

**TEAL 6090**  
**Theories of Organizational Leadership in Education**  
**Utah State University**  
**Fall 2018**

Syllabus Disclaimer

This syllabus is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate. I will make my best effort to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

Instructor: Dr. Amanda Taggart  
Office: EDUC 396  
Office Hours: by appointment  
E-mail: [amanda.taggart@usu.edu](mailto:amanda.taggart@usu.edu)

**Required Text**

Bolman, L. G. & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

**(Optional Text)** Bolman, L. G., & Deal, T. E. (2010). *Reframing the path to school leadership: A guide for teachers and principals* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin.

**Course Description**

Educational institutions are complex organizations that bring together diverse groups of people toward a common goal of educating society. This course will introduce prospective school administrators to theories of organizational behavior and practices of managing and leading people within the context of the school organization.

**Learning Objectives**

1. To help students learn to understand and apply course materials related to the concepts of organizational theory and leadership as they relate to the complexities of the school organization
2. To help students develop specific skills, competencies, and points of view needed by professionals in the field of educational leadership (i.e., rational thinking, problem solving, conflict management, negotiation, decision making, group leadership, effective human resource management)
3. To help students learn to analyze and critically evaluate ideas, arguments, and points of view

**This course aligns with Standards 3 and 5 of the Utah Educational Leadership Standards.**

**Standard 3: Management for Learning**

*An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

**Performance Expectation 3A:** Educational leaders distribute responsibilities and supervise ongoing management structures and practices to enhance learning and teaching.

**Performance Expectation 3B:** Educational leaders strategically allocate and align human, fiscal, technological, and physical resources.

**Performance Expectation 3C:** Educational leaders protect the well-being and safety of students and staff.

**Standard 5: Ethical Leadership**

*An educational leader promotes the success of every student by acting with, and ensuring a system of, integrity, fairness, equity, and ethical behavior.*

**Performance Expectation 5A:** Educational leaders demonstrate appropriate, ethical, and legal behavior expected by the profession.

**Performance Expectation 5B:** Educational leaders examine personal assumptions, values, beliefs, cultural competencies, and practices in service of a shared vision, mission, and goals for student learning.

**Performance Expectation 5C:** Educational leaders perform the work required for high levels of personal effective leadership performance, including acquiring new capacities needed to fulfill responsibilities.

**Learning Activities/Assignments**

1. **No-Pressure Quizzes:** You will demonstrate mastery of the course concepts by completing a quiz for each chapter in the text. You may take each quiz as many times as needed after referring back to the reading to ensure understanding of the material. The quizzes are available in Canvas. All quizzes must be passed at 100%. (20%)
2. **Group Discussions:** You will participate in four small-group discussions on the course readings and submit a short reflection on your discussion. (20%)
3. **SWOT Analyses:** You will perform a SWOT analysis for each of the four frames (structural, human resource, political, and symbolic) discussed in the course text. (20%)
4. **Group Case Study Presentation:** In a group, you will apply the principles studied in the course to a practical case study. (20%)
5. **Final Paper on a Selected Frame (Final Exam):** You will write a paper on the application of one of the frames discussed in the course and apply it to your organization, incorporating the concepts described in the course text. This paper will serve as the final exam for the course. (20%)

*Assignment descriptions and grading rubrics can be found beginning on Page 6 of this syllabus.*

