



EDAD 637.01W- Advanced Organizational Behavior

Fall 2012 Syllabus

Department of Educational Leadership

Texas A&M University-Commerce

Office Hours: Face-to-face, virtual, and by appointment

REQUIRED

Owens and Valesky (any edition) Advanced Organizational Behavior

Most reading material will be provided. In addition, you can access the World Wide Web for readings and the TAMUC library for supplemental material.

RECOMMENDED

Implementing Change: Patterns, Principles, and Potholes. Needham Heights,

Mass: Allyn & Bacon.

Deal, T.E. & Peterson, K.D. Shaping School Culture: The Heart of Leadership" ISBN

0-7879-6243-0 Jossey-Bass publications

Chance & Chance (2005). Introduction to Educational Leadership & Organizational Behavior" ISBN 1-930556-24-1 Eye on Education publishers

Fullen, M. (1998). Change Forces: Probing the depths of educational reform ISBN 1-85000-826 . Falmer Press

Hord, S. "Learning Together -Leading Together' ISBN 0807744123 Southwest Dev.

Labs – Austin publishers

COURSE DESCRIPTION

This course is the study of relationships among individual and group behaviors; roles of administrators; on-site analysis of educational organizations and change principles. Students will become familiar with the range of forces that operate to encourage or inhibit change in schools as well as in the higher education settings. Students will become familiar with a range of strategies to bring about change in educational organizations and with their appropriate applications. Students will understand strategies for producing change in educational organizations as concrete manifestations of general philosophies of education and of life. Students will become knowledgeable about the dynamics of change in the school and of their own abilities to function as change agents.

COURSE OBJECTIVES

First Objective

Students are expected to design, conduct, and report on a “Change Project” they create. Students do not have to implement the change, but they do have to carefully plan and conduct steps in the recommended change process recommended by researchers. For example, some students will cite the steps found in the Hall and Hord in the primary text, *Implementing Change: Patterns, Principals, and Potholes* 2nd ed. by Gene Hall and Shirley Hord.

During the first week of class October 29th – November 4th, 2012 you are expected to present a “problem” or “change” that is desired in an organization you have access to. The organization can be a school, a program in a school, a business, an office, church, day care, etc. If you don’t have access to an organization, you can team up with a student that does have access. You are expected to design and conduct surveys, interviews, and collect data that you can use in planning a strategy for the implementation of a change. You (as the designer of the strategy to be used in planning for change) will be the advisor to the organization you are working with. It is expected that the student(s) - YOU will present your recommendation on how the organization can implement a desired change at the end of the semester project. Examples of past projects are included at the end of this syllabus as well as project design bench marks. During the last class week of (the week ends on 12/14/2012), you will do a short presentation (15 minutes max) of your Change Project and your recommendations via PowerPoint or YouTube video.

Second Objective

Students are expected to become familiar with the Concerns Based Adoption Model (CBAM) by Hall and Hord. The CBAM strategy will be the only strategy to be used in planning your change project. This is just one model that is used in planning and designing an implementation strategy for a “program reform” or “change” in an organization. **However, due to time and goal of this particular course, we will focus on this particular model so you can see the steps in a change strategy.**

Third Objective

Students are expected to become familiar with reform movements, historical leadership perspectives, and notable leaders in management and leadership approaches.

Fourth Objective

Students are expected to complete all reading assignments, participate in class discussions (web discussions dates are listed in the assignment schedule) by prescribed due dates of Sunday at Midnight. The exception of the last week is due by Thursday at Midnight.

