

**EDL 201: Organizational Theory in Complex Organizations**

Fall 2010

**Units:** 3 Semester Units

Instructor: Dr. Debra Harris  
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**Course Description**

The course combines alternate views of organizational theory with applications to the structure of the school; to critical roles played by teachers/faculty, principals/directors and other school personnel; and examines the relationships among structural elements of schools.

**Core Elements**

Systematic Educational Reform, Visionary Leadership, Complexity in Organizations, Collaborative Management, Diversity and Equity, Educational Policy Environments, Educational Accountability, School and Campus Cultures, Curriculum and Instructional Reform, Human Resource Development, Communications and Governmental Relations, Assessment and Evaluation, Applied Quantitative Inquiry, Applied Qualitative Inquiry, Data-driven Decision-making, Research, Professional Practice.

**Student Learning Objectives**

- 1.1 Graduates will be able to construct a leadership vision that will facilitate educational reform.
- 1.2 Graduates will be able to develop a nurturing school culture that supports student learning
- 1.3 Graduates will be able to develop resource and fiscal plans that support an effective and safe learning environment.
- 2.1 Graduates will be able to lead collaborative team building and creating solutions to problems that demonstrates sound instructional leadership.
- 2.2 Graduates will be able to write about educational issues that demonstrates their understanding of the educational issue and/or problem.
- 3.1 Graduates will be able to access current literature.
- 3.2 Graduates will be able to write a literature review.

**Course Objectives**

Students will be able to:

1. To be able to articulate the fundamental concepts of organization theory.
2. To apply theory systematically to work-related situations, specifically to inform instructional policies, cultures, and practices.
3. To identify the critical components of organizational metaphors, and how they can be used to evaluate and improve school culture
4. To write a scholarly analysis of a problem situation using theory and metaphors to gain new insights into understanding the role of leaders.
5. To develop a deeper understanding of the role of leaders by offering possible organization-based decisions to problem situations and cases.
6. To articulate several theories of leadership that lead to instructional practices that closes the achievement gap.
7. To develop collaborative habits that will carry forward into leadership positions.

## **Administrator Dispositions**

*The faculty of the KSOEHD fosters the development of the following professional dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Students will increasingly reflect these dispositions in their work with students, families, and communities.*

## **General Statements**

Students with special needs addressed by the American Disabilities Act who need course materials in alternative modes should notify the instructor and immediate reasonable efforts will be made to accommodate those special needs.

Further information on policies regarding plagiarism, cheating, sexual harassment and student conduct can be found in the University Catalog and the Schedule of Courses.

In the interest of safety, students are advised to leave the building in groups. University security escorts are available by calling 278-2132.

## **Required Texts and Readings**

Andrews, D. & Lewis, M. (2004). Building Sustainable Futures: Emerging Understandings of the Significant Contribution of the Professional Learning Community. *Improving Schools*, 7(2), 129-150.

Bolman, L. G. & Deal, T. E. (2003) *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass, Inc.

Bolman, L. G., & Deal, T. E. (2002). *Reframing the Path to School Leadership*, CA: Corwin Press, Inc.

Boyce, M. E. (2003, Winter). Organizational Learning is Essential to Achieving and Sustaining Change in Higher Education. *Innovative higher Education*, 28 (2), 119-136.

Hesselbein, F., Goldsmith, M., & Beckhard, R. (1997). *The Organization of the Future*, The Drucker Foundation.

Kezar, A. (2006). Rethinking Public Higher Education Governing Boards Performance: Results of a National Study of Governing Boards in the United States. *The Journal of Higher Education*, 77 (6), 968-1008.

Land, D. (2002, Summer). Local School Boards Under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement, *Review of Educational Research*, 72 (2), 228 – 277.

Manasse, A. L. (1985, Autumn). Vision and Leadership: Paying Attention to Intention. *Peabody Journal of Education*, 63 (1), 150-173.

Morgan, G. (2006). *Images of Organization* (Executive Edition). Thousand Oaks, CA: Sage.

Morgan, G. ( ). *Imaginization: The Art of Creative Management*.

PEW Higher Education Roundtable. (1995). Policy Perspectives: A Calling to Account. ERIC (ED 390369).

