



School of Education and Exercise & Sports Science

Virtual Campus – Spring 2009

Feb 23, 2009 – May 16, 2009

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

EDAD 5331 ORGANIZATIONAL BEHAVIOR AND THEORY

COURSE NUMBER AND TITLE: EDAD 5331 Organizational Behavior and Theory

TERM AND DATES: Spring 2009

OFFICE HOURS:

I will respond to your email normally within 48 hours. If you need to discuss an issue you may use the digital drop box or the telephone.

INSTRUCTOR:

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CATALOG COURSE DESCRIPTION:

Theory and research regarding human behavior in organizations with special reference to schools. Major topics [include]: historical schools of thought; power and authority; motivation; and social systems concepts.

Description: The course is a reading and thinking course. You will be learning a language system and developing organizational thought patterns. The focus of the course is on mid range theories, that help clarify ones understanding of organizations and the impact of organizations has on its members. This course focuses on public schools. You will be expected to select a school campus and apply the theories covered in the course to the campus. **YOU MUST SELECT A SCHOOL** for your organizational analysis.

You are pursuing a Master of Education, it is an expectation in this course that you apply your knowledge to a school.

You will have available power points that accompany each chapter. The current edition of the textbook will be used. The book has supportive web sites identified. You will be part of discussion groups and have issues and cases for discussion as well as a personal BLOG pertaining to specific organization questions.

REQUIRED RESOURCE MATERIALS:

- A. Hoy, W., & Miskel, C. (2009). Educational Administration: Theory, Research, and Practice (8th Ed.). New York: Mc-Graw Hill. Main text.
- B. Access to WBU Learning Resources
www.wbu.edu/lrc; Wigner, Dann

COURSE OUTLINE:

Unit 1 School as a Social System (chapter 1)

- 1. Discuss with understanding the meaning of theory
- 2. Differentiate between the terms concept, assumption and generalization
- 3. Describe the major schools of organizational analysis with respect to their beliefs and social theories.
- 4. Describe the social system properties of schools, demonstrating knowledge of the following concepts, boundaries, homeostasis, feedback, equilibrium, input, entropy, equifinality, and output.
- 5. Describe the key elements of the school social system. The model includes bureaucratic expectations and individual systems (cognitive and motivational) components of the and the transformation process of the social system.

Unit II: Structure in Schools (chapter 3)

- 1. Describe Weber's elements of bureaucracy and give manifestations of each element in the public schools.
- 2. Using Gouldner's model, analyze the intended and unintended consequences of rules.
- 3. Using Mintzberg's framework for examining bureaucratic structure, analyze the organizational structure of a school. Utilize power point slide of school structure to a school organization.
- 4. Compare Carl Weick's loose coupling theory to that of Weber and Mintzberg.
- 5. Analyze similarities and differences in bureaucratic and professional norms. (Hall typology)
- 6. Analyze an organization utilizing the typologies on Pg 105, pg. 112
- 7. Describe the differences in bureaucratic and professional orientations.
- 8. Describe how Mintzberg perspective differs from Weber.
- 9. Utilize Mintzberg typology to analyze the school.

Unit III: Work Motivation and Culture (chapters 4,5,6,7)

- 1. Describe the following theories of motivation: Maslow's, Herzberg, McClelland's theory of achievement, expectancy theory, self-efficacy theory, and goal-setting theory.
- 2. Discuss the elements impacting organizational climate
- 3. Discuss changing the culture and climate of schools
- 4. Describe various rites as seen in school organization
- 5. Discuss the impact of a culture of trust and how that relates to academic optimism
- 6. Discuss the organizational design that impacts pupil control orientation.
- 7. Distinguish between the organizations climate and culture.

8. Utilizing one of the climate instruments describe the climate of the organization you are studying.
9. Perspectives on external environments and utilization of the various perspectives in school leadership.
10. Distinguish between power and authority
11. Distinguish between formal and informal organization.
12. Discuss the different power and political games that can be part of an organization.
13. Utilize the conflict management styles describe various conflict resolution patterns evident in an organization.
14. Analyze the external environment of a given school district with respect to task environment, information perspective, resource dependence, internal and external coalitions.

