

**University of Wisconsin-Madison**  
**Department of Educational Leadership and Policy Analysis**  
**ELPA 860: Organizational Theory and Behavior in Education**  
**Spring, 2008**

*Course Location and Time: UW-Oshkosh*  
*Fridays, 5-9 p.m, Saturdays, 8-3 p.m.*  
*Feb. 8-9; Feb 22-23; April 4-5; April 25-26*

**Instructor:**

Professor Carolyn Kelley  
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**Office Hours:**

I am generally available by appointment; please talk to me or email me to arrange a conversation.

**Course Description:**

This is a graduate level survey course providing an introduction to organizational theory, and its application to leadership, management, and the design of educational organizations. The course is organized around a framework of evidence-based strategies educational leaders use to advance organizational and learning outcomes.

**Course Objectives:**

To develop an understanding of the ways in which organizational theory can help explain organizational structure and behavior and guide leadership action. This course specifically emphasizes the ways in which educational administrators may utilize organizational theory to improve management decisions and organizational outcomes. It also provides information to facilitate organizational change, to enhance leadership style, and to improve organizational effectiveness. In this course, students will be introduced to a variety of theories that can explain and guide behavior in any organizational setting. The course will be taught with an emphasis on cooperative learning, case study and analysis, and class discussion.

**Course Requirements:**

1. Attendance and Class participation (10%)
2. Reading Reflections due February 13, Feb 27, and April 9 (15% each)
3. Presentation of Final project due April 22-23 class session (10%)
4. Final Project (Literature Review, Book Review, or Organizational Analysis) due May 2 (35%).

### **Challenged Students:**

I wish to fully include persons with disabilities in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. I will try to maintain the confidentiality of the information you share with me.

### **Required Readings:**

*Bolman, Lee & Deal, Terrence. (2003). Reframing Organizations: Artistry, Choice and Leadership (3rd Edition). San Francisco: Jossey-Bass.*

*Sergiovanni, T. (2006). Rethinking Leadership: A Collection of Articles. Corwin Press.*

*Collins, James. (2001). Good to Great: Why Some Companies Make the Leap. . . and Others Don't. Collins.*

*Wenger, E, McDermott, R., & Snyder, W.M. (2002). Cultivating Communities of Practice. Harvard Business School Press.*

*Books may be ordered on line or are available on site from the UW-Madison University Bookstore. For web orders, visit <http://text.uwbookstore.com/home.aspx>. Books may also be ordered online from any web bookstore, such as amazon.com. Recent pricing of required texts suggests total list price for the four books (from amazon.com) at \$127. Course readings other than books will be available on electronic reserve (accessed through the UW-Madison website at MY UW).*

## ***Assignments Organized by Class Session***

### **February 8-9:**

#### **1. Understanding Organizations – The Four Frames**

*\*Bolman & Deal, 2003, Ch. 1 & 2 (Required Text)*

#### **2. Leadership for Learning: Leadership in Educational Organizations**

***What makes educational organizations unique?***

*\*Bransford, J.D., Brown, A.L. & Cotting, R.R. (Eds.). (1999). How People Learn: Brain, Mind, Experience, and School. Washington, D.C.: National Academy Press. Executive Summary. (Course Reader)*

#### **3. Establishing a Shared Vision of Student Learning**

##### ***a. Why is Vision important?***

*\*Senge, P.M. (1990). The Fifth Discipline: The Art & Practice of the Learning Organization. DoubleDay. Chapter 11: Shared Vision. (Course Reader)*

*\*Leithwood, K. & Louis, K.S. (2004). How Leadership Influences Student Learning. New York: Wallace Foundation. (Course Reader)*

**b. How is the vision advanced?**

\*Bolman & Deal, *Reframing Organizations, Introduction to the Structural, Human Resources, Political, and Symbolic Frames*. Chapters 3, 6, 9, 12, & 20 (Required Text)

**February 22-23:**

**1. The Individual Leader**

**a. Moral Leader**

\*Sergiovanni, 2006, *Rethinking Leadership: A Collection of Articles* (Required Text)

**b. Symbolic Leader**

\*Deal & Peterson, *The Principal's Role in Shaping School Culture* (Course Reader)

**c. Expert Problem-Solver**

\*Collins, *Good to Great* (Required Text)

**April 4-5:**

**1. Results-Oriented Leadership**

**a. What does it mean to be held accountable for results in a loosely coupled system?**

\*Cohen, M.D. & March, J.G. *Leadership in an Organized Anarchy*. In J.M. Shafritz & J.S. Ott, *Classics of Organizational Theory*, pp. 432-448. (Course Reader)

or

\*Weick, K.E. (1976). *Educational Organizations as Loosely Coupled Systems*, *Administrative Science Quarterly*, 21(1), 1-19. (Course Reader)

