

EDLD 8266/8260
Theory & Development of
Organizations

Spring 2016

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By Appointment

EFLT
College of Education

Face-to-face class meetings will be held
in 4009 Haley Center

Be sure to see the syllabus for dates!

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



AUBURN
UNIVERSITY

Auburn University is an equal opportunity educational institution/employer.

Course Overview

EDLD 8260/8266 Theory and Development of Organizations

Student learning outcomes for this course are based on and extend the Class A (Master's level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to leading and managing educational organizations. The field experience emphasizes shared leadership beyond the levels of observation and participation including: engagement in alternative ways of thinking about educational settings and approaches to teaching to accomplish learning goals for student populations with ever changing needs; and working with all stakeholders to support improved student learning.

This course is intended to go beyond EDLD 7526 Leadership for the Learning Organization (Class A, Master's level course) and expand students' capacity to analyze, design, and lead change initiatives within educational organizations. Students will study both a leading conceptual framework for organizations (Bolman & Deal's Four Frames) and current research published in educational leadership scholarly journals. Translating theory to practice demands a deep understanding of theory as well as current organizational conditions and needs and this course aims to develop both. EDLD 8260/8266 will develop both the students' ability to analyze and understand current organizational conditions and the ability to apply current theory and best practice to general problems of practice and a specific problem of practice identified within each student's home district. All students, including distance education students, are expected to complete the field experience for this course.

1. **Course Number:** EDLD 8260/8266
Course Title: Theory and Development of Organizations (Theory and Dev Org)
Credit Hours: 3 semester hours
Prerequisites: None
Co-requisites: None
2. **Syllabus Revised:** January 2016
3. **Texts and Major Resources:**
Bolman, L. G., & Deal, T. E. (2010). *Reframing the Path to School Leadership* (2nd Ed.). Thousand Oaks, CA: Corwin.

Burke, W. W. (2014). *Organization Change*. Thousand Oaks, CA: Sage.

Supplementary materials, handouts, class exercises, and other reading citations/materials provided via Canvas.
4. **Course Description:** Theoretical frameworks of educational organizations for informing educational leadership practice.
5. **Student Learning Outcomes (SLO's):** SLO's expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of the course objectives, the student will be able to:

- A. Develop and demonstrate a systematic and critical understanding of organizational theory, change theory and research, particularly as related to education and continuously improving schools
- B. Use a variety of problem-solving techniques and decision-making skills to resolve organizational problems with an emphasis on strengths-based and shared/democratic leadership approaches
- C. Reflect on current organizational conditions, the organization's vision and mission, and identify opportunities for better engaging stakeholders in developing and realizing the mission.
- D. Integrate basic leadership theory and organizational theory for facilitating cultures of learning and continuous improvement in schools
- E. Conduct an organizational analysis and design a plan of action to address a necessary organizational change for improving student learning outcomes specific to students' home district/school.

6. Course Content and Outline:

Please note: The readings listed for each week should be read for the week listed, unless otherwise noted.

Weeks are noted as beginning on Sundays. Your assignments for that week are due one week later, 9AM on a Monday morning, unless otherwise noted. Please plan ahead and submit your work on time.

Jan 10: Week 1: (SLO A, C, E)

- **Readings:** Bolman & Deal (please read the entire book by Wk 2)
- **Activities:** Watch the movie *School of Rock* before our class meeting on January 23rd. Be prepared to discuss the movie in depth. Take notes related to each of the four frames explained in Bolman & Deal readings.

Jan 17: Week 2 (SLO A, C, E)

- **Readings:** Bolman & Deal, *complete whole book* AND Burke, *chapters 1&2*
- **Activities:** Be sure to have watched the movie *School of Rock* before our class meeting this week!

Saturday, January 23rd 9AM – 5PM FACE-TO-FACE Meeting (SLO A, C, E)

Lecture and discussion introducing the course, the “Four Frames” approach to understanding organizations, and course assignments.

Activities:

- A Movie through the Four Frames Activity (Just be sure to have watched *School of Rock* within the past week or so. The activity will depend upon the movie being fresh in your mind. You may bring notes, if you need/want them!)
- An organizational situation through the Four Frames... Identify an organizational situation – past change initiative or major event or aspect of an organization – that you have experienced and have it in mind for class... We will work with it in class
- If you need a Canvas orientation, please plan to stay after class.