Unit IV: Effectiveness and Quality schools (chapters 8,9, 10)

1. Describe the organization utilizing one or more of the models of organizational effectiveness.
2. Describe the organizational effectiveness using outcome criteria.
3. Discuss the impact of accountability on school reform.
4. Describe decision making as an administrative strategy for satisficing.
5. Given a problem determine which decision model would be the appropriate one to apply to the case.
6. Develop guidelines for participatory decision making using the Vroom and Hoy-Tartar model of shared decision making

Unit V: Leadership (chapter 12)

1. Discuss how contingency theory of leadership could be applied to a school setting.
2. Describe how situational leadership is a viable approach for helping a staff growth and development.
3. Describe how Yukl framework of leader behavior views schools and its organization.
4. Describe the differences between transactional and transformational leadership.
5. Describe various means for improving leadership in schools

COURSE REQUIREMENTS:

- A. Participation: The student **will read** the text book and be ready to use the concepts of the chapter/s in BLOGS, discussion board of cases and apply the knowledge to the analysis of an organization. The class format requires active participation of the student in responding to scenarios and synthesizing of ideas. Be prepared to respond to questions regarding the case for leadership that is at the end of the chapters.
- B. Major paper: The major project of the course is a paper analyzing the organization of a school campus or of a learning organization. Questions will be provided to assist you in your discussion and analysis of the organization. The paper is to be prepared and written in APA style. It is appropriate to use your textbook as a reference in the analysis of the organization.
- C. Discussion topics will be utilized. You are to comment on the discussion thread. You are to provide an original comment and respond to your classmates. A minimum of three responses.

- D. You will have a weekly BLOG. In the BLOG you will respond to promotes and questions.
- E. Two quizzes: The student shall satisfactorily perform on two quizzes.

COURSE OUTCOMES:

The student will

- apply various typologies to social systems operating in schools/ learning organizations.
- analyze ways organizations/schools can be structured from viewpoints of major theorists.
- explain how motivation and culture impact organizations.
- describe how effective, quality schools are organized.
- articulate the when to use various decision making strategies in school organizations.
- explain the impact of various leadership styles on school organization.

MEANS FOR ASSESSING OUTCOME:

- A. Participation shall be determined by contributions and comments made on the discussion board. You will receive up to 10 pts for each discussion board. Maximum points for all the discussion boards are 80 points. The discussion board focuses on cases and the application of organizational theory to these cases.
 - You are to apply theory to the case and suggest solution to the problems. You are expected to react to the suggestions your peers render on the case. In depth responses are required. A minimum of three responses and one original response is required. Questions for the discussion board are provided.
- B. Analysis of the organization will be submitted in two components. A rubric is provided to assist you in preparing your organizational analysis.
 - Each phase of the paper is worth 75 points. The sum or the points for the organizational analysis is worth 150 points. The analysis is of a school organization / learning organization of your choice.
 - You will want to begin the analysis early and progress through the analysis as chapters are covered during the course. Prompts are provided in the **assignment section** of Blackboard. The prompts for the first part of the course will be posted at the beginning of the course and the second set of prompts will be posted upon the completion of the first phase.
- C. You will have problems and cases to respond to in the BLOG. Each BLOG has a maximum of ten points and there are 8 BLOGS for the course. Your BLOG will be evaluated on depth of answer and relating theory to practice. (80 points)
- D. Each exam is worth 100 points for a total of 200 points

Discussion Board	80 points
Organizational Analysis Phase 1 & 2	150 points
BLOGS	80 points
Test 1	100 points
Test 2	100 points

TOTAL POSSIBLE POINTS 510

PROCEDURAL POLICY:

- A. Students will submit all responses each week. **Late work is not acceptable.** The posting and BLOG are due by Monday at noon central standard time.
- B. The student will expect a response to their posting by the following Monday evening.
- C. Test will be graded the week following the test due date.
- D. All writing is to be submitted in APA style. If you are uncertain of the style rules you can use the writing center handbook at the University of Wisconsin – Madison. The handbook is very concise and user friendly.
- E. Scoring of the analysis of an organization is based guide for analysis of an organization. The rubric reflects how the paper will be scored and is included within the syllabus section of the course.

ATTENDANCE POLICY:

- A. Students will make every effort to participate in all classes. All absences are to be explained to the satisfaction of the Instructor who will decide whether the omitted work may be made up.
- B. Any student who misses more than two times may receive an F.