## Course Schedule

<b>Date</b>	<b>Topic(s)</b>	<b>Required Readings</b>	<b>Assignment(s) Due</b>
Aug 29	<ul style="list-style-type: none"> <li>• Introduction to the Course</li> <li>• Organizational Theory</li> </ul>		
Sep 5	<ul style="list-style-type: none"> <li>• Framing</li> <li>• Organizational Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 1, 2</li> </ul>
Sep 12	<ul style="list-style-type: none"> <li>• Structural Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 3, 4</li> </ul>
Sep 19	<ul style="list-style-type: none"> <li>• Structural Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpt. 5</li> <li>• Structural Frame Group Discussion Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 5</li> <li>• Structural Frame Group Discussion &amp; Reflection</li> <li>• Structural Frame SWOT Analysis</li> </ul>
Sep 26	<ul style="list-style-type: none"> <li>• Human Resource Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 6 &amp; 7</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 6, 7</li> </ul>
Oct 3	<ul style="list-style-type: none"> <li>• Human Resource Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpt. 8</li> <li>• Human Resource Frame Group Discussion Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 8</li> <li>• Human Resource Frame Group Discussion &amp; Reflection</li> <li>• Human Resource Frame SWOT Analysis</li> </ul>
Oct 10	<ul style="list-style-type: none"> <li>• Political Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 9 &amp; 10</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 9, 10</li> </ul>
Oct 17	<ul style="list-style-type: none"> <li>• Political Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpt. 11</li> <li>• Political Frame Group Discussion Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz 11</li> <li>• Political Frame Group Discussion &amp; Reflection</li> <li>• Political Frame SWOT Analysis</li> </ul>
Oct 24	<ul style="list-style-type: none"> <li>• Symbolic Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 12 &amp; 13</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 12, 13</li> </ul>
Oct 31	<ul style="list-style-type: none"> <li>• Symbolic Frame</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpt. 14</li> <li>• Symbolic Frame Group Discussion Prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 14</li> <li>• Symbolic Frame Group Discussion &amp; Reflection</li> <li>• Symbolic Frame SWOT Analysis</li> </ul>
Nov 7	<ul style="list-style-type: none"> <li>• Reframing</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 15 &amp; 16</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 15, 16</li> </ul>
Nov 14	<ul style="list-style-type: none"> <li>• Leading Organizational Change</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 17 &amp; 18</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 17, 18</li> </ul>
Nov 21	<p><b>Thanksgiving Break (No Class)</b></p>		
Nov 28	<ul style="list-style-type: none"> <li>• Ethical Organizational Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Chpts. 19 &amp; 20</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes 19, 20</li> <li>• Group Case Study Presentation</li> </ul>
Dec 5	<ul style="list-style-type: none"> <li>• Conclusion of the Course</li> </ul>	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, Epilogue</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz on Epilogue</li> </ul>
<b><u>Dec 12: Final Exam: Application of a Selected Frame to a School Organization</u></b>			

## **Course Evaluation**

<b>A</b>	93% and above	<b>B-</b>	80-82%	<b>D+</b>	67-69%
<b>A-</b>	90-92%	<b>C+</b>	77-79%	<b>D</b>	60-66%
<b>B+</b>	87-89%	<b>C</b>	73-76%	<b>F</b>	59% and below
<b>B</b>	83-86%	<b>C-</b>	70-72%		

## **Assignment Due Dates and Late Work**

All assignments must be submitted on Canvas **no later than 11:59 p.m. on the due date.**

**No late work** is accepted for this course.

## **Courtesy to Classmates and Instructor**

It is important that students feel comfortable participating in group discussions. Please be courteous and assume that, like you, your group members also have the best intentions.

## **Technology Statement**

The M.Ed. in Instructional Leadership and the Administrative/Supervisory Concentration (ASC) Program are delivered using a variety of technology tools and delivery systems. The use of technology tools is extensively integrated throughout the coursework to the extent that mastery of their use is required for successful completion of the program. These technology tools are consistent with those utilized in most school districts in Utah.

Technology tools which you will need to master to successfully complete either the M.Ed. or the ASC include:

1. Instructure Canvas Course Management System
2. Video Conferencing Systems
3. Microsoft Word or a compatible, commonly used word processing program
4. Microsoft Excel or a compatible, commonly used spreadsheet program
5. Microsoft PowerPoint or a compatible, commonly used presentation program
6. E-mail
7. Internet and web page navigation (You will not be required to create or manage websites.)

## **University Policies**

### **Honor Pledge**

Students will be held accountable to the Honor Pledge which they have agreed to: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.”