CLASS ONLINE SECTIONS

WEEK 1 October 29th – November 4th

WEEK 2 November 5th - November 11th

WEEK 3 November 12th – November 18th

WEEK 4 November 19th – November 25th

WEEK 5 November 26th – December 2nd

WEEK 6 December 3rd – December 9th

WEEK 7 December 9th – December 14th

Change Project Presentation (50 points)

Plan to present your change project by **December 14th, 2012**. You can use PowerPoint or Prezi for your presentation. Provide the class and instructor with your presentation under Docsharing and make sure to allow the “entire class to view” your PowerPoint presentation and YouTube video. Please include the following required slides in your presentation:

1. Introduction – Overview of the problem or innovation to be implemented by the client organization.

2. Data Collection Summary – Briefly describe how you gathered information for your project including a data collection timeline and a brief description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, one-legged interviews, observations, other artifacts)

3. Conclusions- What did you find?

4. Recommendations – Include a brief summary of the recommendations you made to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendation to the data you collected and analyzed.

The PowerPoint should **not be more than 15 slides**. Keep it simple and to the point.

Change Project Paper (100 points)

Turn in your completed change project by **December 14th, 2012**. The length of this paper is **16 pages not including cover and references pages** and must be thoroughly edited before submission and must conform to **the APA Style Manual** for writing accuracy. The change project is worth 100 points, including the following components:

I/Introduction

1. **Statement of the Problem:** Overview of the problem or innovation to be implemented by the client organization. Provide a detailed description of the setting, staff, and innovation or change desired by the client (client could be the school, principal, organization, management, parents etc.).
2. **Review of Related Literature:** The central focus is to examine and evaluate what has been said before on your topic, and establish the relevance of this information to your own research. The minimum number of references is 15.
3. **Research Questions/Hypotheses:** Research questions are the questions you set out to answer when implementing your Change Plan's changes while hypotheses are tentative statements predicting the relationships between variables. You are to choose one of those for this sub-section of your Change Plan.

II/ Method

1. **Participants:** Describe the participants adequately. Detail the participants' major demographic characteristics, such as sex, ethnic and/or racial group, level of education, socio-economic status, etc. As a rule, describe the groups as specifically as possible, with particular emphasis on characteristics that may have bearing on the interpretation of results.
2. **Data collection:** Describe your data collection strategy and methodology. Describe how you gather information for your project. Include your data collection timeline and a description of the research methods you used (interviews, CBAM questionnaire, your own Likert scale questions, oneleggedinterviews, observations, other artifacts). Include the questionnaire you used and who you gave it to as well as the list of interview questions you used.
3. **Data analysis:** Describe how the collected data are analyzed and report the results of those analyses. The report should be an accurate, unbiased, complete, and insightful analytic treatment of data.

III/ Discussion

1. **Conclusion:** Summarize your findings from the data you gathered and describe how they can be applied for the change or innovation.
2. **Recommendations:** Include your recommendations to your client (plan to make) for how to implement the prospective change or innovation. Be sure to tie your recommendations to the data you collected and analyzed.

IV/ References & Log of meetings and contacts with client and/or participants

Be sure to include your meeting logs. The log can be written in the form of a reflection journal. The log should include a record of your meetings with your client or team responsible for eventually implementing an innovation or change. Be sure to keep a record of when you distributed and collected your survey (questionnaire) instruments as well as when and who you interviewed.

COURSE REQUIREMENT AND GUIDELINES

Writing Requirements

All papers are followed the 6th APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 50% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, and spelling: 10% of grade
- the 6th APA format: 10% of grade

Attendance and Participation

We assume you will use your best discretion in balancing work and family obligations with your course requirements. It is your responsibility as a professional to let the course professor know of any absences or problems you may be experiencing in meeting deadlines in advance if at all possible. Students are expected to prepare for, and participate actively in weekly assignments. **All absences must be approved by the professor.** Participation in class means focus should be on the course topics and assignments. **I DO NOT ACCEPT LATE WORK.**

Preparation for Class

Students are expected to be prepared each week by completing weekly assignments (required reading, reports, class discussion and other activities).

Web Forum Discussions (50 points)

This is an extremely important element of the class. There will be 5 required web based class discussions during the semester. All students are expected to participate. The web discussions will primarily focus on your change projects and questions you may have. You are welcome to freely participate any time. However, the four required discussions will be based on issues the whole class may be facing.

