Course Description: We will examine leadership 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”, critical theory “lenses”, and other theoretical perspectives and conceptual frames used to analyze organizational structures, processes, governance, and the relationship to organizational decision-making. These frames, lenses, and perspectives encompass much of the theory and research on organizations and will be used to study educational organizations. More specifically, we will analyze organizations using the following frames, lenses, and perspectives.

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.
5. In addition to these four frames, at least half of curriculum is focused heavily on the moral/ethical, critical, and institutional lenses and theoretical perspectives as additional ways in which to analyze organizational governance, learning, structures and processes, and their relationships to different approaches for decision making.

Course Purposes:
The objectives of the course are to broaden your understanding of organizational theory and behavior across multiple settings (community, schools, universities, private, corporate etc…), to increase your awareness of different organizational models designed to enhance your ability as a leader to help bring change to organizations. Change designed to nurture an ethical, caring and reflective environment is prioritized as the most effective approach to leadership and organizations. This course provides students with a variety of tools such as frames, lenses, metaphors, paradigms, and critical theoretical perspectives from both modern and post-modern paradigms to assist leaders in analyzing and solving connected multiple organizational issues, both inter- and intra-dependent, in ways that consider socially solutions and corrective acts.

Independent student reflections on the primary organizational cases used in this course are a key important objective of this course. Reflective essays (connection statements) are assigned and
woven throughout the course to provide students the opportunity to write and reflect on their own approaches to organizational problems put forth in the cases problems students work with during the course. Students must first reflect on their approach analyzing the problems put forth in the cases in juxtaposition to the literature, theoretical perspectives, and multiple frames found in the literature on organizational theory, change, and learning. Further, connection statements require students to reflect on their approaches to case solutions in relationship to the implications/ramifications their proposed solutions would have on educational organizations at-large (nation and world), and then specifically reflect on the implications/ramifications their proposed solutions would have on their own specific learning environment. Finally, connection statements require students to consider how the knowledge gained from readings and case analyses have changed their own leadership practices and how they will apply the new knowledge in their future leadership in organizations.

**Prerequisites:** *This is a doctoral level course.* To enroll in this course, you should have already been admitted to the doctoral level program in the department of Educational Leadership & Research Methodology. You also must have the basic knowledge of leadership foundations and theory (e.g., Leadership I – III at FAU or similar from other accredited institutions).

**Guidelines and standards used to develop course objectives:**
University Council of Educational Administration Doctoral Program Standards (UCEA)
Educational Leadership Licensure Consortium Standards (ELLC)
National Policy Board for Educational Administration S (NPBEA)
National College Accreditations Association for Teaching Education Standards (NCATE)
Interstate School Leaders Licensure Consortium Standards (ISLLC)
UCEA Educational Leadership Program Quality Standards
American Education Research Association Standards for EA programs: Quality Indicators (AERA)
AERA Special Interest Group Learning and Teaching in Educational Leadership (LTEL)
The College of Education at Florida Atlantic University Core Values and Mission
The Department of Educational Leadership and Research Methodology Core Values and Mission

**Objectives:**
Students will be able to:

1) **be knowledgeable of different organizational theories and models**
   (UCEA/NPBEA; NCATE 6.2, 11.3), Org Mgt and Development A, C, D, E, I, J, (NCATE 6.2), UCEA (high quality EA best practice indicators) Derived from ELCC-> converted to ISLLC Standards (Murphy, 2008) )-→ reconfigured by FLDOE (FPC 1, 2, 3, 4, 5, 6, 7, 8, 10, 14, 15;

2) **understand how organizational structure facilitates and constrains organizational and individual behavior**
   Derived from ELCC-> converted to ISLLC Standards (Murphy, 2008 )-→ reconfigured by FLDOE (FPC 1, 2, 3, 4, 5, 6, 7, 8, 10, 14, 15; FELE Org Mgt and Development A, C, D, E, I, J, (NCATE 6.2), UCEA (high quality program indicators)

3) **be knowledgeable of and apply organizational change models and processes to build coherence, capacity and make continuous improvements in organization through the promotion of system based organizational learning models. Read, analyze & and reflect on various organizational learning models (Nonaka & Takeuchi, Senge, Argrys, Morgan) and their ability to perpetuate sustainable organizational learning.**
   (NCATE 1.4; FPC 19; FELE Leadership C, D, E), ISLLC, ELCC, UCEA ED best practice indicators) Learning Models (9.2) and AERA Division A, (Organizational Learning and Tacit Knowledge Transfer) Bjork (2008) Standards for Organizational Learning

4) **understand a leader’s role in the organizational change process**
   Derived from ELCC-> converted to ISLLC Standards (Murphy, 2008 )-→ reconfigured by
5) critically analyze and solve organizational problems/cases using multiple frames and theoretical perspectives, paradigms (from structural functional(frames) to interpretivism to radical humanism. Problems/cases involve multiple types of organizations (i.e., for-profit, non-profit, public service, schools, libraries, corporations etc…) that require interdependence yet have very different inputs/outputs, needs, outcomes etc. Students will become adept at using multiple perspectives and paradigms to analyze main issues and recommend solutions that are situated in a socially just outcome(s) which benefit both the organizations involved as well as the greater community, state, national, & world. UCEA (high quality EA program indicators), AERA (SJ 5.2, LTEL 5.2 equality) UCEA SJ Center & UCEA Center for Research on District Governance (Governance for high performing socially just organizations-models from the world: Goal 4.2-dissiminate best governance for world peace, participative and involved civic live, and value lifelong learning)

Course Requirements & Assignments:
Students are expected to complete the following assignments and submit them at the start of the class meeting they are due.

