & Hopkins, D. (Eds.). (2010). *Second international handbook of educational change*. Springer.

Bolman, L.G. & Deal, T.E. (2017). *Reframing organizations: Artistry, choice, and leadership*. SF: Jossey-Bass. 6th edition.

Diogo, S. et at. (2015). Institutionalism and Organizational Change. In *The Palgrave International Handbook of Higher Education Policy and Governance* by Jeroen Huisman, Harry de Boer, David D. Dill, Manuel Souto-Otero, (pp.114-132). Palgrave Editors.

Fineman, S., Gabriel, Y. & Sims, D. (2010). *Organizing and Organizations*. Sage Publishing.

- Gelfand, M., Leslie, L. & Keller K. (2008). On the etiology of conflict cultures, *Research in Organizational Behavior*, 28: 137–166
- Gioia, D. et al. (2013). Organizational Identity Formation and Change. *The Academy of Management Annals*, 7:1, pp.123-193, DOI: 10.1080/19416520.2013.762225.
- Hatch, M. J. & Cunliffe, A. (2013). *Organization Theory: Modern, Symbolic and Postmodern Perspectives*. Oxford University Press.
- Helms Mills, J., et al. (2010). Making sense of sensemaking: The critical sensemaking approach. *Qualitative Research in Organizations and Management: An International Journal*, vol. 5, # 2, pp. 182-195.
- Holvino, E. (2010). Intersections: The simultaneity of Race, Gender, and Class in Organization Studies. *Gender, Work and Organization*, vol 17, # 3, pp. 248 – 276.
- Hoy, W. & Miskel, C. (2013). *Educational Administration: Theory, Research, and Practice*. McGraw-Hill. 9th Edition.
- Kezar, A. (nd). Synthesis of scholarship on change in higher education.
<http://mobilizingstem.wceruw.org/documents/synthesis%20of%20scholarship%20on%20change%20in%20he.pdf>
- Leonardi, P. & Barley, S. (2010). What's Under Construction Here? Social Action, Materiality, and Power in Constructivist Studies of Technology and Organizing. *The Academy of Management Annals*, Vol. 4, No. 1, 2010, pp. 1–51.
- Marion, R. & Uhl-Bien, M. (2001). Leadership in complex organizations, *The Leadership Quarterly* 12:4, pp. 389-418.
- Nienhüser, W. (2008). Resource Dependence Theory – How Well Does It Explain Behavior of Organizations, *Management Review*, 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.
- Ritzer, G. (2013). The Weberian Theory of Rationalization and McDonaldization of Contemporary Society. In Kivisto, P. *Illuminating Social Life: Classical and Contemporary Theory Revisited*, 6th ed. Sage Pub.
- Scott, W. Richard (2003) *Organizations: Rational, Natural and Open Systems* (5th ed.). Englewood Cliffs.
- Shafritz, J. and Ott, S. (2001). *Classics of organization theory* (5th ed.). Harcourt, Inc.: Orlando FL.
- Tierney, W. (1988). Organizational Culture in Higher Education. *Journal of Higher Education*, Vol. 59, No. 1, pp. 2-21.
- Tolbert, P. & Zucker, L. (1999). The Institutionalization of Institutional Theory. In *Studying Organization: Theory & Method*. Edited by Stewart Clegg and Cynthia Hardy. Sage

Highly Recommended Books

Bolman, L.G. & Deal, T.E. (2017). *Reframing organizations: Artistry, choice, and leadership*. SF: Jossey-Bass. 6th edition.

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

Morgan, G. (2006). *Images of Organizations* (Updated edition.). Sage Publications.

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.

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Tentative Course Schedule (Spring 2024) (Subject to change)

Date	Topic	Reading/Assignment
1/15	Martin Luther King Holiday (no class)	
Module I. Conceptualizing organizations and classical organizational theories		
Week 1. (1/22)	Opening comments & course overview <i>Topic: Overview and history of the field</i> <i>Perspectives to study organizations</i>	Hatch & Cunliffe, Ch. 1; Scott, Ch.1
Week 2. (1/29)	<i>Topic: Perspectives and approaches to study organizations</i>	Hatch & Cunliffe, Ch. 2; Bolman & Deal
Week 3. (2/5) Online class (synchronous)	<i>Topic: Rational organizational theories: Performance, structure, and motivation</i> Session Leaders:	Owens & Valesky Ch.3; Shafritz & Ott, Ch. III
Week 4. (2/12)	<i>Topic: Bureaucracy</i> Session Leaders:	Hoy & Miskel, Ch. 3; Ritzer, Ch. 2
Week 5. (2/19) Online class (synchronous)	<i>Topic: Institutional and new-institutional theories; (Resource Dependency)</i> Session Leaders:	Diogo et al.; Tolber & Zucker; Nienhüser Due: Reflection paper
Unit II. Organizational culture, identity, and sense-making		
Week 6. (2/26) Online class (synchronous)	<i>Topic: Organizational culture</i> Session Leaders:	Owens & Valesky, Ch 6; Tierney; Shafritz & Ott, Ch. 7 (pp. 361-368)
Week 7. (3/4)	<i>Topic: Sensemaking</i> Session Leaders:	Ancona; Helms Mills et al.
3/11	Spring Break	
Week 8. (3/18) Online class (synchronous)	<i>Topic: Organizational identity & Org. Image</i> Session Leader:	Gioia et al. Due: Reflection paper
Unit III. Leadership, organizational learning, and renewal		
Week 9. (3/25)	<i>Topic: Leadership</i> Session Leaders:	Marion, & Uhl-Bien; Alvesson & Spicer
Week 10. (4/1) Online class (synchronous)	<i>Topic: Decision making</i> Session Leaders:	Hoy & Miskle, Ch. 10
Week 11. (4/8)	<i>Topic: Organizational change & development</i> Session Leaders:	Kezar; Owens & Valesky, Ch.7
Week 12. (4/15) Online class (Tentative Asynchronous/)	<i>Topic: Micropolitics of educational change</i> Session Leaders:	Blase and Björk Due: Reflection paper
Unit IV. Critical Perspectives:		
Week 13. (4/22)	<i>Topic: Critical organizational studies</i> Session Leaders:	Adler et al.; Alvesson; Holvino
Week 14. (4/29) (Last day of classes)	<i>Topic: Power, politics, and conflict in organizations</i> Session Leaders:	Hoy and Miskel Ch. 6; Gelfand et al. Due: Reflection paper & paper on application of theory