Class activities (160 points)

I assume here that in your involvement in weekly activities that your purpose is to grow as much as possible. Students at the doctoral level are expected to: 1) read assigned materials; 2) participate in class and any web-based discussions on the internet; and (3) turn in assignments on due dates. There are 7 weeks in this online course and various assignments per week. Refer to your eCollege tab titled "Assignments."

Change project report and presentation (150 points)

Described in the previous sections

Each student will design a change project. The project can be done in collaboration with a group of students from the course. Students are to: (1) analyze a setting, (2) identify an area that needs to be changed in that setting, (3) keep a detailed weekly log describing what they have found in their research of the setting, (4) work with their group in planning each stage of the project, and (5) be prepared to discuss their research and progress each week in class. The change project report should include: (1) a detailed weekly summary of any interviews and group meetings etc., (2) a detailed description of the setting and its demographics, (3) a detailed analysis and rationale of what the student identifies as needing to be done for "change" to occur, as well as, (4) recommendations. Include a bibliography and supportive research sources. Students present their group project in class and to the school principal of the school setting to be studied. Change project presentations should be no longer than 15 minutes in length. For this project, the APA Style Manual, 6th Edition should be followed when writing the written report. We have sample reports from previous classes that you can refer to. Be sure to identify "who" did what part of the project.

Check Rubric

An important part of the professors' contribution to this process will be advising you and counseling you in your performance on these activities throughout the 7 week course. Feel free to make an appointment if you have concerns. DON'T wait until the end of the semester. Students are expected to follow the guidelines for the report as well as present the report to the professor by December 14th.

Activity log of change project

The log should consist of dates as well as a synopsis of your observations, interviews, and reflections on the setting you are analyzing. A tentative schedule of dates and times you will be working with your selected site should be turned into this instructor by the second class. Once again, what you gain from this activity in terms of your ability to learn how to present yourself professionally is our main concern and should be yours also. Your professor wants this activity to work for you. If it does genuinely present your case in the best light, you won't have to worry about receiving a good grade.

Group work

If you can conduct your change project with others, your professor will be looking for (1) the quality of the project your group produces; (2) your individual contributions to that project; and (3) the productivity of your interactions as a member of that group at each point of its development.

Final Reflection (60 points)

The final reflection will cover material from your assigned readings as well as change models covered during lectures. **The final reflection will be due no later than December 14th.** The length of the reflection paper is **3-4 pages** and must be thoroughly edited before submission and

must conform to **the APA Style Manual** for writing accuracy. One of your assignments (refer to 3rd objective) during the course is to learn as much as you can about the following leaders and/or movements in school leadership and school reform. As you study the historical reform movements and strategies please share new sites, articles, and publications with your instructor and members of the class by posting this information on the eCollege web site. Please be able to define and identify the topics and names in the list below for your doctoral comprehensive exams. Each topic below is tied into educational change and reform.

Fredrick Taylor and Scientific Management Theory

Max Weber

Maslow Hierarchy of Needs

Henry Ford

Classical Management Styles of Leadership

Elton Mayo's Hawthorne Experiments

Human Relations Movement

Chris Argyris – top down and shared leadership theories

Rensis Likert

Models of Leadership: Fiedler (1978) and Hersey & Blanchard (1988)

Frederick Herzberg

School Reform Movements

Baldrige National Quality Program

TQM – Edward Demming

Tribes

Community Partnerships

Learning Communities

Peter Senge's 5th Dimension

Service Learning in schools

Accelerated School Movement

High Schools That Work Movement

Visit the following web sites as well as others you might find that will give you information about the people, historical reform movements, philosophies, and change theory.