\*Adams, JE, & Kirst, MW. (1999). *New demands and concepts for educational accountability: Striving for results in an era of excellence*. In Murphy, J, & Louis, KS (Eds.). *Handbook of research on educational administration*, p.463-490. San Francisco: Jossey-Bass. (Course Reader)

**2. Schools as Learning Organizations**

**What is a learning organization, and how do organizations “learn”?**

\*Collinson, V. & Cook, T.F. (2007). *Organizational Learning*. Corwin Press. Chapter 2. (Course Reader)

**3. Organizational Redesign**

\*Bolman & Deal, *Reframing Organizations*, Chapters 4 & 7 (Required Text)

\*Case: Elmore, R. F. & Burney, D. (2000). “Investing in Teacher Learning: Staff Development and Instructional Improvement in Community School District #2, New York City.” *National Commission on Teaching & America’s Future and the Consortium for Policy Research in Education*. (Course Reader)

#### **4. Human Resources Deployment**

\*Heneman, H. & Milanowski, A. (2004). *Alignment of Human Resource Practices and Teacher Performance Competency*. *Peabody Journal of Education*, 79(4), pp. 108-125. (Course Reader)

#### **5. Integration and Advancement of External Policy Goals**

\*Coburn, C.E. & Stein, M.K. (2006). *Communities of Practice Theory and the Role of Teacher Professional Community in Policy Implementation*. Chapter 2 in Meredith I. Honig (Ed.), *New Directions in Education Policy Implementation*. (Course Reader)

### **April 25-26: Community**

#### **1. Communities of Practice**

*Communities of Practice*

\*Wenger, E., McDermott, R., & Snyder, W.M. (2002). *Cultivating Communities of Practice*. Harvard Business School Press. pp. 1-159. (Required Text)

\*Withey, Michael J. & Cooper, William H. (1989). *Predicting Exit, Voice, Loyalty, and Neglect*. *Administrative Science Quarterly*, 34(4), 521-539. (Course Reader)

#### **2. Distributed Leadership**

\*Spillane, James P., Halverson, Richard & Diamond, John B. (2004). *Towards a Theory of Leadership Practice: A Distributed Perspective*. *Journal of Curriculum Studies*, 36(1), pp. 3-34. (Course Reader)

#### **3. The Local Community, the Professional Community of Educators, and the Broader Policy Community**

\*Kelley, C. & Shaw, J. (forthcoming). *Doubling Student Performance: A Leader's Guide to Closing Achievement Gaps and Advancing Learning for All Students*, Chapter 9, *The Principal's Role in Advancing Leadership for Learning*. (Handout)

## ***Additional Readings for Future Reference*** ***Foundational Theory***

### **The Structural Frame**

- Fayol, H. (1916). *General principles of management*. In J.M. Shafritz & J.S. Ott, *Classics of Organization Theory*, pp. 48-60.
- Taylor, F.W. (1916). *The principles of scientific management*. In J.M. Shafritz & J.S. Ott, *Classics of Organization Theory*, pp. 61-72.
- Weber, M. (1946). *Bureaucracy*. In J.M. Shafritz & J.S. Ott, *Classics of Organization Theory*, pp. 73-78.

### **The Human Resource Frame**

- Mayo, E. (1945). *Hawthorne and the Western Electric Company*. In E. Mayo, *The Social Problems of an Industrial Civilization*. (pp. 68-86). Andover, MA: Andover Press.
- Milgram, S. (1973). *The Perils of Obedience*. *Harper's Magazine*, (December), pp. 62-75.
- McGregor, D.M. (1957). *The human side of the enterprise*. In J.M. Shafritz & J.S. Ott, *Classics of Organization Theory*, pp. 179-184.

### **Political Frame**

- Cohen, M.D. & March, J.G. *Leadership in an Organized Anarchy*. In J.M. Shafritz & J.S. Ott, *Classics of Organizational Theory*, pp. 432-448.
- Pfeffer, J. (1981). *Understanding Power in Organizations*. *California Management Review*, (Winter), pp. 29-50.

### **Symbolic Frame**

- Schein, E.H. (1985). *Defining Organizational Culture*. In J.M. Shafritz & J.S. Ott, *Classics of Organizational Theory*, pp. 490-502.
- Weick, K.E. (1976). *Educational Organizations as Loosely Coupled Systems*, *Administrative Science Quarterly*, 21(1), 1-19. (Course Reader)
- Meyer, J.W. & Rowan, B. (1983). *The structure of educational organizations*. In J.W. Meyer & W.R. Scott (Eds). *Organizational Environments: Ritual and Rationality* (p. 71-97). Beverly Hills, CA: Sage. (Course Reader)

### **Leadership and Change**

- Fullan, 2008, *The Six Secrets of Change: What the Best Organizational Leaders do to Help their Organizations Survive and Thrive*
- Fullan, 2007, *The New Meaning of Educational Change*
- Fullan, 2006, *Breakthrough*
- Fullan, 2006, *Turnaround Leadership*
- Bryk & Schneider, 2002, *Trust in Schools*