UNIVERSITY OF NORTHERN COLORADO  
Educational Leadership and Policy Studies  
Fall 2015 Lowry Cohort 2 Syllabus  
ELPS 603 - Shaping Organizations: Management and Leadership in Education  
3 credits

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Course Description:

In this course students examine various approaches to understanding organizations with particular emphasis on problem identification and leadership as it contributes to problem solution. Primary topics include: understanding structural, human resource, symbolic, and political organizational frames; organizational behavior and theory; organizational problem solving; leadership theories, and change in organizations.

RELATIONSHIP OF THIS COURSE TO PROGRAM KNOWLEDGE BASE:

Learning experiences of this course contribute to students' understanding of the underlying beliefs of the UNC ELPS leadership development program; particular emphasis is given to the underlined statements below:

Human growth and development are lifelong pursuits;
Organizations are artifacts of a larger society;
Learning, teaching, and collegiality are fundamental activities of educational organizations;
Validated knowledge and active inquiry form the basis of practice;
Moral and ethical imperatives drive leadership behavior;
Leadership encompasses a learned set of knowledge, skills, and attitudes; and
Leaders effect positive change in individuals and organizations.
Effective leadership in educational organizations depends on individual and group effort.
Leaders' behavior and actions model their beliefs and values.

RELATIONSHIP OF THIS COURSE TO STANDARDS FOR COLORADO EDUCATORS:
The emphases in this course address the following key aspects of the Colorado Standards for principal and administrator licensure.

Standard I: Principals demonstrate strategic leadership
1.2. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data. Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans
1.3. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students. Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data.
They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.

3. Standard III: Principals Demonstrate School Cultural and Equity Leadership

3.1. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it. Principals articulate a strong and clear vision for the school’s culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.


6.1. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school. They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student’s learning, and partner with school- and community-based resources to support students and their families. They build and sustain school-community partnerships with businesses and other civil and social organizations to ensure multiple learning opportunities for students.

RELATIONSHIP OF THIS COURSE TO STANDARDS NATIONAL STANDARDS:

ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

ELCC Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

ELCC Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school
students, families, and caregivers; acting to influence local, district, state, and national
decisions affecting student learning in a school environment; and anticipating and assessing
emerging trends and initiatives in order to adapt school-based leadership strategies.

COURSE OBJECTIVES:
Course objectives are intended to provide students with the knowledge bases, skills and behaviors, and attitudes
concerning:
1. Compare and contrast the structural, human resource, political, and symbolic approaches
to studying organizations.
2. Identify the major theorists associated with each of the four frames.
3. Provide examples of specific leadership/management behaviors associated with the
four frames.
4. Give examples of practical management tools associated with each of the four frames.
5. Improve skills in the ability to seek out relevant data and analyze complex information
to determine the important elements of a problem situation.
6. Develop an understanding of the systemic perspective of organizations.
7. Review the social systems model and its application to schools and other organizations.
8. Understand the importance and value of leadership in solving organizational problems.
9. Develop skill in using different theories and frameworks to analyze and solve organizational problems
10. Critically analyze the differences between leadership skills and management skills in an
educational setting.
11. Understand the evolution of leadership theory.
12. Assess the importance of leadership in developing a positive organizational climate.
13. Understand the process of organizational change as applied to educational organizations.

Required Texts:

ASSIGNMENTS/PERFORMANCE ASSESSMENTS:
The primary assignment for this course involves the development of an organizational problem case study,
analysis and solution. Each student will develop a narrative depicting an organizational problem he/she has ex-
perienced. This will be followed by four short analyses in which students will revisit the organizational prob-
lem and analyze the situation through each of the four organizational frames described in the text. . An addi-
tional assignment includes a field assignment.

There are no examinations – demonstration of the mastery of course content and applications is through in-class
and out-of-class assignments. It is assumed that students enrolled will be self-directed learners who actively
participate in collaborative learning and class activities.

Evaluation
Final grades will be derived from assessments of each student's oral and written performance.

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I. Organizational Problem Case Study and Analysis
specific problem within that organization.
Description and analysis of each frame as it relates to a specific organizational problem. As a member of the review team you are expected to provide critical feedback.
Part 2 - Problem Solution and Implementation Plan
Incorporates structural, human resource, political, and symbolic frames in a systemic approach to solution of identified organization problem.

II. Meeting Analysis Paper: Write an organizational analysis of a school or organization board meeting. 20%

III. Class Participation
Students are expected to post a response to the weekly discussion topic/prompt, send drafts and feedback to a peer review partner, summarize a leadership theory/model, and respond as indicated to other class members’ posts in a meaningful and thoughtful manner to support mutual learning.

