

EDLD 8260
Theory and Development of
Organizations

Summer 2010
EFLT
College of Education

Dr. Lisa Kensler

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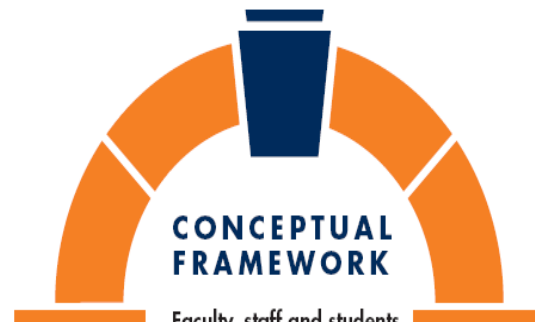
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Classes meet at
Auburn Junior High School

Office Hours:
Before and after class
And by appointment

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

EDLD 8260
Theory and Development of Organizations
Auburn University - College of Education
Educational Foundations, Leadership, and Technology Department
Summer 2010

H1N1 CONTINGENCY PLAN: If normal class and/or lab activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials and will be posted on Blackboard.

Class Dates/Time:

May 26	May 27	June 3	June 10	June 12	June 17	June 19	June 24
5 - 9 AJHS	Group work	5 -9 AJHS	5 - 9 Kenslers'	9AM- 5PM AJHS	5 – 9 AJHS	9AM- 5PM AJHS	5 – 9 AJHS

Location: Auburn Junior High School

Instructor: Dr. Lisa Kensler

Office: 334-844-3020 (calling my office # now connects you to my cell without using my minutes...please use my office number!)

Fax: 334-844-3072

E-Mail: lisakensler@auburn.edu or lisakensler@gmail.com

Office Hours:

Before and after class and by appointment

1. **Course Number:** EDLD 8260

Course Title: Theory and Development of Organizations

Credit Hours: 3 semester hours

Prerequisites: Admission to AESG or ASCG Doctoral Program

2. **Date Syllabus Revised:** April 2010

A. **Texts/Resources:**

Required Texts:

Bolman, L. G., & Deal, T. E. (2010). *Reframing the Path to School Leadership* (2nd Ed.). Thousand Oaks, CA: Corwin.

Cloke, K., & Goldsmith, J. (2002). *The end of management and the rise of organizational democracy*. San Francisco, CA: Jossey-Bass.

Additional readings, available from Auburn University's library, will also be required. **You will be responsible for acquiring the articles from the library.** The references are listed in the course schedule.

B. **Course Description:** The purpose of this course is to advance student understanding of organizations by exploring a variety of theoretical frameworks and applying these perspectives to aspects of educational organizations.

C. **Course Objectives:**

- Demonstrate a systematic and critical understanding of organizational theory and research, particularly as related to education (AL Instructional Leader Stds **1**:1-20; **2**: 1-4,9,11,14,15; **3**: 1,3-5,8,10-15; **4**: 2,5-8; **5**: 2-10; **7**: 5,8-12)
- Demonstrate an understanding of the factors involved in the functioning and analysis of complex organizations (AL Instructional Leader Stds **1**:1-20; **2**: 1-4,9,11,14,15; **3**: 1,3-5,8,10-15; **4**: 2,5-8; **5**: 2-10; **7**: 5,8-12)
- Relate future trends to organizational theory and the future of schooling
- Analyze complex organizational situations through a variety of perspectives
- Explain how and why organizational behavior differs in various settings
- Apply action learning principles to assessing organization and roles within differing types of organizations (AL Instructional Leader Stds **1**, **2**, **3**, **4**, **5**, **7**)
- Integrate basic leadership theory and organizational theory for facilitating change and continuous improvement in schools (AL Instructional Leader Stds **1**, **2**, **3**, **4**, **5**, **7**)
- Conduct an organizational analysis and develop a plan of action to address a necessary organizational change (AL Instructional Leader Stds **1**, **2**, **3**, **4**, **5**, **7**)
- Demonstrate a basic understanding of multilevel theory, research, and methods in organizations and the implications for high quality dissertation research and evaluation in school settings

