Course Introduction

This course introduces students to educational organizations through an overview of organizational theory. This overview provides a foundation that will facilitate students’ understanding of the historical and current involvement of federal, state, and local governments in education. The structure and inter-relationships between the various levels of educational organizations will also be addressed.

Course Objectives

1. The primary objective of this course is to develop and educate leaders of educational organizations.
2. Provide an overview of organizational theory
3. Examine the role of federal, state, and local governments in education.
4. Develop the skills to understand the roles and functions of those groups and individuals that are empowered to operate and provide services to schools.
5. Analyze the school administrator’s role and responsibilities to students, professional and non-professional constituent groups, and the community.
6. Develop the skills to critically evaluate your beliefs about the educational enterprise and its role in society.
7. Examine the historical evolution of schooling and educational leadership in the United States and Michigan.

Administration

The course is designed to be a collaborative effort with each student responsible for his or her own learning. The instructor’s responsibility is to provide a structure within which the student is free to learn. To this end, class structures and processes will be based on student and instructor interests and are subject to change.
The Class will consist of:

1. The first section of each class will focus on educational organization through discussion of the assigned and supplemental readings.
2. There will be a fifteen-minute break
3. The second part of each class period will be a lab.

Each student is responsible for:

1. The readings for each class prior to the topic except for the first session.
2. Participation in class discussions and lab. You are expected to attend all class sessions, to be on time, and to contribute to the class discussions and the lab. If emergencies arise, you should notify me as soon as possible and secure class notes and assignments from fellow classmates. More than two absences will constitute grounds for failure in the course.
3. As stated above, the primary objective of this course is to develop and educate leaders of educational organizations. There are two fundamental components to consider in this process: 1.) the leader; and 2.) the educational organization. You, as the educational leader, are the first component. Therefore I will ask you to make explicit your interests, beliefs, values, attitudes, biases, ideologies, etc. It is essential that you have some awareness of yourself, as you are the instrument through which leadership takes place. In addition, it is important that you develop the capacity to express your interests, etc. to others. In other words, develop your own "voice".

Secondly, the ability to analyze or "make sense" of educational organizations is an essential skill for educational leadership as organizations are the context within which this leadership occurs. In order to meet this objective, this course seeks to demystify organizations and facilitate the student's development of critical thinking skills through the use of metaphors and concepts. Metaphors are presented as a lens or frame through which to view organizations as well as a heuristic device with which to organize the conceptual knowledge of organizational theory.

In order to accomplish the above, written papers which will be used as a vehicle to describe and analyze your current organizational experiences in the light of course metaphors, concepts and processes. Each paper should be 5-7 pages in length and counts for 10% of the grade. All assignments are due the class session after they are listed in course syllabus.

The paper will consist of two sections:
a. Description and Analysis: Use relevant concepts and propositions from the readings and/or the class to make sense of your organizational situation, your experience or event. Use empirical data (descriptions) from organization (approx. 4 pages).

b. Your personal response and what that tells you about yourself as an educational leader. Make explicit your values, beliefs, attitudes, affective responses, etc. to the event which you described and analyzed (approx. 1 page).

Grading

Final Grades will be computed as follows. Breaking it down by paper, from 0-3 points will be awarded for the category of empirical data, from 0-5 points for the category of concept application, and from 0-2 points for the category of personal response. “Empirical data” means providing empirical data on which to base your analysis. “Concept application” means applying concepts from the reading and class to your empirical data. And lastly, “personal response” means explicating your personal response to the organizational events that you used as empirical data.

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Class Participation 0-20%

Total 0-100%

REQUIRED READINGS:
Course Packs. Mike’s Bookstore, Ypsilanti Michigan

TOPICS AND READING ASSIGNMENTS
1. January 9, 2002

Course Introduction, Metaphors and Concepts

Readings:

a. Morgan - Chapter 1, Introduction
b. Morgan - Chapter 10, The Challenge of Metaphor
c. Morgan - Chapter 11, Reading and Shaping Organizational Life
d. Iannaccone - Practitioners and Researchers: The What and Why of Concepts
e. Other readings as assigned.