Participation includes:
- providing informed opinion and relevant commentary
- raising insightful, thought provoking questions and observations
- displaying a professional demeanor
- accepting responsibility for preparation for each class session including completion of work on schedule

This final grade for this course is a letter grade, with expectations for performance consistent with Graduate School expectations as stated in the University Catalog.

ACADEMIC DISHONESTY
Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu/200809/wwhelp/wwimpl/js/html/wwhelp.htm?&accessible=true

Disability Access
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at Campus Box 139 Greeley, CO 80639
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Diversity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of
strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Sexual Misconduct/Title IX Statement:
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-3514040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.
Bibliography


Individual Assignment/Task Descriptions

Each of the four problem sections will be presented in writing to a peer. They are preparatory to the final paper.

Analysis Through a Structural Frame

Your task: Analyze your organizational problem using concepts and literature of the Structural Frame (Concepts and literature refer to ideas/concepts in your text and in presentations in class.)

Product:
Draft of 2-4 page analysis or outline of your organization as viewed through the structural lens. Include a problem statement, as a one-paragraph preface to your analysis. Remember that this is basically a pre-writing exercise that you can revise at any time for inclusion in your final paper (a work in progress). You can discuss what is present, as well as structure(s) that are lacking (i.e. lack of networks to integrate areas of work effectively, etc.).

Suggestions for consideration:
The thoughts shared below are not exhaustive. They may be helpful in stimulating your thinking as you seek to apply theory in your description of a troublesome organizational situation.

a. First describe aspects of the structural frame as it relates to your organization. Consider the following:
➢ What is the goal/mission of the organization? How does the current structure aid or hinder the achievement of the organization’s goal?
➢ Are there other goals of the organization, perhaps unspoken or unintentional, that the current structure aids or inhibits?
➢ How are responsibilities/work differentiated within the organization (vertical structure/hierarchy)?
➢ How are different responsibilities/work integrated (vertical structure) to achieve the organization’s goal/mission?
➢ Which of Mintzberg’s models best explains how the organization is structured?

b. Be sure to describe facts, anecdotes, and examples that illustrate concepts of the Structural Frame within the organization

c. Be sure to consider the perspective of different role groups (stakeholders) within the organization, not just your own

DO NOT OFFER A SOLUTION
In a final paper you will assess to what extent the problem is solvable in terms of the structural norms. As you know, this suggests that organizational problems typically originate from inappropriate structures or inadequate systems. Problem resolution, in this frame, may include restructuring or developing new systems (e.g. dividing labor more effectively, assuring rules, policies, role expectations etc. are clearly established, authority/managerial control is vested in the leader, etc.).
Analysis Through a Human Resource Frame

Your task: Analyze your organizational problem using concepts and literature of the Human Resource Frame

Product: Draft of 2-4 page analysis or outline of your organization as viewed through the human resource lens. Include a problem statement, as a one-paragraph preface to your analysis. Remember that this is basically a pre-writing exercise that you can revise at any time for inclusion in your final paper (a work in progress). You can discuss both positive and negative elements.

Suggestions for Consideration
➢ What philosophy (Theory X, Y, etc.) is espoused by the organization’s leaders regarding human resources?
➢ What does the organization do regarding each human resource principle?
➢ Are there discrepancies between espoused theories and theories in use regarding human resources?
➢ Where does the organization fall between Model I and II organizational assumptions?
➢ What is happening in human relationships in the organization? Why?

Cite examples; provide evidence, i.e. specific examples that illustrate the issues and themes you identify that are associated with hr frame.

Reminder: Do Not Offer a Solution

Analysis Through a Political Frame
Your task: Analyze your organizational problem using concepts and literature of the Political Frame

Product: Draft of 2-4 page analysis or outline of your organization as viewed through the political lens. Include a problem statement, as a one-paragraph preface to your analysis. Remember that this is basically a pre-writing exercise that you can revise at any time for inclusion in your final paper (a work in progress). You can discuss both positive and negative elements.

Considerations

a) In terms of the political frame, what is the ideal to accomplish the organization’s goal/mission?

b) Are there “enduring differences” related to your organization/problem?

c) Are there scarce resources related to your organization/problem?

d) Who are the coalitions/interest groups involved in this organization/problem?

e)) Is there conflict over power; what are the significant forms of power at work; do the power dimensions exhibit signs of "enduring differences?"

f) What efforts have been made at bargaining/negotiating?

g) Are there ethical dilemmas involved?

h) Who (or what group) is influencing people's thinking and ways of behaving; what is the source of their influence?

h) What does leadership look like in terms of the political frame?

