Educational Organizations
Western Carolina Continuing Studies
Western Carolina, Cullowhee, North Carolina 28723
MAED
EDL 611-50
3 Semester Hours

Description of Professor:

Michele Acker-Hocevar is a full-professor. Her background is in organizational studies and school development. She has had previous international experiences in Israel, Sweden, and Colombia, along with previous work here in Jamaica. Currently, she works with both masters and doctoral Educational Leadership students. Her present research focuses on: 1) expanding the meaning of what it is to be an instructional leader in educational organizations today; 2) studying practices and struggles of low performing schools; and, 3) developing a theory of leadership contextually-based for high poverty schools and districts. She is the co-author of a book, *Living on the Edge of Chaos: Leading Schools into a Global Age* and has published her work internationally. Presently, she is leading a national study, with a colleague from New Mexico State University, on the practices and beliefs of school principals and superintendents under the recent U.S. *No Child Left Behind* legislation; she has recently completed n edited book on the challenges and success strategies of superintendents with her colleague from New Mexico State University.

Overview of Course:

This course is divided into two segments. The first half of the course (or ten class meetings) will be delivered from January 29th-February 9th. The second half of the course will be completed on-site from February 22-28th. Class assignments will be completed while the instructor is on-site, with an exception regarding several of the assignments that will be discussed while the professor is with you. The final group presentation will be made when at the end of February in what is considered the second part of the course. This second part of the course will critique Bolman and Deal’s four frames and examine different ways of framing leadership from spiritual, aesthetic, servant, chaos and complexity theories (to name just a few) and conclude the coursework. The emergence of newer theories of leadership, particularly network theory, will be discussed in terms of how to create more real and authentic organizations. Finding from studies will be shared, along with questions for you to consider in your own thinking about leadership.

Course Description:

Educational Organizations is a course designed to provide you with a lens (perspectives or frames) to examine educational practices and change in organizations. In many introductory courses, only one or two organizational perspectives are taught. At first that might be simpler and less confusing, but most likely will eventually prove inadequate as individuals confront the complex problems of everyday practice. In this course, we will study multiple perspectives using Bolman and Deal’s four “frames.” These frames
encompass much of the theory and research on organizations and will be used to study schools and other educational institutions. The four frames are:

1. A **structural frame** that emphasizes goals, roles, formal relationships, and the rational side of organizations.
2. A **human resource frame** that emphasizes needs, attitudes, skills, and the human side of organizations.
3. A **political frame** that examines power, conflict, coalitions and the distribution of scarce resources within organizations.
4. A **symbolic frame** that explores how organizations create meaning and belief through symbols, including myths, rituals and ceremonies.

We will also consider obstacles to successful educational and organizational change and strategies to overcome them.

**Course Purposes:**

The course is designed to help you better understand educational organizations and how to be an effective participant in them. The objectives of the course are to broaden your understanding of organizational theory and behavior, to increase your awareness of different organizational models, to enhance your ability to change organizations, and to nurture an ethical, caring and reflective approach to educational participation.

**Required Text:**


**For additional reading I recommend:**


[www.fieldbook.com](http://www.fieldbook.com)

**Course Requirements & Assignments:**

You will be expected to complete the following assignments and submit them as required in the Outline of Class Meetings: Topic & Assignment Schedule.

1. Personal Case Paper: a short description of an incident from your experience that will serve as the basis for two subsequent analytic papers.

3. Analytic Paper II: an analysis of your case using the theories of the political and symbolic frames.

4. Group Field Study Presentation: using the four frames, conduct and present an analysis of an organization issue and how you might approach solving it from the four frames. What changes do you want to implement and bring to fruition?

5. Paper that critiques Bolman and Deal and selects other ways to examine leadership.

Assignments and Grade Percentages:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal case paper</td>
<td>0%</td>
<td>Completed while I am in Kingston, due January 31</td>
<td></td>
</tr>
<tr>
<td>Discussions in class</td>
<td>20%</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Analytic paper I</td>
<td>20%</td>
<td>100 points-Completed while I am in Kingston, due February 5</td>
<td></td>
</tr>
<tr>
<td>Analytic paper II</td>
<td>20%</td>
<td>100 points-Completed before I leave Kingston, due February 9</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>100 points (due—will specify in class)*</td>
<td></td>
</tr>
<tr>
<td>Final Paper: Critique</td>
<td>20%</td>
<td>100 points (due either the 28th of February or can e-mail to me)</td>
<td></td>
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</tbody>
</table>

Incompletes will not be given except under unusual circumstances and only if the matter has been resolved with the instructor prior to the end of the course. A final grade will be given based on work completed.

