

Department of Secondary Education and Educational Leadership
AED 604: Examining the Dynamics of Organizational and Human Interactions within
Educational Systems
Fall 2019

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Course Time & Location: 1:00-5:00 (S) Rm. 321

Office Hours: (Call for Appointment)

Credits: 3

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Prerequisites: AED 601, 603

Course Eligibility: Completion of prerequisite courses in the cohort sequence and departmental permission

I. Course Description:

By examining organizational practices that have been identified, framed, and grounded through theoretical and empirical research, this course emphasizes the dynamic nature of educational organizations as human activity systems, with special focus on the roles and responsibilities of people within those systems. The purpose of the course is to enhance knowledge of important concepts of both organizational theory and organizational systems, and the role of leadership within those systems, in order to contribute to the student's success in organizational leadership.

This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. Typically, all courses for each semester are scheduled for alternating weekends unless there is a scheduling conflict requiring a back-to-back weekend schedule during the semester.

Course Justification:

AED 604 Examining the Dynamics of Organizational and Human Interaction within Educational Systems (3 credits) is one of the core requirements for the Ed.D. Degree in Educational Leadership. This course follows the executive model of the doctoral program and is scheduled for weekends during the semester, including Friday and Saturday. The course meets 9 Saturdays throughout the semester. Each class meeting is 4 hours (240 minutes) in length and students are expected to be in attendance for all classes, actively engage in discussions, complete all readings assigned for in class and/or outside class, complete all writing and research activities as assigned for in class and/or outside class, and actively participate in the Southwest Educational Research Association (SERA) conference research study. Multimedia and related digital/virtual technologies are used for additional direct instruction and require a minimum of 9 hours. All students will complete multiple formal assignments (both in-class and outside of class) including an Organizational Analysis Project, Teaching Presentation, Podcast, Cultural Markers paper/discussion, Applications/discussion of select books, trigger questions for all assigned readings, conduct select/approved interviews with leaders in organizational settings, and a SWOT activity. The assigned readings and writing activities will require a minimum of 6-12 hours per week, outside class. In-class activities that have a written component will require individual and/or small group work. All

students will make formal, professional presentations during class using presentation software/applications. All presentations will be prepared outside class and follow activity guidelines and APA 6th Edition and/or professor determined formatting.

Course Themes:

This course will address organizational dynamics in a context of reform. Questions will be considered such as: In the present context, what should be happening to initiate, implement, and sustain change? What keeps an organization vital and healthy? What is the core technology of the school organization? What fosters commitment? How do leaders influence the organizational culture?

The following concepts will be developed in the course:

- the context of organizational reform and the changing nature of organizational systems
- the leader's role in organizational dynamics: leadership, culture, and commitment
- communication to the larger community and within the organization

The following generalizations serve as a backdrop for the course design:

- Changes have occurred in organizational theories. Many of the theories that were once accepted in the bureaucratic age are now questioned.
- Theories that were accepted as truths are now considered from multiple angles, such as, "Were women included in the study? Do the theories apply to all organizations?"
- Organizations are complex and dynamic. They are, above all, made up of people who are multi-faceted and unique.
- Organizations often reflect common core values, and leaders can influence these.
- Interpersonal relationships form an important part of how people feel about the organization and can influence an individual's longevity in and commitment to the organization.
- Each individual's analysis of his or her own experiences as part of theory-testing is important considering, "Does the theory or proposition 'ring true' with my experience? Why or why not?"
- Studying organizations is important as a prelude to better understanding self, others, and organizational improvement.
- While universal theories may not derive from the study of successful organizations, insights can be gained that can deepen our understanding of ways to improve organizational work.

II. Intended Learning Outcomes/Goals/Objectives:

The Conceptual Framework and/or Vision, Mission, Goals and Core Values describe a shared vision and purpose for the SFASU College of Education. It provides coherence for our curriculum, clinical experiences, and assessments. It is linked to the University vision and values, and describes how those values translate into knowledge, skills, and dispositions in the College of Education. It is this philosophy and vision that helps to distinguish our graduates from those of other institutions.

Program Learning Outcomes:

This course will contribute to the candidate's preparation to master the program's learning objectives. The candidate will be able to:

1. Synthesize each year's study and present representation of his/her growth as a scholar-practitioner leader through course assignments and expectations.
2. Develop a deep understanding of the scholar-practitioner's role in a school system or higher education.
3. Develop a deep understanding of the scholar-practitioner's role in ensuring social justice within the school system and society.
4. Develop a sense of service, leadership, and continued professional and intellectual development.

Student Learning Outcomes:

By viewing organizations through lenses unrelated to educational enterprises, students will develop critical perspectives on the universality of organizational practices and will formulate answers to the salient questions relevant to organizational leaders, including:

- How does leadership manifest in organizations?
- What influences the commitment of individuals within organizations?
- What factors are critical in shaping the culture of an organization?
- What are the contributing factors and deterrents to organizational learning?
- How do leaders influence positive organizational results?
- How does the organization serve as an engine for social justice?