### **Academic Honesty**

The instructor of this course will take appropriate action in response to academic dishonesty, as defined by the University’s Student Code:

Acts of academic dishonesty include but are not limited to:

- 1) **Cheating**: 1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, text, examination, or any other academic exercise or activity be done “individually;” 2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; 4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; 5) continuing to write after time has been called on a quiz, text, examination, or any other academic exercise or activity; 6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or 7) engaging in any form of research fraud.
- 2) **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- 3) **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

The complete Code of Policies and Procedures for Students at Utah State University can be viewed at: <https://studentconduct.usu.edu/studentcode/>.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## ASSIGNMENT INSTRUCTIONS

### Group Discussions

You will apply the principles studied in the course to four group discussions. After reading about each organizational frame in the course text, you will read a common case study and then conference with your group in order to address the following questions.

1. What is the main issue in this case?
2. What are the options for response?
3. Applying this unit's organizational frame, what is the best option available and for whom?

Each group may decide to conference in whichever format its members would like (e.g., video conferencing via Zoom, Skype, or some other program; conference call via telephones; e-mail; group chat via Canvas; discussion board in Canvas; face-to-face meeting). After you have met, each group will submit one group written reflection (between 1 and 1½ pages) on what you discussed. In lieu of submitting a written reflection, you may submit a 3-minute video describing your group discussion.

These group discussions are intended to help you practice for your Group Case Study Presentation later in the semester. Therefore, try to incorporate concepts from the course text into your discussions and reflections. An example of a good reflection has been provided on Canvas.

<b>Grading Rubric for Group Discussions</b>			
<b>1 – Weak</b>	<b>2 – Average</b>		<b>3 - Strong</b>
Reflection thoughtfully and clearly describes the group discussion regarding the case questions	<b>1</b>	<b>2</b>	<b>3</b>
<b>0 – Yes</b>	<b>1 - No</b>		
Reflection utilizes appropriate grammar conventions	<b>0</b>		<b>1</b>
Reflection meets the length requirements	<b>0</b>		<b>1</b>
<b>TOTAL:</b>			<b>/5</b>

*Lists of assigned group members can be found on Page 10 of this syllabus.*

## SWOT Analyses

The purpose of each SWOT analysis is to help you begin analyzing your organization through Bolman and Deal’s four frames (structural, human resource, political, and symbolic). After completing each section in the book devoted to a particular frame, you will submit an analysis identifying your organization’s (i.e., school’s) Strengths, Weaknesses, Opportunities, and Threats (SWOT).

To complete each SWOT analysis, list no fewer than three strengths and weaknesses of, opportunities within, and threats against your organization for each frame. Because the SWOT analysis is also meant to help you write your final paper at the end of the semester, it is recommended that, whenever possible, you include page numbers from the Bolman and Deal text where you can find the concepts you refer to in your analyses.

### Example: Structural Frame

**Strengths:**

- Vertical coordination enhances goal completion (p. 55)
- Tightly coupled organization produces well-defined work tasks (p. 74)
- Good mix of rules and organizational flexibility (p. 75)

**Weaknesses:**

- Lack of lateral coordination/horizontal input (p. 58)
- Old school with an aging workforce, increasing complexity (p. 64)
- PLCs based on knowledge and skill (academic departments), limiting knowledge-sharing across disciplines (p. 54)

**Opportunities:**

- New leadership will provide room for increased participation
- Next year’s team teaching can enhance collaboration in a dual authority network (p. 98)
- New technologies will allow immediate feedback between leaders, teachers, students, and parents (p. 67)

**Threats:**

- Lack of funding initiatives may cause demoralization of staff
- Increased emphasis on proficiency testing may result in overload (p.73)
- Projected teacher shortage may result in a less-trained workforce requiring more supervision and less autonomy among teachers (p. 64)

<b>Grading Rubric for Each SWOT Analysis</b>					
<b>1 – Unacceptable</b>	<b>2 – Weak</b>	<b>3 – Good</b>		<b>4 - Strong</b>	
Thoughtfully and clearly addresses strengths, weaknesses, opportunities, and threats, referring to the concepts located in the course text		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
	<b>1 - Yes</b>	<b>2 – No</b>			
Lists at least 3 bullet points per section		<b>0</b>		<b>1</b>	
	<b>TOTAL:</b>				<b>/5</b>