6. **Course Content and Schedule:**

Date	Description	Assignment/s DUE
WED May 26 5 - 9	<ul style="list-style-type: none"> Course Introduction Four Frames Analysis 	<p>READ <i>Reframing</i> (Bolman & Deal, 2010) PRIOR to the first day of class.</p> <p>BRING both texts to class.</p>
THUR May 27 Your time	<ul style="list-style-type: none"> <i>A Movie</i> through the Four Frames... Group Project 	<p>As a group, watch the movie assigned on 5/26 and develop your presentation for 6/3.</p>
THUR June 3 5 - 9	<ul style="list-style-type: none"> <i>A Movie</i> through the Four Frames Presentations Brief history of organizations Organizational Democracy – intro ppt/lecture. Discussion of readings 	<p>Group Presentations – Four Frame Analysis of <i>movie</i></p> <p>READ <i>The End</i> (pages vii – 59)</p> <p>READ (assigned A, B, OR C):</p> <ul style="list-style-type: none"> A. Fayol, H. (1916). General Principles of Management* B. Taylor, F. W. (1916). The Principles of Scientific Management* C. Weber, M. (1922). Bureaucracy* <p><i>*ALL THREE OF THESE ARTICLES ARE LOCATED WITHIN ONE PDF FILE POSTED TO BLACKBOARD!</i></p>
THUR June 10 5 – 9 MEET at KENSLE's HOUSE FOR CLASS	<ul style="list-style-type: none"> Discussion of readings WorldBlu Webquest – Redesigning with democracy in mind 	<p>READ <i>The End</i> (pages 60 – 106)</p> <p>READ (assigned A, B, OR C):</p> <ul style="list-style-type: none"> A. Murphy, J. (2002). Reculturing the profession of educational leadership: New blueprints. <i>Educational Administration Quarterly</i>, 38(2), 176-191. B. Slater, P.E., & Bennis, W.G. (1964). Democracy is inevitable. <i>Harvard Business Review</i>, 68(5), 167-176. C. Somech, A. (2005). Directive versus participative leadership: Two complementary approaches to managing school effectiveness. <i>Educational Administration Quarterly</i>, 41(5), 777-800. <p>BRING YOUR LAPTOP, if you have one!</p>

<p>SAT June 12 9AM – 5PM</p>	<ul style="list-style-type: none"> Organizations as living systems 	<p>READ <i>The End</i> (pages 109-214) READ (assigned A, B, or C AND D):</p> <p>A. 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. <i>Journal of School Leadership</i>, 16(1), 86-111.</p> <p>B. Furman, G.C., & Starratt, R.J. (2005). Leadership for democratic community in schools. <i>Yearbook of the National Society For the Study of Education</i>, 101(1), 105-133.</p> <p>C. Furman, G.C. (2004). The ethic of community. <i>Journal of Educational Administration</i>, 42(2), 215-235.</p> <p>D. Daly, A.J., & Finnigan, K.S. (2009). A bridge between worlds: Understanding network structure to understand change strategy. <i>Journal of Educational Change</i>, doi: 10.1007/s10833-009-9102-5</p>
<p>THUR June 17 5 - 9</p>	<ul style="list-style-type: none"> Facilitating change the democratic way Discussion of Readings 	<p>READ <i>The End</i> (pages 215 - 283) READ (assigned A, B, C, OR D):</p> <p>A. Newmann, F.M., Rutter, R.A., & Smith, M.S. (1989). Organizational factors that affect school sense of efficacy, community, and expectations. <i>Sociology of Education</i>, 62(4), 221-238.</p> <p>B. Ryan, J., & Rottmann, C. (2009). Struggling for democracy: Administrative communication in a diverse social context. <i>Educational Management Administration and Leadership</i>, 37(4), 473-496.</p> <p>C. Kensler, L. A. W., Caskie, G. I. L., Barber, M. E., & White, G. P. (in press). The ecology of democratic learning communities: Faculty trust and continuous learning in public middle schools. <i>Journal of School Leadership</i>.</p> <p>D. Tschannen-Moran, R. K., & Tschannen-Moran, M. (no date). Strengths-based focus improves school climate. (<i>I will provide this article!</i>)</p>

SAT June 19 9AM – 5PM	<ul style="list-style-type: none"> • CHANGE GAME 	Come ready to play!
THUR June 24 5 - 9	<ul style="list-style-type: none"> • Change Game debrief • Organizational Redesign presentations • Course wrap-up and evaluations 	Individual Presentations – Re-imagining Schools!

PLEASE NOTE: Students can access *Educational Administration Quarterly* in the “Members Only” section of www.ucea.org. Username: ucea; Password: qualityprep.

