Course Number: EDA 7062  
Prerequisite(s): None  
Course Credit: 3 semester hours  
College: Education  
Department: Educational Leadership and Human Services  
Faculty Name: Patricia Green-Powell, Ph.D.  
Term and Year: Spring 2006  
Place and Time: GEC  
Tallahassee, Florida  
January April 2006  
Office Location: GEC-B, Rm. 305 College of Education  
Office Hours: By Appointment  
Monday 1:00-5:00 P.M. Tuesday 11:00am-1:00pm Wednesday 9:00A.M.-1:00P.M. Thursday Friday By Appointment  
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Conceptual Framework  
The Conceptual Framework in the Professional Education Unit at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. It is comprised of several activities and themes, as shown in Figure 1, with the mission of developing high quality classroom teachers, administrators, and support personnel. The term "exemplary" refers to the kind of graduates the unit strives to produce.  
The organizing principles and rationale which guide the implementation of the Educational Leadership Program are embodied in the conceptual framework through the vision and mission statements of the program faculty and in congruence with the (a) vision and mission statements of both the unit which the program resides and the university, (b) the
set of belief statements which the faculty accepts about what is expected of professional educators in both school and non-school settings, (c) the specific goals and objectives of the program, and (d) the programs expected outcomes.

The conceptual framework integrates courses and course content, academic content with field experiences, and faculty development with program components and themes. The educational process is brought about by a holistic process of integrated content and experiences. This integration provides educational experiences that are validated by the professional community of each program within the unit. The professional content and experiences of the Educational Leadership Program are based on the following guidelines: the competencies and skills identified by the Florida Council on Educational Management, the 1996 revised Florida Principal Competencies, and the NCATE- approved guidelines and skills prepared by the National Board for Educational Administration Constituent Council.

Figure 1. Diagram of the Exemplary Professional Conceptual Framework
Course Description

This course explores the methods and tools that can be used in determining the strengths and weaknesses of an organization. Several techniques and tools are identified that a leader can employ to diagnose and improve organizational functioning.

Course Purpose

This course provides students with diagnostic tools in order to manage the change process within organizations. Students analyze the complex set of interrelationships that exist within an organization in order to identify deficiencies and apply solutions to create a higher performance organization. Students are provided tools in order to diagnose, plan, and implement organizational change.

Specific Behavioral Objectives

Students will be able to:

1. Analyze organizational designs and models of organizational diagnosis.
2. Negotiate entry into an organization and diagnose its strengths and weaknesses.
3. Apply knowledge of effective school literature in improving the functioning of educational institutions and organizations.
4. Formulate interventions and action plans for transforming educational organizations and facilitating educational change.
5. Apply diagnostic tools and techniques to determining the strengths and weaknesses of organizations.
6. Identify core problems contributing to organizational dysfunction using a diagnostic approach.

Concepts, Principles, and People Discussed in this course

- Stream Analysis
- Diagnostic Approach
- Organizational Development
- Systems Theory
- Fishbone Diagram
- Gantt Charts
- TQM
- SWOT Analysis
- Personality Variables
- Delphi Process
- Process Motivation Theories
- Group Behavior
- Restraining Forces
- Driving Forces
- System Fit
- Organizational Behavior
- System Fit
- Organizational Effectiveness
- Leadership
- Organic Structure
- Interactional Variables
- Strategic Contingency
- Dispositional Attributes
- Knowledge Management
- Motivation
- Informal Organization
- Technology
- Change
- Induction
- Orientation
- Situational Variables
- Value Diversity
- Transformational Leadership
- Gap Analysis
Overall Goals of the Course

This course is designed to assist the student to acquire knowledge of and skills in using a number of diagnostic tools and provide students with experiences to understanding the structure and behavior of individuals in organizations.

Competencies and Skills Addressed During the Course

1. NCATE - approved Curriculum Guidelines for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (NCATE).

<table>
<thead>
<tr>
<th>Program Standards</th>
<th>Skills</th>
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<tbody>
<tr>
<td>1. Professional and Ethical Leadership. The Institution's program prepares school leaders who demonstrate an understanding of, and the capability to:</td>
<td>1.3. Frame, analyze, and resolve problems using appropriate problem solving techniques and decision making skills (e.g. identify problem, seek and analyze problem factors, collect and organize relevant information, identify causes, seek creative solutions, apply ethical standards, determine best solutions with others when appropriate).</td>
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Topical Outline

I. The Study Organizational Behavior
   A. Studying Organizational Behavior
   B. A Model for Managing Organizations: Behavior, Structure, and Processes
   C. Ways to think about Effectiveness
   D. Managerial Work and the Behavior, Structure and Processes of Organizations

II. Organizational Culture
   A. Organizational Culture and Societal Values
   B. Characteristics of Effective Socialization
   C. Socializing a Culturally Diverse Workplace

III. Behavior within Organizations: The Individual

IV. Workplace Stress: Issues and Management
   A. What is Stress
   B. Organizational Stress
   C. Work Stressors: Individual, Group, and Organizational

V. Behavior within Organizations: Groups and Interpersonal Influence
   A. Group and Team Behavior
   B. Self Managing
V. Environmental Relations
   A. Guidelines for Diagnosis
   B. Diagnostic Methods

VI. Challenges and Dilemmas of Diagnosis
   A. The Goals Dilemma
   B. The Politics Dilemma
   C. The Professionalism Dilemma
   D. Conclusion