## Group Case Study Presentation

In an assigned group, you will apply the principles studied in the course to a practical case study. Each group may choose one of the group case studies located on Canvas. After reading your chosen case study, the group will prepare a presentation **briefly summarizing the case and addressing the following questions:**

1. What is the main issue(s) in this case?
2. What are the options for response to this issue(s)?
3. Apply Bolman and Deal’s **four** frames to the issue(s), incorporating concepts from the course text, to determine the best option available and for whom it is the best option.
4. Read the complete Utah Educational Leadership (UEL) *Standard 5: Ethical Leadership* on Canvas or at <https://www.uen.org/k12educator/uels/>. After reading Standard 5, explain the ethical implications of this case.

Your presentation may consist of a PowerPoint, Prezi, video, or whatever else you decide. Be creative and make it interesting! If making a video, it should be no longer than 30 minutes.

<b>Grading Rubric for Group Case Study</b>				
<b>1 – Unacceptable</b>	<b>2 – Weak</b>	<b>3 – Good</b>		<b>4 - Strong</b>
Thoughtfully and clearly describes the main issue(s) in the case	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Outlines various options for response to the issue(s)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Thoroughly applies concepts from each of Bolman and Deal’s four frames to the issue, incorporating concepts from the text, to determine the best option available and for whom it is the best option	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Explains the ethical implications of this case as they apply to UEL Standard 5	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Attention to producing the highest quality product is evident—clearly organized, carefully edited, visually appealing, etc.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>TOTAL:</b>	<b>/20</b>			

*Lists of assigned group members can be found on Page 10 of this syllabus.*



## Final Paper: Application of a Selected Frame to an Educational Organization

The purpose of this assignment is to apply the theories and perspectives discussed in this course to the actual organizational structures and processes of educational institutions. Your final product will be a written analysis of your current (or former) institution’s strongest or weakest frame (your choice). A highly proficient analysis will link important course concepts and literature to the observations and data. Do not use actual names of individuals or institutions—do your best to blind the identities at all times. You should choose 3-4 concepts from the frame you have chosen to address in your paper.

The paper must be typed, double-spaced, use 12-point, Times New Roman font, and have one-inch margins. The paper should be between 4 and 6 pages in length, not including the cover and reference pages. All aspects of the paper must adhere to APA (6<sup>th</sup> ed.) style guidelines, with one exception: **When you discuss a specific concept from the text, please put the page number where it can be located in parentheses immediately following your reference of it.** An example of a good final paper has been provided on Canvas. You can use this example as a template for APA formatting, as well.

<b>Grading Rubric for Final Paper</b>					
<b>1 – Unacceptable</b>	<b>2 – Weak</b>	<b>3 – Good</b>		<b>4 - Strong</b>	
Paper is clearly organized (e.g., includes an introductory paragraph and subsections that closely follow the concepts outlined in the introductory paragraph)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
Thoughtfully applies 3-4 concepts from the chosen frame to current organization	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
Claims are illustrated with appropriate examples from the organization	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
Observations are connected to appropriate literature with page numbers cited	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
Attention to producing the highest quality product is evident—carefully edited, APA standards followed, etc.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>TOTAL:</b>					<b>/20</b>

## **ASSIGNED GROUP MEMBERSHIP**

The following groups should meet to work together on the **Group Discussions** and the **Group Case Study Presentation**.

**Group 1  
(Higher Education)**

Crystal Giordano  
Brook Peacock  
Maygen Simm  
Katherine Youmans

**Group 2  
(K-12)**

Jorena Carmiol  
Michael Hylton  
Kathryn Boone  
David Everett

**Group 3  
(K-12)**

Laura Reina  
Liz Kesler  
Amanda Keel  
Eric Carlson

**Group 4  
(K-12)**

Brian Ottley  
Colton Marble  
Stacy Lyon  
Katie Campbell