

2009-3



EDUCATION 813
Organizational Theory and Analysis
(Enroll # 7229)

Fall Semester 2009	Instructor:	Dr. Larry Sackney Professor Emeritus Adjunct SFU
Meeting Dates: July 6–10, 13-17	Office:	15-740
Times: 8:30 – 1:30 pm	Telephone:	778-782-8623 604-872-1108
Location: SFU Surrey Campus	Email:	larry.sackney@usask.ca
Room: SUR 3260 (06/07/08/09/10) SUR 3350 (13/14/15) SUR 3340 (16/17)	Office Hrs.	After class and by appointment

COURSE RATIONALE

Educational organizations reflect a complex set of relationships between stakeholders, communities, external organizations, and contexts. The goals for this course are to examine organizational theory, analyze organizational functions as they relate to education, and come to appreciate why organizations are structured as they are. Particular attention will be given to: the history, forms of organizational structures, designs, processes, values, beliefs, and culture. Further, current issues and controversies in organizational theory are examined.

COURSE DESCRIPTION

This course examines organizations in light of the evolution of management ideology from different theoretical perspectives and in light of research evidence. It also critiques various theoretical perspectives and reform initiatives designed to improve teaching and learning in schools. A central and pervasive question of the course concerns organizational purposes, especially with respect to learning, and how these purposes are served by organizational structures and processes.

GOALS AND LEARNING OUTCOMES

This course has three primary objectives:

Knowledge:

- To understand and synthesize the historical and emerging theoretical perspectives of organizational theory.

- To compare and contrast various theoretical perspectives.
- To ascertain the influencing educational organizational ideologies.

Predilection:

- To develop an understanding of your personal beliefs about organizations.
- To dialogue and reflect with colleagues about the various organizational perspectives in order to better understand your world view.
- To understand your ability to facilitate organizational change and manage organizational challenges and mysteries.

Learning Outcome:

- To construct a set of theoretical understandings that will assist you in confronting and exploring complex organizational issues.
- To develop your paradigmatic view of organizations.

REQUIRED TEXTS

Hatch, M.J., & Cunliffe, A.L. (2006). *Organizations theory: Modern, symbolic, and Postmodern perspectives*. Oxford, NY: Oxford University Press.

SECONDARY SOURCES

Shafritz, J.M., Ott, J.S., & Jang, Y.S. (2005). *Classics of organization theory (6th ed.)*. Boston: Thomson/Wadsworth.

Additional reading will be on reserve in the library, distributed in class, and available online.

GRADING

Class Participation (10%)

There will be a substantial amount of large and small group discussion based on the various assigned readings. You are expected to complete the required reading prior to each class and be prepared to engage in discussion.

Presentation (35%)

Each student will prepare at 20-25 minute presentation related to the concepts studied in this course. It is expected that a brief overview of the topic will be presented and also provide some questions for discussion.

Paper Proposal (10%)

Each student should prepare a one page outline of their paper.

Term Paper (45%)

The paper should be related to the theme of this course. Students should use APA, and the paper length should be about 5000 words.

Participate in Summer Institute

A list of the dates will be provided at the beginning of the class.

COURSE OUTLINE

Day 1: Course Expectations

Why Study Organization Theory?

- Purpose of theory
- Theory and theorizing
- Concepts
- Paradigms: A Framework

Readings: Chp. 1: Hatch (It would be helpful if you have read chapter 1 prior to the first class).

Day 2: History of Organization Theory

Readings: Chp. 2: Hatch read to p. 36

Shafritz et al.

Chp. 5: General Principles of Management (Fayol, 1916)

Chp. 6: The Principles of Scientific Management (Taylor, 1916)

Chp. 7: Bureaucracy (Weber, 1922)

Day 3: Modernist, Postmodernism, Critical Theory

- Modernist influences
- Postmodernist influences
- Critical theory

Readings: Chp 2: Hatch, pp. 37-60

Day 4: Organizational Culture

Readings: Chp. 6 Hatch

Chp. 35 Shafritz et al. (Defining organizational culture, Schein)

Day 5: Technology

Readings: Chp 5 Hatch

Day 6: Physical Structure of Organizations

Readings: Chp 7 Hatch

Day 7: Organizational Power, Control and Conflict

Readings: Chp 8 Hatch

Shafritz et al. Chp 31 (The Bases of Social Power, French & Raven, 1959)

Day 8: Organizational Learning and Knowledge Management

Readings: Hatch pp. 313-322

Senge, chp. 1

Mitchell & Sackney, chp. 8

Day 9: New Directions in Organization Theory

-Chaos and Complexity theory

Readings: Hatch Chp 10

Day 10: Learning Community Theory and Practice

Readings: Mitchell & Sackney, Chps. 1 and 2.

REFERENCES

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- Fullan, M. (2003). *Change forces with a vengeance*. London, UK: Falmer Press.
- Fullan, M. (2007). *The new meaning of educational change*. NY: Teachers College Press.
- Hargreaves, A., & Fullan, M. (Eds.) (2009). *Change wars*. Bloomington, IN: Solution Tree.
- Hargreaves, A., & Fink, D., k(2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
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- Paper presented at the annual International Congress for School Effectiveness and Improvement. Vancouver.
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ACADEMIC HONESTY STATEMENT

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