Grading/Evaluation Criteria:

For each assignment, a rubric has been developed that specifies how the points will be awarded. These will be discussed in detail and given to students prior to the assignments. Additionally, the course will follow Western Carolina’s grading scale for your final grade, converting points into letter grades. For example, based on the total points for 500 below:

- A = 480-500
- A- = 460-479 Outstanding performance
- B+ = 440-459
- B = 420-439 Good performance
- B- = 400-419
- C+ = 380-399
- C = 360-379 Acceptable performance
- C- = 340-359
- D+ = 320-339
- D = 300-319
- D- = 280-299
- F = <280 Unacceptable performance
- I = Incomplete performance (See Policy for Incomplete Grades)

Guidelines for written work and class participation:
“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.”

William Strunk Jr. (1959)

APA format should be used when writing papers. I recommend that you secure a copy of the most recent edition (5th ed.) of the APA guide (Publication Manual of the American Psychological Association). Be sure to double space and number pages. Please note your e-mail address on the title page of each paper.

Classes will include lectures, discussions, small group work, videos, case studies and role plays. Each class member is expected to complete all assignments on time. Late assignments will have points deducted. Class participation will be evaluated according to the degree to which you engage in class and online participation. Your participation should be thoughtful, original and carefully grounded in the readings and experiences that convey your understandings and make connections to prior learning and other students’ comments. Writing will be assessed according to the clarity of analysis, the depth of understanding demonstrated and the significance of your ideas and argument.

Outline of Eight Meetings: Topic & Assignment Schedule

Class Meeting One, January 29
Topics:
- Organizational Metaphors
- Frames and Reframing
- Coping with Ambiguity
- Defenses against Cluelessness
- Applying frames to a case
Activities:
- Review syllabus and course expectations and requirements
- Describe organizational behavior you are familiar with in metaphorical language
- Work in groups to come up with a framework for analyzing organizations—identify assumptions to your framework
- Discuss how organizational frames can assist you in understanding power, change, decision-making, and leadership in organizations in case analysis of a school.
- Identify a topic and develop an outline for personal case paper. Paper due in third class.
Related Chapters/Videos to Peruse:
- Bolman & Deal 1, 2, 20 & 21
- Leadership and the New Sciences Video*

Class Meeting Two, January 30
Topics:
Structural Frame and Educational Organizations
Differentiation and Integration
Making Restructuring Work
School Reform Models: what we know
High Performing Teams

Activities:
- Work on field study
- Impact of high stakes testing and accountability on school structures: comparing two cases--a high and low performing school

Related Chapters/Videos to Peruse:
- Bolman & Deal 3, 4, & 5

Class Meeting Three, January 31
Topics:
- The Human Resource Frame and Educational Organizations
- Motivational Theories
- Diversity Attitudes and Values
- Promoting Shared Responsibility, Accountability and Commitment
- Espoused Theories vs. Theories-in-use
- Advocacy and Inquiry
- The Informal Organization

Activities:
- Human Resources Frame: comparing two cases--a high and low performing school
- Discussion of Abilene Paradox video and implications
- Additive and Efficacious Organizations: the human factor
- Group work on project

Related Chapters/Videos to Peruse:
- Bolman & Deal 6, 7 & 8
- Abilene Paradox

Assignment Due:
Case Story

Class Meeting Four, February 1
Topics:
- Political Frame and Educational Organizations
- Power River as a Lens
- Networking and Building Coalitions
- Why the Powerful get more Resources and the Powerless get less: Multinationalism and Globalization
- Open and Closed Systems
- International Comparisons: PISA

Activities:
- Political Frame: comparing two cases--a high and low performing school
- Your beliefs about Power/Sharing a Survey
Related Chapters/Videos to Peruse:
- Bolman & Deal 9, 10 & 11
- Challenger Disaster: Groupthink (Micro-politics)
- OEDC/PISA

Class Meeting Five, February 2
Topics:
- Symbolic Frame and Educational Organizations
- Organizational Symbols
- Let’s Put on a Play
Activities:
- Case analysis using Symbolic Frame: comparing two cases---a high and low performing school
Related Chapters to Peruse:
- Bolman & Deal 12, 13 & 14

Class Meeting Six, February 5
Topics:
- Integrating Frames for Effective Practice
- Reframing in Action
Activities:
- What Does this All Mean?
Corresponding Chapters to Peruse:
- Chapter 15, 16
Assignment Due:
- Case Analysis I

Class Meeting Seven, February 6
Topics:
- Reframing Leadership
Activities:
- Discussion and feedback on Case Analysis I
Required Chapter to Read:
- Chapter 17
- Implications for educators in organizations
- What would you do in your organization?
- How are you going to think about your project
Required Chapter to Read:
- Chapters 18, 19
Assignment Due:
- Case Analysis II on February 9 or e-mail to me NO LATER than February 15.