Reminder: Do Not Offer a Solution
Analysis Through the Symbolic Frame

Your task: Analyze your organizational problem using concepts and literature of the Human Resource Frame

Product: Draft of 2-4 page analysis or outline of your organization as viewed through the symbolic lens. Include a problem statement, as a one-paragraph preface to your analysis. Remember that this is basically a pre-writing exercise that you can revise at any time for inclusion in your final paper (a work in progress). You can discuss both positive and negative elements.

Organizations, from a symbolic perspective, are judged not so much by their actions as by their appearance (Bolman & Deal). The meaning behind events is more important than the events themselves. Consider the "distinctive beliefs and patterns (and meanings)" that have developed over time in your organization in terms of your problem. Consider such items as the following:

➢ What is the overall culture of the organization?
➢ What are the myths, stories, rituals, ceremonies, norms, evident in the organization?
➢ What leadership behaviors are symbolic?
➢ What is the leader doing to shape culture?
➢ What do people say and do? What significance or meaning does this have in light of your organizational problem? What impact do “cultural players” have on your organizational problem?
➢ What significance do meetings, goal statements, planning processes, evaluation processes have?
➢ What are key organizational events that pertain to the problem? What meaning do people attach to these events?
➢ How does this culture impact your organizational problem?

Product

A 2-4-page outline of the problem as viewed through the symbolic lens. Include your problem statement (the paragraph), with necessary revisions, as a preface to your analysis. Remember to use the above as they pertain to the organizational problem.

Reminder: Do Not Offer a Solution
Organizational Problem Analysis and Solution

The purpose of this final paper is for you to use the theoretical literature and your factual analyses, reflect upon your personal experience and that of others where applicable, and determine what actions leadership/management must take to resolve the problem/challenge of your organization. This project will require you to review the frames presented in Bolman and Deal (2003) and draw upon leadership theories studied as well as knowledge formally acquired in previous classes and from your own experiences.

Each of the frames, structural, human resource, political and symbolic, presents a way of examining leadership, management, organizational life, including operations and resources {ELCC 3.1, 3.2}. Each identifies particular concepts and describes relationships among these that direct your attention to particular questions and issues. Each frame shapes your view of the problem in revealing but incomplete ways. You should always analyze problems from as many different types of perspectives as time and knowledge permit. For example, ask: what if I looked at the cause of this problem from a structural/bureaucratic frame? A political perspective? A role behavior/job motivation perspective? A resource perspective? What understandings could I get from each of these that would help provide leadership with appropriate steps to take to alleviate the problem my organization is facing and to bring it closer to the ideal?

As we have been discussing in the course, real life organizational problems are systemic in origin and rarely amenable to rational, one-step solutions. The successful leader's actions will most probably be a set of strategies that in combination represent a systemic response. In short, *an activity/behavior representative of one frame will impact each subsequent frame from which you view the challenge.*

**Guidelines for Reflection:**
1. Review the statement of the problem and the organization in which it is embedded.
2. Reexamine the facts and analyses you have developed according to the Structural, Human Resource, Political, and Symbolic Frames.
3. Envision the ideal state, vis-a-vis the problem under consideration, for your organization.
4. Analyze and solve the problem *systemically.* Think about interventions and their possible outcomes, in terms of each frame. Consider all four frames and the possible impact- reinforcing the status quo, introducing positive change, creating resistance, etc. Then present a comprehensive leadership/management strategy that would move the organization toward the ideal *systemic thinking.* (Review table 15.1, Bolman and Deal.)
5. Prioritize your list of reasonable solution strategies being sure that what you ask of stakeholders is consistent with their individual interests, skills, and resources.

**Product:**
The written statement will:
1. Summarize the problem- the discrepancy between what is and the state you envision (the ideal).
2. Present a summary of the analyses of your problem through the four frames. (You should already have the 4 analyses from work during the semester).
3. Describe the "leader" (the individual in a formal leadership position or the individual who has accepted, explicitly or tacitly, the leadership responsibilities for this change). *Use pseudonyms* for both the organization and the individuals presented. Explain the leader's qualities and, given this individual's strengths and challenges
4. Present a set of strategies that represent your best thinking as to what the leader/manager might bring to bear to move the organization forward. The menu of activities/behaviors/processes should reflect each of the four
frameworks. Each suggested intervention from within one frame must acknowledge its impact upon other frames. Again, a table or matrix could be a useful way to display and summarize. However, a narrative description should explain your suggestions.

a. Use the language of leadership, management, and organizational theory in your discussion.
b. Reference theorists and content as applicable.