Teaching Methods

Lecture Discussion
Invited Guest Lecturers
Group Activities
Student Presentations
Computer Presentations
Cooperative Learning Groups
Demonstrations
Projects

Course Evaluation

Assignments have been coded to specific National Council for the Accreditation of Teacher Education (NCATE), the Florida Educational Leadership Core Curriculum (FELE), and Florida Council of Educational Management (FCEM) competencies and skills. (NCATE = National Council for the Accreditation of Teacher Education; FLC = Florida Leadership Competencies, FPC = Florida Principal Competencies;

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit weighs heavily on your grade and overall score. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. Grades in this course will be based on the following assignments:

Requirements:

1. Readings on Effective Leadership
2. Readings on Organizational Behavior and Diagnosis
3. Major Assignment (Group Work)
   a. Conduct a comprehensive organizational diagnosis including the conceptual framework or model used.
b. Identify the strengths and weaknesses, opportunities and threats for the organization.

c. Propose an organizational design, which will make the organization more effective. You should clearly define your concept of organizational effectiveness.

4. Through discussion and negotiation develop a vision and an organizational Philosophy for the organization.

5. Outline an action plan for implementing the changes that are implied by the design.

See also the Instructional Schedule

Outside reading and papers: Practicing professionals are expected to be current in regard to the specialty area(s). It is recommended that extensive reading in applicable journals be an ongoing

Oral reports: Class Readings, written critiques

Laboratory/Field Experiences

Grading Scale A=100-90; B=89-80; C=79-70; D=69-60; F is Below 60

Course Policies

All assignments submitted for consideration of a grade are to be word processed and are due on the date specified. **A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date.** Plagiarism is unethical and unacceptable. Essays, papers, test and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

Thematic Areas

Topical areas have been selected for in-depth attention because teachers and administrators need to develop a personal knowledge base that will support their classroom practice. Topical areas will be explored through group settings, role play, and hands on as is the case of technology, lecture, presentations, and guest speakers.

Values and Ethics  Open System Model
Educational Technology  Conflict and Negotiation
Multiculturalism  Globalization
Urban/Rural Education  Socialization
Selected References


<table>
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<tr>
<th>Date of Class</th>
<th>Activity/Discussion</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan. 14</td>
<td>Overview of Course Pre Test (required by College of Education)</td>
<td>Read Chapters 1&amp;2 Gibson, <em>The Study of Organizations, Organizational Culture</em></td>
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</tbody>
</table>
| Jan. 21      | Discussion: *The Study of Organizations, Organizational Culture*  
• Group and individual activities | Read Chapter 3, Gibson, *Globalization*  
Read: Hallinger, P & Leithwood, K. “Culture and educational administration: A case of finding out What you don’t know you don’t know”. *Journal of Educational Administration, Vol.50 No4, 2000, pp.98-114* |
| Jan. 28      | Discussion: *Globalization*  
• Hallinger and Leithwood article, Culture and educational administration: A case of finding out What you don’t know you don’t know  
• *Guest Speaker* | Read: Chapters 4&5, Gibson  
• *Individual Behavior and Differences*  
• *Motivation: Background and Theories*  
• Read Harrison, Chapters 1&2,  
• *Diagnosis: Approaches and Methods*  
• *Open Systems* |
| Feb. 4-11    | Discussion: Chapters 4&5, Gibson.  
• *Individual Behavior and Differences*  
• *Motivation: Background and Theories*  
• *Diagnosis: Approaches and Methods*  
• *Open Systems*  
• Video Presentation | Read: Chapters 6&7, Gibson,  
• *Motivation: Organizational Application*  
• *Workplace Stress: Issues and Management* |
| Feb. 18-25   | Discussion:  
• *Motivation: Organizational Application*  
• *Workplace Stress: Issues and Management*  
• Oral Reports (2) | Read: Chapters 8&9, Gibson,  
• *Group and Team Behavior*  
• *Conflict and Negotiation*  
Read Chapters 3&4 Harrison,  
• *Assessing Individual and Group Behavior*  
• *System Fits and* |
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<th>Date</th>
<th>Event</th>
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<tr>
<td>March 4</td>
<td>Discussion:</td>
<td>Organizational Politics</td>
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<td>• Group and Team Behavior</td>
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<td>• Conflict and Negotiation</td>
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<td>• Assessing Individual and Group Behavior</td>
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<td>• System Fits and Organizational Politics</td>
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<td>• Oral Reports(2)</td>
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<td>March 11</td>
<td>Spring Break</td>
<td>Read: Chapter 5, Harrison, <em>Environmental Relations</em></td>
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<td>Gibson, Chapter 14, <em>Organization Structure</em></td>
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<td>March 18-25</td>
<td>Discussion:</td>
<td>Read: Gibson, <em>Managing Organizational Change and Learning</em></td>
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<td>Harrison: <em>Environmental Relations</em></td>
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<td>Gibson: <em>Organization Structure</em></td>
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<td>• Oral Reports (2)</td>
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<td>April 1-8</td>
<td>Discussion:</td>
<td>Field Work and Experience and Completion of Experiential Exercise</td>
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<td><em>Managing Organizational Change and Learning</em></td>
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<td>April 15</td>
<td>“Putting It all Together”</td>
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<td>All assignments Due</td>
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Professional Behavior

Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

PLEASE READ AND SIGN THE FOLLOWING STATEMENT--DETACH AND RETURN TO THE PROFESSOR

I have read this course syllabus and understand the grading and attendance policies and the professional requirements of this course.

_________________________________________  _______________________
Signature                                                                 Date