Research Resources:

Educators' Guide To School Wide Reform:

<http://www.aasa.org/Reform/index.htm>

American Association of Colleges for Teacher Education <http://www.aacte.org>

American Association of School Administrators

<http://www.aasa.org/In/CurrentEvnts/currentevnts.htm>

Chronicle of Higher Education

<http://chronicle.com/>

Association for the Study of Higher Education

<http://www.ashe.missouri.edu/>

National Association for Secondary Principals

<http://www.nassp.org/>

Development of Management Thought

<http://choo.fis.utoronto.ca/FIS/Courses/LIS1230/LIS1230sharma/history6.htm>

Classical Management Styles of Leadership

http://www.infed.org/leadership/traditional_leadership.htm

Fredrick Taylor and Scientific Management

<http://www.netmba.com/mgmt/scientific/>

<http://www.fordham.edu/halsall/mod/1911taylor.html>

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Max Weber

<http://cepa.newschool.edu/het/profiles/weber.htm>

<http://www.criticism.com/md/weber1.html>

Henry Ford

<http://www.hfmgv.org/exhibits/hf/>

<http://www.time.com/time/time100/builder/profile/ford.html>

<http://us.history.wisc.edu/hist102/bios/24.html>

<http://www.spartacus.schoolnet.co.uk/USAford.htm>

Henry Taylor

<http://cortlandreview.com/issue/six/taylor6.htm>

Maslow Hierarchy of Needs

<http://web.utk.edu/~gwynne/maslow.HTM>

<http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html>

<http://www.nwlink.com/~donclark/leader/leadhb.html>

Human Relations Movement

<http://faculty.nwc.edu/toconnor/417/417lect05.htm>

Elton Mayo's Hawthorne Experiments

http://www.accel-team.com/motivation/hawthorne_01.html

Chris Argyris

http://www.accel-team.com/human_relations/hrels_06ii_argyris.html

Rensis Likert

http://www.accel-team.com/human_relations/hrels_04_likert.html

Frederick Herzberg

http://www.accel-team.com/human_relations/hrels_04_likert.html

School Reform Movements

<http://www.eirc.org/reform.html>

Baldrige National Quality Program

www.quality.nist.gov

TQM – Edward Demming

<http://www.bettermanagement.com>

GRADING

Activities (Assignments) 150	37%
Change project report 100	24%
Change project presentation 50	12%
Class participation – Web Discussions (5) 50	12%
Final Reflection 60	15%
Total Possible Points 410	100%

A = 410 – 369

B = 368 - 328

C = 327 - 287

D = 286 - 246

GENERAL

Just as in school administration there is no magic formula for success, there is no magic formula for assigning grades in this course on school administration. This is probably true for all courses; but in a graduate course that is directed toward improving professional performance it is particularly true. The payoff for attending this course should not be the grade that is received but the "value added" in terms of professional skills, knowledge, and attitudes. It is interesting in this regard that while the Texas A&M University undergraduate catalog specifies: "The basis upon which the final grade will be determined shall be distributed in written form to the class during the first two weeks of a semester and during the first week of a summer term," the graduate catalog, by contrast, is silent on the subject. The implication is clear. Graduate students should be at a place in their professional maturity where they no longer conceive the value of a course primarily in terms of the grades they receive. Students will be evaluated according to performance in each of the areas listed under "Course Requirements and Guidelines to Students" and will be able to earn a possible maximum proportionate component of their composite grade equal to the percentage value assigned to that activity.

Technology Requirements

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

Access and Navigation

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac

operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

**Course and
University Specific
Procedures/Policies**

ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148 StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work

produced at the undergraduate level. .

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

(Texas A&M University –Commerce, Graduate Catalog).

YOUR EDAD 637.01W Course Rubrics can be found under the eCollege DOCSHARING tab.

References

Alstete, J.W., (1995) Benchmarking in higher education: Adapting best practices to improve quality. San Francisco, Calif. Jossey-Bass Publishers ISBN: 1-878380-69-9W01

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Berkeley, Calif. McCutchan Publishing Corp. ISBN: 0-8211-0128-5

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1-55542-550-x

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Oregon: National Press Books. ISBN: 0-87484-208-5 (later edition

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