Scott, W. R. (1998). *Organizations; Rational, Natural, and Open Systems* (4<sup>th</sup> Ed.). New Jersey: Prentice Hall.

Tierney, W. G. (1988). Organizational Culture in Higher Education: Defining the Essentials, *Journal of Higher Education*, 59(1), 1-19.

### **Grading Policy**

Students will be graded on the case study paper and presentation (30%), research paper (40%), research paper presentation (15%) and class participation (15%). The topic of the paper/presentation must be submitted for approval by the instructor.

### **Guest Speakers**

Fresno Unified School District Board Member

The Role of the School Board: What Role does the School Board Play in Affecting Student Learning in the Classroom?

CSU Trustee

The Role of Governing Boards: How does the Governing Board Directly Affect Campus Classrooms?

SCCC Trustee

The Role of Governing Boards: How does the Governing Board Directly Affect Campus Classrooms?

### **Lecture Topics**

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|--------------|--|
| August 23    | Introduction to the class<br>Case Study Review<br>Readings: Morgan, Chapters 1-2   |
| August 30    | Grounding: “A Practical Rationale for classroom Assessment: The SWOT Approach” by McLaurin, Bell, Smith<br><a href="http://eric.ed.gov/PDFS/ED507140.pdf">http://eric.ed.gov/PDFS/ED507140.pdf</a><br>Case Study: SWOT Analysis<br>Readings: Morgan, Chapters 3,4,12, Bibliographic Notes<br>Group Meeting on Case Study |
| September 6  | No Class – Labor Day   |
| September 13 | Grounding: Bolman and Deal, Reframing the Path to School Leadership, Introduction and Part I<br>Readings: Morgan, Chapters 5-6<br>Group Meeting on Case Study<br>DUE: Topic for Presentation and Research Paper Due – 1 paragraph  |
| September 20 | Grounding: Reframing Path to School Leadership, Part II<br>Readings: Bolman and Deal, Chapter 1; Morgan Chapter 7<br>Group Meeting on Case Study   |
| September 27 | Grounding: Reframing Path to School Leadership, Part III<br>Readings: Bolman and Deal, Chapter 2; Morgan Chapter 8<br>Group Meeting on Case Study  |
| October 4    | Grounding: Reframing Path to School Leadership, Part IV<br>Readings: Bolman and Deal, Chapter 3; Morgan Chapter 9<br>Group Meeting on Case Study   |
| October 11   | Grounding: Reframing Path to School Leadership, Part V<br>Readings: Bolman and Deal, Chapters 4 – 5; Morgan 10 & 11<br>Group Meeting on Case Study   |
| October 18   | Grounding: Reframing Path to School Leadership, Part VI<br>Readings: Bolman and Deal, Chapters 6 – 8<br>Organizations of the Future, Chapters 17-19<br>Group Meeting on Case Study<br>DUE: Individual Research Paper – Introduction  |
| October 25   | Grounding: Boyce Article<br>Readings: Bolman and Deal, Chapters 9 – 11   |

Organizations, Rational, Natural, and Open, Chapters 11-12  
 Group Meeting on Case Study

- November 1      Presentation – Individual Research Paper (5)  
 Visiting Speakers (Board Members)  
 Readings: To be forwarded  
 Group Meeting on Case Study
- November 8      No Class – Research Night
- November 15     Presentation – Individual Research Paper (5)  
 Readings: Bolman and Deal, Chapters 12 – 13, 15  
 Group Meeting on Case Study  
 DUE: Individual Research Paper –Introduction (previously submitted with corrections) & Review  
 of Relevant Research
- November 29     Presentation – Individual Research Paper (5)  
 Readings: Bolman and Deal, Chapters 16-17, 20  
 DUE: Group Case Study & Presentations
- December 6      Oral Presentations (5)  
 Reading: Morgan, Imaginization: The Art of Creative Management  
 Grounding: To be forwarded  
 Leadership the Art of Possibility Video
- December 12     Oral Presentation – Individual Research Paper (5)

<b>Assignment Due Dates</b>	
Weekly	Case Study Discussion
September 13	Topic of Research Paper
October 25	Group Case Study
October 18	Individual Research Paper – Introduction
November 15	Individual Research Paper – Introduction and Review of Relevant Research

**This syllabus is subject to change. Any modification of required work for students will be announced in advance.**