Final Presentations: To be scheduled. ¹

¹ For each assignment, a rubric has been developed that specifies how the points will be awarded. These will be discussed in detail online and given to students a week prior to the assignments being due.
Class Meeting Eight, February 7
Topics:
  ➢ Discussion about the challenges educational organizations face today and in the future and the type of leadership that will be required.
Activities:
  ➢ Simulation
Required::
  ➢ Think about organizational challenges you face.

Class Meeting Nine, February 8
Topics:
  ➢ Panel presentations on the four frames and how they can be used by you in your educational organization.
Activities:
  ➢ Surveys that you can design to collect data and how to think about data triangulation.

Class Meeting 10, February 9
Topics:
  ➢ Burrell and Morgan’s Framework.
Activities:
  ➢ How do you think about this framework and a wrap-up activity.
  ➢
PART TWO: The Critique of Bolman and Deal and the Presentation of Other Leadership Theories---Turning Everything Upside Down!

Class Meeting 11, February 22
Topics:
  ➢ Other theories of leadership
Activities:
  ➢ Presentations of case studies
Required Reading:
  ➢ As assigned

Class Meeting 12, February 23
Topics:
  ➢ Other theories of leadership
Activities:
  ➢ Finish presentation of case studies
Required Reading:
  ➢ As assigned

Class Meeting 13, February 26
Topics:
  ➢ Other theories of leadership
Activities:
- Discussion and feedback of Bolman and Deal’s Four Frames

Required Reading:
- As assigned

Class Meeting 14, February 27
Topics:
- Other theories of leadership

Activities:
- Discussion of last paper that critiques Bolman and Deal’s Four Frames and integrates your approach to leadership with a sound justification for why you have chosen your approach---to be discussed in-depth during class.

Required Reading:
- As assigned

Final Class Meeting 15, February 28
Topics:
- Overall reflections on leadership

Activities:
- Feedback on the course and learnings

Final paper Due: March 5th to macker@fau.edu

Bibliography:


GUIDELINES FOR PERSONAL CASE PAPER

I. PURPOSE

Your personal case paper should describe an organizational event or experience that was significant or challenging for you.

The personal case paper should be a description, NOT an analysis or interpretation of the events. In subsequent papers, you will have the opportunity to analyze and interpret your case.

II. APPROACH

Case writing is very much like telling a good story. When writing about a case in which you were involved, it usually works best to write in the first person. Describe what happened as you saw it, including your own thoughts and feelings (but make sure your thoughts and feelings are labeled as such).

It is usually best to focus the paper around a particular experience or series of experiences, rather than trying to cover many months or years. A single critical event (or sequence of events) usually works best. Examples include the early stages of a challenging project, a critical meeting, a tough decision, or a major conflict. Like a good drama, a good case rarely arises from a situation in which everything was smooth and easy. Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting.

III. ORGANIZATION OF THE PAPER

The following are suggestions that might be helpful when writing your paper.

1. Set the stage with a relatively brief description of the organizational setting and your role in it. Provide the information that you think will help the reader to understand the most important elements in the situation. (This will require selectivity: part of the art of case-writing is separating the essential facts from the mass of information that might be included.)

2. Focus on different descriptions of events. If there was a significant meeting, provide a description of what people actually said and did in it. (A script representing part of the conversation is very helpful in such cases.)

3. Think about the following as possible elements: (a) structural issues (e.g., structure, goals, technology, size); (b) “people” issues (e.g., issues of management style, group process, interpersonal relations); (c) politics (was there conflict? about what? between whom? etc.); (d) symbols (think about organizational culture, symbols, myths, rituals, etc.).

4. A good case often ends up with a question or unsolved problem (e.g., what should I do...
now? how could I solve this problem?).