7. Course Requirements/Evaluation

A. **Class Participation** (10 points) - ongoing

Attend all class sessions, be prepared when coming to class, and actively engage in class discussions and activities.

B. **Reading Reflections** (4: 5pts each) – multiple due dates

Write a **meaningful reflection** (up to 5 pages, double-spaced, 12pt font) on four of the five assigned readings for May 26, June 3, June 10, June 12, June 17. Connect the readings to your practice, explore powerful questions, grapple with complexity, challenge what you already know... whatever meaningful means to you relative to the reading! However, please understand that “meaningful reflection” does NOT mean a summary of the reading!

Each reflection is DUE within two days of the class date. For example, If you choose to write a reflection on May 26’s readings, it would be due May 28 by midnight. You must take responsibility for submitting these assignments to Bb on time! No late assignments will be accepted. Plan ahead!

C. **A Movie through the Four Frames** (20 points) – DUE June 3 in class

Work with your team (formed during class on May 26) to analyze a movie (assigned during class on May 26) through the four frames. Come to class on June 3 with a *creative presentation* that “tells” the movie’s story through each frame. Your presentation must be less than 20 minutes. The purpose of this activity is to give you practice analyzing school organizations through the four frames.

D. **WorldBlu Webquest Activity** (20 points) – In-class activity on June 10. Details will be provided in class.

E. **FINAL PAPER:** Re-Imagining Schools (30 points) – **DUE** 6/27/10 (8am!)

Write a 10-15 page paper describing a new design of a school structure and/or process.

Draw from your understanding of the four frames, organizational democracy, the change game, and leadership theory. Be creative and grounded at the same time. Choose a structure/process that you could actually change and that you are likely to change... Be sure to follow APA style guidelines and to cite relevant literature. The paper should logically flow from a description of the need to your suggested redesign and finally, your proposed implementation plan.

Grading

The final grade will be based on the following point scale:

A. Class participation	10 points
B. Reading Reflections (4: 5pts each)	20 points
C. <i>A Movie</i> through the Four Frames	20 points
D. WorldBlu Webquest Activity	20 points
E. FINAL PAPER: Re-Imagining Schools	30 points
Total	100 points

Point system for grade:

A = 90-100

B = 80-89

C = 70-79

D = 69-60

F = Below 60 Points

8. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed (student illness or family member's serious illness documented with doctor's verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to

illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. Unexcused absences will result in missed opportunities to earn participation points.

- B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 484-554-2524 even minutes before class to report your unavoidable absence.
- D. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late, a grade reduction of ten points per day late will be the consequence. Permission to turn in assignments late will be granted on very rare occasions.
- E. Accommodations: Students who need accommodations are asked 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail at lisakensler@auburn.edu. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- F. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. *Please note that copying and/or pasting other individuals' work and then presenting it as your own 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.*

- G. *Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of EDLD 8260.***

From Tiger Cub:

Academic Honor Code Violations: *Violations of the Auburn University Academic Honesty Code are: (1) The possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code; (2) knowingly giving assistance to another person in such preparation; (3) selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor; (4) the submission of themes, essays, term papers, design projects, theses and projects, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or project, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing - using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes; (5) altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action*

by the University Discipline Committee; (6) an instructor may delineate in advance and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code; (7) altering or misusing a document (e.g., university forms, infirmity or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee; (8) knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor; and (9) serving as or enlisting the assistance of another as a substitute in the taking of examinations.

SANCTIONS: *The following sanctions may be imposed for violation of the Student Academic Honesty Code by the Provost upon recommendation of the Academic Honesty Committee: (1) a grade of F in the course in which the violation occurs, with the notation "assigned for academic dishonesty" being placed on the transcript for a designated length of time, and the grade of F being reported to both the dean of the college or school in which the student is registered and the Office of the Provost; (2) a zero grade on the examination, project, paper, etc. with written notification to the dean of the college or school in which the student is registered; (3) suspension from Auburn University for a stated period of time during which the student will not be allowed to take any courses at Auburn University either in residence or by correspondence. Auburn University will not accept any credit for work earned at another institution during suspension. If the student has previously been subjected to sanctions for violations of the student academic honesty code, the minimum sanction will be suspension; and (4) expulsion from Auburn University.*

G. 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