A rigid blueprint for success will not be provided. Instead, the student will synthesize the research, readings, and class discussions toward developing a personal framework of organizational leadership. Evidence of understanding will manifest through the course assignments/activities described below and through the student artifacts selected for inclusion in the Synthesis I Portfolio.

The learning outcomes reflect coherence with course goals for the doctoral program curriculum. All course goals and objectives, and relatedly, all activities for the course, are informed by the value for: academic excellence as a cornerstone of the scholar-practitioner's learning experience and, in turn, as a foundation of the scholar-practitioner's work in the larger community and society; recognizing that the work of a scholar-practitioner is intellectual and necessarily guided by cognitive reasoning as evidenced by a critical, reflective, and creative thinking; understanding the importance of life-long learning; demonstrating an openness to new ideas, innovation, and change; and embracing the importance of service necessary to foster community and democratic citizenship. The values undergird the work of the scholar-practitioner as public intellectual concerned with socially engaged citizenship as fostered through social inquiry and practice.

III. Required Texts and Materials:

Bolman, L. G., & Deal, T. E. (2017). *Artistry, Choice, and Leadership: Reframing Organizations*. San Francisco, CA: JosseyBass. (ISBN: 978-1119281825)

Marion, R., & Gonzales, L.D. (2014, 2nd ed.). *Leadership in Education: Organizational Theory for the Practitioner*. Long Grove, IL: Waveland Press, Inc.

One other book of your choice.

Other readings as provided.

IV. Course Requirements and Evaluation:

1. Attendance and Participation (20 points)

Regular and punctual attendance and active class participation are expected. *More than two absences will disqualify a student from receiving a final grade of A.*

Students should be thoroughly prepared for each class meeting as outlined in the class schedule and assignments and to **participate actively** in all class sessions. It is the student's responsibility to notify the professor of any planned absence and to submit work in accordance to established due dates. Students should also notify the professor of any unplanned absence as time allows. More than one absence may result in a diminished grade for the course. Tardiness will also result in a diminished grade. Make-up assignments will be given and assessed for each absence.

Class Participation

Class discussions will be held at every class meeting. To support discussions that honor diverse perspectives, efforts should be made to participate, and to encourage others to participate, within these parameters:

- **Present questions, not answers:** Your primary role lies in asking engaging questions; you do not stand before the class to provide answers, though you may feel, having invested time in preparing for a discussion, that you have them. Your questions should allow your classmates to arrive at their own conclusions—if all goes well, in sync with your expected conclusions! —in terms articulated by the participants themselves.
- **Listen closely:** You will ask provocative questions only if you listen closely to what people are saying. Each of your major questions will generate discussion that in turn should generate a score of lesser questions.
- **Remember what people say:** You will ask much better questions if you can remember who says what. Remembering comments allows you to juxtapose statements from the same person at different points during the class: The result may be a distinctive portrait of that person's thinking or general attitude toward the topic under discussion; it often also reveals sharp contradictions within a single person's views. If you remember people's comments, you can also juxtapose the views of different members of the class, which will allow a more targeted agreement or debate on a specific issue.

2. Organizational Analysis Project (100 points)

Using the organizational context where you are currently employed (or, in some instances, were previously employed), you will inquire into your organization's purpose and current context, applying and adapting organizational theory to that context, and suggesting a theory-based, practical organizational change plan that offers the promise of ameliorating the issue that underlies the problems impeding some aspect of organizational success. Then, in light of that analysis, you will formulate a provisional definition of leadership. Throughout this project, you will engage in these activities as if you currently occupy the position to which you aspire. The project consists of three inter-related exercises, each of which is covered in a separate document and will be discussed in class.

3. Executive Summary, your choice of book (40 points)

You will select a trade book from the fields of business, education, social science, biography, political science, or other field, or perhaps even select works of fiction, that have a bearing on some aspect of organizational activity. Ideally, this will be a reference you can use in the future for some staff development or training purposes.

Once your selection is approved, you will read the book and prepare an executive summary based on one or the other formats of commercially available book summaries (examples provided in class). You may not select a book that you have previously read (with the possible exception of a work of fiction). The summary will be 4-6 pages and *will not* utilize APA formatting. Be prepared to informally present your book and share your summary with the class.

4. Current Events (20 points)

Keeping abreast of news in education and leadership is a part of our personal and professional growth. We will be utilizing Twitter to share news articles that we find timely and appropriate to the material we cover in class. Each student should post a link to a unique article (using #AED604) before each class. During class students should be prepared to lead discussion about their article, including providing additional information to support or refute the content of the story and to connect to the course material.

5. Reframing Organizations Application/Analysis (20 points)

Identify and explain a current problem in your organization. Using the frames outlined in *Reframing Organizations*, complete a 5-6 page (double spaced) analysis of the problem, taking care to view the problem through each frame. Consider each frame as a window through which to view the problem. How does the problem look when viewed through each window? What potential solutions are available? Which frame provides the best solution? Why?