Jan 24: Week 3 (SLO A-E)

- **Reading:** Burke, *chapters 3&4*
Bonner, M., Koch, T., & Langmeyer, D. (2004). Organizational Theory Applied to School Reform: A Critical Analysis. *School Psychology International*, 25(4), 455-471. doi: 10.1177/0143034304048779 --- This article is available electronically through the Auburn University Library. Please let me know if you are unable to access the article. (CONTINUED NEXT PAGE)

Kensler, L. A. W. (2012). Ecology, Democracy, and Green Schools: An Integrated Framework. *Journal of School Leadership*, 22(4), 789-814. – posted in Canvas

- **Activities:** Post in Canvas Discussion
- **Due: Change Initiative Agreement** – completed & signed by you and your immediate supervisor – please post signed and scanned (or photographed) version to Canvas assignments

Jan 31: Week 4 (SLO C, D, E)

- **Activities:** Write Structural Frame Analysis
- **Due:** Structural Frame Analysis (10 points) – post to Canvas Assignments

Feb 7: Week 5 (SLO A, B)

- **Readings:** Burke, *chapters 5&6*
Wegge, J., Jeppesen, H. J., Weber, W. G., Pearce, C. L., Silva, S. A., Pundt, A., . . . Piecha, A. (2010). Promoting Work Motivation in Organizations. *Journal of Personnel Psychology*, 9(4), 154-171. doi:10.1027/1866-5888/a000025
Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2013). A Review of School Climate Research. *Review of Educational Research*, 83(3), 357-385. doi:10.3102/0034654313483907
- **Activities:** Post in Canvas Discussion

Feb 14: Week 6 (SLO C, D, E)

- **Activities:** Write Human Resource Frame Analysis
- **Due:** Human Resource Frame Analysis (10 points) – post to Canvas Assignments

Feb 21: Week 7 (SLO A, B)

- **Readings:** Burke, *chapters 7&8*
Büschgens, T., Bausch, A., & Balkin, D. B. (2013). Organizational Culture and Innovation: A Meta-Analytic Review. *Journal of Product Innovation Management*, 30(4), 763-781. doi:10.1111/jpim.12021
Schoen, L. T., & Teddlie, C. (2008). A new model of school culture: a response to a call for conceptual clarity¹. *School Effectiveness and School Improvement*, 19(2), 129-153. doi:10.1080/09243450802095278
- **Activities:** Post in Canvas Discussion

Feb 28: Week 8 (SLO C, D, E)

- **Activities:** Write Cultural/Symbolic Analysis
- **Due:** Cultural/Symbolic Analysis (10 points) – post to Canvas Assignments

Saturday, March 5th 9AM – 5PM FACE-TO-FACE Meeting**Mar 6: Week 9 (SLO A, B)**

- **Readings:** Burke, *chapters 9&10*
Butcher, D., & Clarke, M. (2002). Organizational politics: The cornerstone for organizational democracy. *Organizational Dynamics*, 31(1), 35-46.
Daly, A. J., Finnigan, K. S., Jordan, S., Moolenaar, N. M., & Che, J. (2014). Misalignment and Perverse Incentives: Examining the Politics of District Leaders as Brokers in the Use of Research Evidence. *Educational Policy*, 28(2), 145-174. doi:10.1177/0895904813513149
- **Activities:** Post in Canvas Discussion

Mar 13: Spring Break (Enjoy!)**Mar 20: Week 10 (SLO C, D, E)**

- **Activities:** Write Political Frame Analysis
- **Due:** Political Frame Analysis (10 points) – post to Canvas Assignments

Mar 27: Week 11(SLO A, B)

- **Reading:** Burke, *chapters 11&12*
Millar, C., Stoughton, A. M., & Ludema, J. (2012). The driving forces of sustainability. *Journal of Organizational Change Management*, 25(4), 501-517. doi:10.1108/09534811211239191
Daly, A. J., & Finnigan, K. S. (2010). A bridge between worlds: Understanding network structure to understand change strategy. *Journal of Educational Change*, 11, 111-138. doi: 10.1007/s10833-009-9102-5
- **Activities:** Post in Canvas Discussion

Apr 3: Week 12 (SLO A-E)

- **Readings:** Burke, *chapters 13&14*
Gurley, D. K., Peters, G. B., Collins, L., & Fifolt, M. (2014). Mission, vision, values, and goals: An exploration of key organizational statements and daily practice

in schools. *Journal of Educational Change*, 16(2), 217-242.
doi:10.1007/s10833-014-9229-x
Murphy, J., & Torre, D. (2014). Vision: Essential scaffolding. *Educational Management Administration & Leadership*, 43(2), 177-197.
doi:10.1177/1741143214523017

- **Activities:** Post in Canvas Discussion
AND Work on Final Paper – Suggestion: Begin by editing your four frames analyses so that they are laser focused on your change initiative. You have much less space in your final paper than you did for the initial analyses.