EVALUATION:

- A. University Grading System (2009-09 Catalog)

A	459 - 510 pts	Cr	for Credit
B	408 - 458 pts	NCR	No Credit
C	357 - 407 pts	I	Incomplete*
D	306 – 356pts	W	for withdrawal
F	below 305 pts	WP	Withdrawal Passing
		WF	Withdrawal Failing
		X	No grade given
		IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to the grade of F. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

ACADEMIC HONESTY: University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

DISABLED PERSONS: "It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University."

COURSE CALENDAR:

Power Point slides will be online to assist you in understanding the chapter and they are included as lecture notes.

Assignments are due on Monday at noon prior to beginning of the next week assignments. Late work is unacceptable in a graduate course. In the event of unusual circumstances you should contact the professor.

Week 1: Monday, February 23, 2009

Historical foundations presentation

School as a Social System

Assignment: Read Chapter 1.

Discussion Board 1 – Case: Rash Decision page 34

- You are to have at least one original post and a minimum of three responses to your peers postings.
- Apply the knowledge from chapter one to the case. Your answers should demonstrate knowledge and applications of theory. Your suggestions need to reflect an understanding of schools and realistic solutions to the problems.

BLOG 1 – You are to go to the BLOG and respond to the questions posted. You need to supply adequate detail so that the reader can understand the frame of reference of the campus and the issues.

Week 2: Monday, March 2, 2009

Assignment: Read Chapter 3.

Discussion board 2 - Case – Problems at West High page 128

- Utilize the theories of Max Weber and Henry Mintzberg to design responses to the prompts.

BLOG 2 - You are to respond to the prompt in the BLOG utilize the knowledge from the chapter in responding to the BLOG as well as personal experience.

Week 3: Monday, March 9, 2009

Assignment: Read chapter 4 - Individuals in Schools

Discussion board 3 - Case - Reverse the Decline page 169

You are to use the theory of self efficacy and at least one other theory to enhance motivation of students and teachers at Proctor Elementary.

- How can you motivate, support, and encourage your four new teachers?
- How do you deal with your burned out teachers?
- How can you breathe new life into your free breakfast program?

BLOG 3 - You are to develop a plan to assist the teacher. Refer to the BLOG promote and develop a plan. Document the different theoretical concepts you are using to develop the plan.

Week 4: Monday, March 23, 2009

Assignment: Read chapter 5

Discussion board 4 - Surprise at St. Clair Middle School pg. 213
Perception is a key factor in establishing culture, climate and leadership. Review the data from the case and respond to the questions on the discussion board.

BLOG 4 – Select one of the three frameworks, openness (OCDQ), health (OHI), or citizenship (OCB). Why do you find the selected framework useful? What are the advantages and disadvantages does this framework have for examining school climate? You are to take the instrument and score it, then compare and contrast your score with an average school.

Develop a plan for changing school climate and develop a plan for improving the climate of your school if you were appointed principal.

Week 5 - Monday, March 30, 2009

Analysis due for Phase 1 of the organization:

- Test available April 2 - April 6, 2009

Test Chapters 1, 3, 4 & 5

Test will be available on Thursday, April 2 and will remain open to April 6. The test will close at midnight on April 6. Once the test is open you will have four hours to complete the test. ***Once opened you must complete the test. You may not close and reenter the test.***

Week 6 – Monday April 6, 2009

Assignment: Read Chapter Chapters 6.

Discussion Board 5 - Conflict at Washington High School pg. 250
This case is charged and involves issues of power and authority. You will need to utilize the conflict-management styles in addressing the discussion board questions.

BLOG 5 - Politics have good and bad aspects. You will respond to the prompt and apply it to your campus. You will need to think deeply about the politics internally and externally in formulating your answer.

Week 7: Monday, April 13, 2009

Assignment: Read chapter 7 - Power & Politics; External Environments of Schools

Discussion Board 6- A Reading War – pg. 285

The case involves understanding the uncertainty in the environment and how the organization can respond to the conditions given in the case. You will need to apply the knowledge from chapter 7 in responding to the case.

BLOG 6 - Politics is not limited to the local district. No Child Left Behind Act has had implications on the local district. Your BLOG deals with the implications to the school, personnel, task and institutional environment.

Week 8: Monday, April 20, 2009

Assignment Read Chapter 8 - School Effectiveness and Decision Making

Discussion Board 7 - A Mandate for Higher Accountability - pg. 320

Accountability and effectiveness are key variables. You will be asked to respond to the case and determine how you would design the school to be highly effective.