1. Guided reading assignment from Bolman and Deal (*2008)

2. An analysis of the National Relief Society Case Study using critical theory and a metaphorical analogy throughout the case solution.

3. Written analysis of a four part case study in which several organizations within a growing and increasingly diverse community are linked by common needs and interests. Students will analyze each of the four case problems, both discreetly and by organizational interdependence, using a systems approach of organizational analysis to solve the case problems. Organizational analysis tools such as multiple frames, lenses, paradigms, and theoretical perspectives are employed to help solve the case and students are required to utilize a metaphorical analogy throughout the culminating case solution. This assignment results in a summative written analysis of the full four part case and oral poster presentation.

4. Connection Statements are written assignments requiring students to synthesize weekly assigned readings using a common topic/strand that spans the assigned readings for the week. This assignment requires students to reflect and critique the strand/topic against the assigned readings with regard to its application to the field of educational leadership, and then to critically self-reflect on how their chosen strand or topic to the field of educational leadership influences their own leadership behaviors within the specific types of organizations they currently lead.

5. Written critique and presentation of their choice (pending professor approval) of the third required text book listed below.

Required Textbooks

The following books are required texts for this course:

**THIRD REQUIRED TEXTBOOK: (PROFESSOR APPROVAL REQUIRED)**

*In addition to the two required books, you must choose ONE of the following books as your third required text: (order on-line or get from library and while best to have the most updated edition, it is not required):*


**Other Recommended Books:**


**JOURNAL ARTICLES, ESSAYS, AND CASE STUDIES WILL BE AVAILABLE ON FAU’S BLACKBOARD SITE UNDER COURSE NUMBER AND INSTRUCTOR…YOU MUST PRINT OUT AND BRING ALL CORRESPONDING CLASS MATERIALS TO CLASS EACH SATURDAY. ALL ASSIGNMENTS WILL BE HANDED IN HARD COPY ONLY. NO ELECTRONIC DOCUMENTS WILL BE ACCEPTED UNLESS OTHERWISE NOTED.**
Grades Will Be Based On:

Class participation and Attendance..............................10%
(this includes and other non-graded in and out of class activities)
Bolman and Deal Guided Reading Assignment.........................10%
Section I of the Organizational Case Study (Analyses Frames: Structural and HR) ..............5%
Section II of the Organizational Case Study (Analyses Frames: Political and Symbolic)......5%
Critical Theory Analysis of and Metaphorical Analogy used National Relief Society Case Study..........................10%
Connection Statements.........................................15%
(Group Based) Written Paper and Oral Poster Presentation of the analysis of the full Organizational Case Study sections I thru IV.........45%

*Rather than give Incompletes, a final grade will be given based on work completed.

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) [Today we would use inclusive language, i.e. his or her, she or he, but the message is timeless.]

APA format should be used when writing papers. I recommend that you secure a copy of the most recent edition [6th Edition] of the APA guide (Publication Manual of the American Psychological Association). Be sure to double space all written assignments unless noted otherwise by your professor, number your pages, include title and reference pages (which do not count for any page limits assigned), and CAREFULLY follow APA 6 guidelines for in-line text citations and reference lists as well as title pages and running heads. 12pt font should be used at all times and must be a clear and easy script to read. Submit hard copies of papers on day due. Please note your e-mail address on the title page of each paper in case I need to contact you about your assignment.

Please do not fax assignments, papers or exams to FAU's fax machine.

Classes will include presentations, discussions, small group work, videos, case studies and role plays. Each class member is expected to complete all assignments on time in order to be able to participate fully in our ongoing inquiry. Regular attendance is required. Class participation will be evaluated according to the degree to which you arrive ready to participate as both a speaker and listener. When evaluating student preparation and participation, the degree to which individuals’ comments are thoughtful, original and carefully grounded in the readings will be considered. Writing will be assessed according to the clarity of analysis, the depth of understanding demonstrated and your correct use of APA writing guidelines.
Special Needs:
It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you are a person with a disability and desire accommodations to complete course requirements, please arrange a meeting with me at your earliest convenience to discuss your request.

Religious Holidays:
“In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations...to observe religious practices and beliefs with regard to...class attendance, and the scheduling of examinations and work assignments.” Please notify me in advance of your intention to participate in religious observation and request an excused absence.

Academic Misconduct:
“All acts of dishonesty in any work constitute academic misconduct. The academic misconduct disciplinary policy will be followed in the event of academic misconduct.” Please note the policy on academic misconduct in your student handbook. The class is conceived as a community of scholars and we will always pursue high ethical standards in our research and writing.

Library Information:
All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, go to http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm.

References


Mountford, M., Young, M., & Skrla, L. (revise and resubmit, resubmitted Sept 2008). Transforming Educational Leadership Preparation for Gender Equity and Social Justice: Results from a Multi-Year Study *Journal of Research on Educational Leadership*
Mountford, M. (Fall, 2005). Necessary and sufficient conditions for the simultaneous renewal of a school district and its partner university. *Educational Consideration, 33*, (1) pp. 3-7
Young, M., Mountford, M. & Skrla, L. (Spring, 2006) Infusing gender and diversity issues into educational leadership programs: Transformational learning and resistance. *Journal of Educational Administration,* 44 (3) pp. 264-277