Apr 10: Week 13 (SLO A-E)

- **Readings:** Burke, *chapters 15&16*
Cate, J.M., Vaughn, C.A., & O'Hair, M.J. (2006). A 17-year case study of an elementary school's journey: From traditional school to learning community to democratic school community. *Journal of School Leadership*, 16(1), 86-111. --
- This article will be available in Canvas.
Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School Leadership and Management*, 28(1), 27-42. doi:10.1080/13632430701800060 --- This article is available on ResearchGate.net; see Canvas for link. Please let me know if you are unable to access the article.
- **Activities:** Post in Canvas Discussion
AND Organizational change simulation experience on Saturday.

Saturday, April 16th 9AM – 5PM FACE-TO-FACE Meeting – CHANGE GAME

Apr 17 - Apr 24: Week 14/15 (SLO A-E)

Work on Final Paper –

Use what you learned in the Change Game as well as course readings to inform your change initiative. There are many specific actions that you can adapt to your local context.

Apr 30 – Educational Leadership Spring Institute – All EDLD Students required to attend

May 2nd Final Paper DUE by 9AM: Please post to Canvas Assignments.

7. Assignments/Projects

See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.

1. Field Experience

The core instructional content of this course is anchored in a problem-based field experience with opportunities to practice shared leadership at high levels of expertise rather than observation and participation. All students, including distance education students, are expected and will be held accountable for completing the field experience.

Problem: How might the implementation of a change initiative improve thorough organizational analysis and the development of a clear action/implementation plan that integrates practical change strategies grounded in research/best practice?

Description of experience: (1) Students will meet with their immediate supervisor prior to the start of class and identify an anticipated change initiative that has not yet been implemented. *This change initiative should be one that aims to directly or indirectly improve student learning.* The change initiative will serve as the student's focus for the course projects. (2) Students must communicate regularly with their supervisor about their organizational analyses and developing action/implementation plan, throughout the course. (3) Upon completion of the rough draft of the Final Paper, the student will present and discuss the plan with his/her immediate supervisor. To document the collaboration with students' supervisor, students will submit a **Change Initiative Agreement** [available for download on Canvas-Assignments] signed by the supervisor and student during the first or second week of class. *In order to respect the positional leadership of the supervisor, the actual implementation of the plan will occur outside the requirements for this course.*

Product of field experience - Final Paper: Students will integrate course content into writing a change initiative action/implementation plan. The actual implementation of the plan will occur in collaboration with students' collaborating supervisor and is outside the requirements of this course.

All students will post their Final Paper to Assignments in Canvas.

2. A Movie through the Four Frames

Work with your Canvas group to analyze a movie through the four frames. Post to Canvas a *creative presentation* that "tells" the movie's story through your assigned frame. Your entire presentation must be approximately 20 minutes. You will give these presentations in a face-to-face class. Be sure all group members participate in the presentation, of course!

3. Problem Based Project Four Frames Analyses (Structural, Human Resource, Symbolic, Political)

In preparation for your final paper, you will analyze your organizational situation, as it relates to your identified change initiative, through each of the four frames: structural, human resource, symbolic, and political. These initial analyses will help you understand the situation more clearly and provide the foundation for your proposed change and implementation plan. The Bolman & Deal text includes reflective questions for each frame that you will find very helpful! Use these questions to help focus your analysis! Each analysis should be approximately 5 pages and follow APA formatting guidelines. *Please post these analyses to Assignments in Canvas.*

PLEASE NOTE: The iceberg model as discussed in previous classes, may help you structure your analyses. Through each frame (structural, human resource, cultural/symbolic, political), what are the relevant trends (Behavior over Time Graphs)? What may be causing these trends (Causal loop diagrams)? What are possible mental models that perpetuate these patterns? I am not going to dictate that your analyses reflect the iceberg model directly. You may choose whether or not to include figures (Behavior over Time Graphs and Causal Loop Diagrams) in your discussion. The figures, if you include them, will not count toward your total pages.

4. Participation

Engaging in the course will facilitate yours and others' learning. I will assess your participation in the course based on discussion posts, and face-to-face class participation. Be a thoughtful, engaged, and reflective practitioner!