Paper Assignment: Explore the various metaphors you and others in your organization use to make sense of your organization. Include the context in which they are used. Due next class session.

2. January 16, 2002

Organizations as Machines

Readings:

a. Morgan - Chapter 2, Mechanization Takes Command
b. McKibbin - Traditional Organizational Theory in Educational Administration
c. Gouldner - About the Functions of Bureaucratic Rules
d. Etzioni - Organizational Control and Leadership
e. Mintzberg – Professional Bureaucracy
f. Other readings as assigned.

Paper Assignment: Explore your organization framed as a machine/bureaucracy. Due next class session


Organizations as Organisms, Part 1

Readings:

a. Morgan - Chapter 3, Nature Intervenes
b. Thompson - Organizations in Action, Chapter 1-3
c. Weick – Educational Organizations as Loosely Coupled Systems
d. Hanson and Brown - A Contingency View of Problem Solving in Schools
e. Other readings as assigned.

4. January 30, 2002

Organizations as Organisms, Part 2
Readings:
  a. Perrow – Chp. 5: Institutional School
  b. Perrow – Chp. 6: The Environment
  c. Meyer & Rowan – Institutionalized Organizations
  d. Other readings as assigned.

Paper Assignment: Explore your organization framed as an organism/open system.

5. February 6, 2002   Organizations as Brains

Readings:
  a. Morgan - Chapter 4, Learning and Self Organization
  b. Galbraith - Information Processing Model
  c. Kingdon – March & Cohen’s Garbage Can Model
  d. Other readings as assigned

Paper Assignment: Explore your organization framed as a brain, information processor, decision making system.

6. February 13, 2002   Organizations as Cultures

Readings:
  a. Morgan - Chapter 5, Creating Social Reality
  b. Drabek & Haas - Looking Inside an Organization
  c. Schein - Organizational Culture
  e. Other readings as assigned.

Paper Assignment: Explore your organization framed as a culture.

7. February 20, 2002   Organizations as Political Systems, Part 1
Topic #1 – Political Culture and Interests

Readings:

Topic #2 – Conflict

Readings:
a. Schattschneider - The Semisovereign People, Chapters 1 & 4
b. Lutz & Iannaccone - The Dissatisfaction Theory of Governance
c. Other readings as assigned

8. February 27, 2002 Winter Recess – No Class

9. March 6, 2002 Organizations as Political Systems

Topic #1 – Power and Influence

Readings:
a. Morgan - Chapter 6, Interests, Conflict, and Power
b. Other readings as assigned

Topic #2 – Governance and Structure

Readings:
a. Pfeffer - The Micropolitics of Organizations
b. Iannaccone - Micropolitics of Education
c. Frantzich & Percy - Federalism
d. Other readings as assigned.

Topic #3 – Domination and Elite Theory

Readings:
a. Morgan - Chapter 9, The Ugly Face
b. Perrow - Chapter 2, Managerial Ideologies
c. Other readings as assigned.

Paper Assignment: Explore your organization framed as a political system.

10. March 13, 2000 Organizational Economics and Finance

Readings:
a. Barott & Galvin – Politics of Supervision
Paper Assignment: Explore your organizational framed as an economic system.

11. March 20, 2002  Organizations as Flux, Transformation, and Change

Readings:
  a. Morgan - Chapter 8, Unfolding Logics of Change
  b. Brown - Toward a Methodology for Nonviolence
  c. Owens, Chapter 7: Organizational Change
  d. Barott & Raybould - Changing Schools into Collaborative Organizations
  e. Other readings as assigned.

Paper Assignment: Explore organizational change

12. March 27, 2002  Wrap-up!

Readings:
  a. Morgan – Chapter 1, Introduction
  b. Morgan - Chapter 10, The Challenge of Metaphor
  c. Morgan - Chapter 11, Reading and Shaping Organizational Life
  d. Morgan – Chapter 12, Postscript
  e. Greenfield – Organizational Theory as Ideology
  f. Other readings as assigned.

13. April 3, 2002  Final - Student Presentations

Assignment: Synthesis and Presentation are due