BLOG 7 – School effectiveness is a critical issue. Using the prompts on the BLOG you will respond to the prompts regarding your school's effectiveness.

Week 9: Monday, April 27, 2009

Assignment: Read chapters 9 and 10 – Decision making Leadership in the schools

Discussion Board 8 - Special Treatment - pg. 374

Participatory decision making is a necessity in creating a culture that is owned by the teachers. Some decisions are outside the zone of acceptance. Apply the shared decision making model to the case. You will want to react to your peers input and the rationale for the model selection.

BLOG 8 – Shared decision making is critical the BLOG allows you to develop a power point presentation on how you plan to involve teachers in decisions. The BLOG provides specific expectations for the power point.

Week 10: Monday, May 4, 2009

Test Chapters 5, 6,7, 8, 9 & 10

The test will be available Thursday April 30 through May 4. You will have up to four hours for the test. **Once the test is opened it must be finished.**

Week 11: Monday, May 11

Analysis of organization phase 2 is due.

State of Texas Competencies for the School Principal license

DOMAIN I-SCHOOL COMMUNITY LEADERSHIP*

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- 1.1.1 create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- 1.1.2 ensure that parents and other members of the community are an integral part of the campus culture.
- 1.1.3 implement strategies to ensure the development of collegial relationships and effective collaboration.
- 1.1.4 respond appropriately to diverse needs in shaping the campus culture.
- 1.1.5 use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- 1.1.6 use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- 1.1.7 facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- 1.1.8 align financial, human, and material resources to support implementation of a campus vision.
- 1.1.9 establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- 1.1.10 support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- 1.1.11 acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

* "School Community" includes students, staff, parents/caregivers, and community members.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- 1.2.1 communicate effectively with families and other community members in varied educational contexts.
- 1.2.2 apply skills for building consensus and managing conflict.
- 1.2.3 implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- 1.2.4 develop and implement strategies for effective internal and external communications.
- 1.2.5 develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- 1.2.6 provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- 1.2.7 establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- 1.2.8 communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- 1.2.9 respond to pertinent political, social, and economic issues in the internal and external environment.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- 1.3.1 model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors.
- 1.3.2 implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- 1.3.3 apply knowledge of ethical issues affecting education.
- 1.3.4 apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.

- 1.3.5 apply laws, policies, and procedures in a fair and reasonable manner.
- 1.3.6 articulate the importance of education in a free democratic society.
- 1.3.7 serve as an advocate for all children.
- 1.3.8 promote the continuous and appropriate development of all students.
- 1.3.9 promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II-INSTRUCTIONAL LEADERSHIP

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- 2.4.1 facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- 2.4.2 facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 2.4.3 facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- 2.4.4 facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- 2.4.5 facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- 2.4.6 facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 2.4.7 promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- 2.5.1 facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 2.5.2 facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
- 2.5.3 create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- 2.5.4 ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- 2.5.5 use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- 2.5.6 facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- 2.5.7 facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
- 2.5.8 facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- 2.5.9 analyze instructional needs and allocate resources effectively and equitably.
- 2.5.10 analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- 2.5.11 ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision.

The principal knows how to:

2.6.1 work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.

2.6.2 facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.

2.6.3 allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.

2.6.4 implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.

2.6.5 use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.

2.6.6 diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.

2.6.7 engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

The principal knows how to:

2.7.1 implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

2.7.2 implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.

2.7.3 frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.

2.7.4 use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

2.7.5 encourage and facilitate positive change, enlist support for change, and overcome obstacles to change.

2.7.6 apply skills for monitoring and evaluating change and making needed adjustments to achieve goals.

DOMAIN III-ADMINISTRATIVE LEADERSHIP

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- 3.8.1 apply procedures for effective budget planning and management.
- 3.8.2 acquire, allocate, and manage human, material, and financial resources according to district policies and campus priorities.
- 3.8.3 apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing, and grants.
- 3.8.4 use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals.
- 3.8.5 develop and implement plans for using technology and information systems to enhance school management.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- 3.9.1 implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- 3.9.2 apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- 3.9.3 develop and implement procedures for crisis planning and for responding to crises.
- 3.9.4 apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).