5. FINAL PAPER

Write a 20-30 page paper (half of which you will have already written!) describing a new initiative at your school that has the potential to improve student learning and achievement (selected in collaboration with your immediate supervisor and described in your Change Initiative Agreement). Draw from your understanding of the four frames, organizational theory, the change game, and leadership theory. The paper should logically flow from a description of the need, a brief analysis through each of the four frames (remember, you will have to edit/reduce your initial analyses for inclusion in the final paper!), to your suggested redesign/change and finally, your proposed implementation plan. Be creative and grounded at the same time. Be sure to follow APA style guidelines, use descriptive section headings, and cite relevant literature. *Please post this final paper to Assignments in Canvas by the due date.*

Suggested outline with approximate page numbers:

I. Introduction (2-4 pages) - Set the organizational context and describe the new change initiative.

II. Four Frames Analysis - You should revise your prior analyses to best fit your final paper. Focus specifically on the organizational context as it relates directly to your change initiative.

A. Structural Frame Analysis (2-3 pages)

B. Human Resource Frame Analysis (2-3 pages)

C. Cultural/Symbolic Frame Analysis (2-3 pages)

D. Political Frame Analysis (2-3 pages)

III. Description of your change initiative (10-15 pages) - *This is the meat of your paper!* Given your understanding of the organizational context (just described), what is your change initiative and how should it be implemented successfully? Be sure to include a discussion of the theory/theories/research that support your rationale. In other words, this section of your paper should both describe what you plan to do and WHY. The appropriate use of references is very important - They will demonstrate that you are intentionally linking theory/research to your specific practice/context. You will need to design the sub-headings of this section of your paper.

IV. Summary of your Action/Implementation Plan (these pages do not count towards your total) - What are the major steps, responsible parties, etc? Use an action plan template consistent with what is used in your district. If your district does not have one, select a template of your choice.

8. Grading Scale

Assignment	Points Possible
Change Initiative Agreement	2
Problem Based Four Frames Analysis: Political Frame	10
Problem Based Four Frames Analysis: Human Resource Frame	10
Problem Based Four Frames Analysis: Structural Frame	10

Problem Based Four Frames Analysis: Symbolic Frame	10
Face-to-face Attendance/Participation Change Game (5pts/class)	5
Field Experience/ Final Paper	30
Online Participation (Discussion posts, 2.5 pts/per post)	23
TOTAL POINTS	100

Final Course Grade, Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 69-60

F = Below 60 Points

9. Class Policy Statements:

- A. Attendance: EDLD 8260/8266 is an asynchronously delivered distance course with three required class meetings. Students are required to attend and participate in all of the face-to-face class meetings. Although the asynchronous classes do not require attendance at a certain time, all students in this course are expected to engage in the online learning material and be an active presence on the Canvas discussion board. Students must meet the assignment deadlines described in the syllabus.
- B. Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the Student Policy eHandbook (www.auburn.edu/studentpolicies). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information on excused absences.

- C. Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused *absences must be initiated by the student within one week of the end of the period of the excused absences(s)*. Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
- D. Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
- E. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Please note:

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*
- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

- F. Professionalism: As faculty, staff and students interact in professional settings,

they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
- Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

- Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
- Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
- Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

- Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
- Accomplished educational leaders are committed to student and adult learners and to their development.
- Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

- Accomplished educational leaders model professional, ethical behavior and expect it from others.
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
- Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Appendix
 Course Assessment Map
 EDLD 8400 Ethics for Leaders

Course Objectives	Course Assessments See #7 for descriptions of assignments/projects			
	Class/online participation	Four Frames Analyses	Movie through the Four Frames	Field Experience & Final Paper: Reimagining Schools
A. Develop and demonstrate a systematic and critical understanding of organizational theory and research, particularly as related to education and improving schools	X	X	X	X
B. Use a variety of problem-solving techniques and decision-making skills to resolve organizational problems with an emphasis on strengths-based and shared/democratic leadership approaches	X	X		X
C. Reflect on current organizational conditions, the organization's vision and mission, and identify opportunities for better engaging stakeholders in developing and realizing the mission.	X	X		X
D. Integrate basic leadership theory and organizational theory for facilitating cultures of learning and continuous improvement in schools	X		X	X
E. Conduct an organizational analysis and design a plan of action to address a necessary organizational change for improving student learning outcomes specific to students' home district/school	X	X		X