6. Discussion Leader (10 points)

You will be responsible for leading the discussion for your assigned chapters of the *Leadership in Education: Organizational Theory for the Practitioner*. All class members will have read the text and prepared trigger questions, but you will be responsible for initiating and guiding the discussion.

7. Trigger Questions (20 points)

For each chapter of *Leadership in Education: Organizational Theory for the Practitioner*, you will prepare three trigger questions. These questions should be analytical in nature, ideally connecting the ideas in the chapter to your practice, to other readings, or to contrasting ideas. The purpose of the questions is to ensure that you have attended to the reading in a meaningful way before class.

For each journal article assigned, you will also prepare 3 trigger questions, following the same criteria.

You may submit all questions for a given class period on one document, provided they are clearly labeled. All the questions will be bundled at the end of the course for one grade.

8. Teaching Presentation, Podcast Assignment (10 points)

You will choose one podcast to listen to which outlines and explains a particular cognitive bias. Conduct additional research and prepare a 15 minute teaching presentation to present to the class. Also prepare a one-page overview of the topic and provide copies for the class.

9. Interviews (30 points)

You will interview two people who hold leadership/management positions (one formal and one informal) outside of the educational field. In class, we will develop a set of guiding questions. *You will submit your transcriptions of the interviews along with a 2.5-3 page reflective analysis* of the interviews situated within the context of the class discussions.

10. SWOT Activity (10 points)

Collectively, prepare a one page info-brief of the why, what, and how of a SWOT analysis. Individually, complete an analysis of your organization.

11. Articles (10 points)

Throughout the semester, you will be given articles to read, analyze and discuss. Individually, you will be asked to locate an article (on a topic to be determined) to share with others. You will be presenting and leading the discussion on your chosen article.

12. In-class Final Synthesis (10 points)

On the final class date, students will write a reflective essay in class to synthesize key concepts learned or strengthened from this course. It is expected that the essay will serve as a reflective analysis of 4 to 5 key ways that the student has grown in knowledge that will influence practice.

Assignment	Points
Attendance/Participation	20
Organizational Analysis Project	100
Executive Summary, book	40
Article Review and Presentation	10
Current Events	20
<i>Reframing Organizations</i> Application	20
Discussion Leader	10
Teaching Presentation, Podcast	10
Trigger Questions	20
Interviews	30
SWOT Activity	10
Final Synthesis	10
Total	300

Grade	Points
A	300-270
B	269-240
C	239- 210
D	209-180
F	179 & below

*More than one absence will result in loss of a letter grade.

*All assignments must be completed and submitted to receive an A.

V. Tentative Course Schedule and Assignments:

Date	To-Do (BC=Before Class IC=In Class)	To Turn In (BC=Bring to Class IC=Done In Class)
Aug 24	-Introductions/Icebreakers -syllabus -Introduction to course themes (organizations, leadership, culture) -Sinek “Start with Why” - Articles	IC---develop interview questions
Sep 7	IC – Current Events Discussion IC - -Develop Interview Questions IC – Mental Models IC—SWOT activity	BC – Twitter Posting IC—SWOT activity
Sep 21	BC—Read Ch 1-4 in <i>Leadership in Ed.</i> IC—Interview coding activity	BC—trigger questions, chpts 1-4 BC—Interview transcripts and reflection
Oct 5	BC—Read Ch 5-8 in <i>Leadership in Ed.</i> IC—Interview coding activity	BC—trigger questions, chpts 5-8

Oct 19	BC—Read Ch 9-12 in <i>Leadership in Ed.</i> BC—Podcast assignment IC—Podcast presentations	BC—trigger questions, chpts 9-12 BC—Podcast one-pager (copies)
Oct 26	BC—Read Ch 13-14 in <i>Leadership in Ed.</i> IC—organizational metaphors	BC—trigger questions, chpts 13-14 BC—Exercise 1 of Org Analysis Project
Nov 9	BC—Read <i>Reframing Organizations</i> IC—problem solve Exercise 2 (which means you need to have started on it) IC—read article and participate in activities	BC—Exercise 2 of Org Analysis Project (rough) BC—trigger questions, articles BC—Reframing Organizations Analysis
Nov 16	IC— <i>All the Way</i> analysis and discussion BC—Read assigned articles IC—article review and activities IC— <i>Reframing Organizations...</i> (cont'd)	BC—Exercise 2 of Org Analysis Project (final) BC—Exercise 3 of Org Analysis Project
Dec 7	BC—Read your selected book IC—discuss books	BC—Executive Summary of book IC—final synthesis

VI. Student Course Evaluation:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

Course evaluations are completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VII. Students Ethics and Other Policy Information:

Students with Disabilities: *Policy 6.1 and 6.6*

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Academic Integrity: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment

may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at <https://www.sfasu.edu/judicial/earlyalert.asp> or call the office at 936-468-2703.