**Evaluation Criteria: ELPS 603**

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<thead>
<tr>
<th>Category</th>
<th>1- Unsatisfactory</th>
<th>2- Needs Improvement</th>
<th>3- Proficient</th>
<th>4- Advanced</th>
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<tbody>
<tr>
<td>Describe Problem Parameters and Context</td>
<td>Problem parameters and context are not clearly stated to manage the organization.</td>
<td>Problem parameters and context are minimally stated to manage the organization’s fiscal, human, and material resources (3.1b).</td>
<td>Problem parameters and context are described adequately to manage the organization fiscal, human, and material resources (3.1b) using organizational model(s) to optimize the learning environment and support student achievement (3.1a).</td>
<td>Well developed problem and organizational context to manage the organization, demonstrating effective time management (3.1c) and organization of fiscal, human, and material resources (3.1b) to optimize the learning environment and support student achievement using organization model(s) (3.1a).</td>
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<tr>
<td>Describe Specific Facts and Anecdotes</td>
<td>Data indicators are insufficient to manage the operations.</td>
<td>A few specific facts and/or anecdotes are referenced with little explanation to manage the operations based on legal principles (3.2c). Collaboration is not evident.</td>
<td>Specific facts and anecdotes are described along with explanation to manage the operations demonstrating collaboration with staff, family and community (3.2b), based on legal principles (3.2c).</td>
<td>Multiple facts and anecdotes are presented along with clear description of their relationship to the problem to collaboratively identify problems (3.2a), manage the operations demonstrating collaboration with staff, family and community (3.2b), based on legal principles (3.2c).</td>
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<td>Problem Analysis</td>
<td>Analysis offers little or no supportive reference to the frames and/or misrepresents major concepts of frame to manage the resources.</td>
<td>Analysis generally references the four frames, but lacks depth of understanding in application to analysis of problem situation. May not include all four frames and may inaccurately describe and apply frames to manage the fiscal, human, and material resources (3.3a).</td>
<td>Cites the four frames accurately and applies frames in problem analysis to manage the resources. Includes management of fiscal, human, and materials resources (3.3a), current technology (3.3c), OR new resources (3.3b).</td>
<td>Cites all four Bolman and Deal frames accurately and provides thorough analysis of problem situation using major concepts of all four frames. Creatively applies relevant research and theory (e.g. Weber, transformational leadership, Herzberg, Maslow) in the analysis to develop new resources (3.3b) and manage the fiscal, human, and material resources (3.3a), including current technology (3.3c).</td>
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<td>Written Narrative</td>
<td>Text lays out general area of the problem. Few clear sections or headings. Lack of clear organization, many errors problems.</td>
<td>Syntactically and mechanically accurate. Logically organized with appropriate sub-headings. Citations included in text.</td>
<td>Written coherently and persuasively with systematic use of headings and citations, no technical errors.</td>
<td>Displays professional writing style suitable for publication</td>
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Total Performance (An overall average of 3 or above, with no more than one score below 3):
Fieldwork Assignment/Observation of a Board Meeting

One key feature of most organizations is the corporate or governance board, the board that has overall responsibility for the organization. For this field assignment, you should observe a governance board meeting and analyze the proceedings according to two of the organizational frames. The board may be a K-12 board of education, a university or community college board of trustees, or another type of governing board. You should describe and analyze what you observed using assumptions and concepts from at least two of Bolman and Deal’s organizational frames. (You may use all four frames.)

Some ideas or suggestions that may guide your focus:
- focus on one or more agenda items that involve multiple constituencies
- type of agenda items
- type/focus of goals
- the board’s decision making process, major decisions made
- the overall structure and tone of the meeting
- the room and meeting process: what are the symbols?
- the kind of politics observed at the meeting
- audience, stakeholder involvement administrator roles and participation
- resource issues

Written assignment

Develop a 4-5 page paper that includes an introduction (type of board, number of members, other pertinent information), analysis of the meeting according to at least two organizational frames, and a reflective section given your observations. The paper will be assessed on a rubric of 1-4 based on extent to which the assumptions, concepts, and examples of 2 frames are used to analyze the board meeting and the extent to which the paper is written cogently and coherently. Remember to use appropriate citations as necessary.