5. You may choose to disguise the identity of the organization and the individuals. Use fictitious names wherever you feel it is appropriate. If you are concerned about confidentiality, put the word “CONFIDENTIAL” in capital letters on the first page. I will strictly honor all such requests. The purpose of the case is to facilitate your learning. I want to do whatever I can to protect the integrity of your experience in the course.

6. I will provide feedback on your written case, and you are free to amend or rewrite it before you use it for the analytic papers.

LENGTH: MAXIMUM OF 5 DOUBLE SPACED PAGES

ANALYTIC PAPER I

Please organize your paper in the following manner.

PART I (5 pages)

1. A) Choose a set of ideas or concepts from the structural frame that you see as particularly helpful or relevant to understanding significant issues in your case. Present a brief summary of the ideas, and use them to analyze or interpret an important issue, problem or puzzle in your case. (The ideas may come from Bolman and Deal and any of the recommended structural readings.)

   B) Given your analysis, what are the implications for action? What would you do differently?

PART II (5 pages)

2. A) Choose a set of ideas or concepts from the human resource frame that you see as particularly helpful or relevant to understanding the significant issues in your case. Present a brief summary and use them to analyze and interpret an important issue, problem or puzzle in your case. (The ideas may come from Bolman and Deal and any of the recommended human resource readings.)

   B) Given your analysis, what are the implications for action? What would you do differently?

Your analytic paper should not exceed a total of 10 pages, typed and double-spaced. I will not read beyond 10 pages. Please attach a copy of your case to the paper. You may assume that I am generally familiar with your case, but it is important to be clear and specific about linkages between your analysis and the facts of the case. Follow guidelines for writing papers on the syllabus.

(Keep in mind you will analyze your case using the political and symbolic frames in the
ORGANIZATIONAL BEHAVIOR & CHANGE

ANALYTIC PAPER II

Part 1.
A. (5 pages) Choose a set of ideas or concepts from the political frame that you find helpful in analyzing your case. Present a brief statement of the concepts, and use them to analyze an important issue, problem or puzzle in your case.

B. (5 pages) Choose a set of ideas or concepts from the symbolic frame that you find helpful in analyzing your case. Present a brief statement of the concepts, and use them to analyze an important issue, problem or puzzle in your case.

Part 2. (2 pages)
Using ideas and insights from all of the frames, develop: a) an integrated diagnosis of the most significant issues or problems in your case, and b) an integrated strategy for effective action. You may choose to give greater or lesser weight to one or another of the frames, based on your sense of what is most significant in your case. (You might want to compare and contrast the usefulness of the four frames.)

Your paper should not exceed 12 pages, typed and double-spaced. Please attach a copy of your personal case paper to your analytic paper. If necessary, you may attach an addendum to the case.

GUIDELINES FOR GROUP FIELD STUDY

1. Choice of Issue

Each group may choose an organizational issue that is of interest to them. The issue will be analyzed from the four frames and a plan to make improvements will be established. Specific changes and timelines for changes will be presented.

2. Gathering data on the Issue

You must ensure that you have access data surrounding the issue you wish to change. Depending on the issue, you should position the issue within the four frames.

Please be sure to respect the confidentiality of the people who share information with you about the issue. Remember that the goal is to learn about organizations,
leadership and change, not to evaluate or judge people and local organizations. Your role is as a learner.

3. Methods of Study

There are three basic ways to conduct your study of the issue.

a) Direct observations of organizational events and behavior;
b) Interviews with participants in the organization (such as administrators, staff, clients, etc.), and
c) Analysis of documents (e.g. reports, handbooks, publicity material, memos, publications, etc.).

You might decide to use all three methods. Think about what is the best approach to gather data and learn about the organization. Be sure to take good field notes if you study the issue through observation.

4. Goals

The purpose is to learn about an issue in a relatively short period of time, and to use the four organizational frames to describe and interpret what you learn. It is also an opportunity to collaborate and work with colleagues to identify and address an organizational issue that you want to change.

The group’s product will be a visual presentation (a visual display) that applies organization theory in order to describe and analyze how the organization works, and why it is the way it is. Organize the presentation to best communicate your analysis. The following structure is one possibility:

I. Introduction: description of issue and how the group conducted the study of the issue

II. Structural Analysis of the issue

III. Human Resource Analysis of the issue

IV. Political Analysis of the issue

V. Symbolic Analysis of the issue

VI. Discussion & Conclusions that include a plan of action for the greatest levers for change. How will you evaluate the success of your plan for change?

Invite questions and discussion from the class when you share presentations.