

**UNIVERSITY OF NORTHERN COLORADO**  
**Division of Educational Leadership and Policy Studies**  
**ELPS 603 - Shaping Organizations: Management**  
**and Leadership in Education**

3 credits

Fall Semester - 2009

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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 1: Foundations for Leadership: The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibilities, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The principal shall be able to:

- 1.1 endorse the role of the school within the community and in upholding the fundamental principles and perpetuation of our democratic republic.
- 1.4 consistently identify student achievement as the primary objective of the school.
- 1.5 set high standards for the instruction of all students and for their academic achievement.
- 1.7 exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.

Standard 2: Contextual Understanding: The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to:

- 2.2 convey respect for the roles of elected officials and administration.
- 2.3 identify and include in planning the social, economic, and political factors which affect the educational process.
- 2.4 recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

Standard 3: Planning and Organization: The principal is knowledgeable about the elements of planning; planning implementation; and organizational change, and time management. The principal shall be able to:

- 3.1 develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, and which identifies:
  - 3.1.1 instructional objectives,
  - 3.1.2 assignments of responsibility,
  - 3.1.3 timelines,
  - 3.1.4 methods of evaluation,
  - 3.1.5 and which provides for the appropriate allocation of resources.
- 3.2 implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.
- 3.3 establish and adhere to timely, efficient, effective, and ethical administrative practices.

Standard 6: Management and Evaluation of Instruction: The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:

- 6.7 if necessary, resolve conflicts among, and refocus staff on, instructional objectives.

Standard 7: Supervision of Personnel: The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:

- 7.1 display and enforce professional standards in all personnel decisions.
- 7.2 establish personnel recruitment and retention strategies based on the instructional plan for the school.
- 7.3 implement, inform about, and adhere to ethical and fair hiring and personnel practices.
- 7.4 provide clear communication of expectations.

Standard 8: Supervision of Student Conduct: The principal is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. The principal shall be able to:

- 8.1 establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.

Standard 10: School Site Safety and Maintenance: The principal is knowledgeable about how to assure a safe learning environment is a secure, well-maintained facility. The principal shall be able to:

- 10.6 understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.

Standard 11: Parent and Community Involvement: The principal shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The principal shall be able to:

- 11.1 speak, write, and communicate successfully in a variety of settings.

#### 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.
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Required Texts:

Bolman, L., & Deal, T. (2008). Reframing organizations, 4th Ed. San Francisco: Jossey-Bass.

Suggested Text:

Marion, R. (2002). Leadership in education: Organizational theory for the practitioner. Saddle River, NJ: Merrill Prentice Hall.

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 experienced. This will be followed by four short analyses in which students will revisit the organizational problem and analyze the situation through each of the four organizational frames described in the text. A final presentation will frame a proposed solution to the problem based upon a synthesis of the four organizational frames. Additional assignments include a field assignment and a symbolic frame poster of organization values. Information on these assignments is presented in a separate handout.

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.

	Weight
I. Organizational Problem Case Study and Analysis See handout for detailed description of this series of related assignments. The description of the organizational problem and each frame analysis will be presented orally and in writing to a peer review group. As a member of the review team you are expected to provide critical feedback.	25%
II. Fieldwork Assignment	30%
III. Final Project - Problem Solution Paper Incorporates structural, human resource, political, and symbolic frames in a systemic approach to solution of identified organization problem.	25%
IV. Class Participation Students are expected to attend and actively participate in class, including individual and group participation.	20%

Participation includes:

- providing informed opinion and relevant commentary
- raising insightful, thought provoking questions and observations
- providing leadership and followership in group work
- helping monitor and provide feedback in terms of group norms
- displaying a professional demeanor
- accepting responsibility for preparation for each class session, 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.

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