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Description

EDP&L 846 is an introduction to the conceptual foundations of educational administration. The focus of this course is on the school as a social system with emphasis on structure, politics, decision making, and organizational effectiveness.

Objectives

Students will:

- Understand the historical foundations of educational administration.
- Demonstrate their knowledge of the school as a social system.
- Gain knowledge about effective and quality schools.
- Apply theoretical perspectives on structure, power, politics, and decision making to school problems.

Course Overview

March 31	Course Overview—Historical Perspective
April 7	School as a Social System
April 14	AERA--No formal class
April 21	Structure in Schools
April 28	Structure in Schools
May 5	Power and Politics in Schools
May 12	Mid-term Exam
May 19	Decision Making
May 26	Case Analysis
June 2	Case Analysis
June 4	Final Exercise is Due

Grading

- Midterm Exam [45% of grade]
- Final Paper [45% of grade]
- Class Attendance and Participation [10%]

A	94 - 100%	C	74 -76%
A-	90 - 93%	C-	70 - 73%
B+	87- 89%	D+	67 - 69%
B	84 - 86%	D	64 - 66%
B-	80 – 83% %	E	63% and below
C+	77-79%		

REQUIRED TEXT AND READINGS

- Hoy, Wayne K. and Miskel, Cecil G. *Educational Administration: Theory, Research, and Practice (6th edition)*. New York: McGraw-Hill.
- Selected Journal Articles--see assignments below

MARCH 31, 2004-CLASS

1. Introductions
2. Course Overview
3. Historical Foundations
 - Classical Era
 - Human Relations Era
 - Social Science

APRIL 7, 2004—ASSIGNMENT

Read *The School as a Social System*--Hoy & Miskel--Chapter 1

- Rational systems
- Natural systems
- Open systems
- School as an open system

SUGGESTED READINGS

Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation," *Academy of Management Review*, 14, 496-515.

Blau, P. M. and Scott, R. W. (2003). *Formal organizations: A comparative approach*. Stanford, CA; Stanford University Press.

Bolman, L. G. and Deal T. (2003). *Reframing organizations*. San Francisco, CA: Jossey-Bass.

Burrell, G. and Morgan, G. (1980). *Sociological paradigms and organizational analysis*. London: Heinemann.

DiMaggio, P. J. (1995). Comments on what theory is not. *Administrative Science Quarterly*, 40, 391-397.

Morgan, G. (1996). *Images of organization*. Thousand Oaks, CA: Sage.

Hinnings, C. R., & Greenwood, R. (2002). Disconnects and consequences in organizational theory. *Administrative Science Quarterly*, 47, 411-421.

Scott, W. G. (1992). *Chester Barnard and the guardians of the managerial state*. Lawrence, Kansas: University of Kansas Press.

Weick, C. (1995). What theory is not, theorizing is. *Administrative Science Quarterly*, 40, 385-390.

APRIL 7, 2004--CLASS DISCUSSION

1. Review Historical Perspectives

- Scientific Management Perspectives-- Rational Systems Perspective
- Human Relations Perspectives-- Natural Systems Perspective
- Social Science Perspectives-- Open Systems Perspective

2. Review Nature and Meaning of Theory

- What is theory? Research? Science?
- What is the relationship between theory and research?
- What is the relationship between theory and practice?

3. Discuss the School as a Social System

- Case Study—Rash Decision?

APRIL 14, 2004—ASSIGNMENT (AERA)

No Formal Class, but do the following:

Analyze your school by responding to the items on page 34. A two-page written paper is due on April 21.

APRIL 21, 2001—ASSIGNMENT

1. Read and study Chapter 3—*Structure in Schools*

- Take note of the difference between formal and informal structure.
- Compare Weber's Model of Structure with Hall's.
- Is bureaucratic structure bad? Why?

2. **Reminder:** your two-page paper on the analysis of your school is due on April 21.

SUGGESTED READINGS

Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Etzioni, A. (1975). *A comparative analysis of complex organizations*. New York: Free Press.

Hoy, W. K., and Sweetland, S. R. (2002). Designing better schools: The meaning and nature enabling school structures. *Educational Administrative Quarterly*, 37, 296-321.

Ferguson, K. E. (1994). *The feminist case against bureaucracy*. Philadelphia: Temple University Press.

Mintzberg, H. *Structuring of organizations* (1979). Englewood Cliffs, NJ: Prentice-Hall.

Morgan, G. (1996). *Images of organization*. Thousand Oaks, CA: Sage.

April 21, 2004—CLASS DISCUSSION

1. Discuss and contrast Weber, Mintzberg, and Hall.
2. How would you characterize the structure of your school?
3. Discuss the informal organization of your school.
4. Discuss formal structure of your school.
5. Turn in your Analysis of Your School

APRIL 28, 2004—ASSIGNMENT

1. Review Chapter 3—*Structure in Schools*
2. **Download and read:**
Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and measure of Enabling Structure, *Educational Administration Quarterly*, 37, 296-321.
3. Read and be ready to discuss the case—*Problems at West High*

SUGGESTED READINGS

- Adler, P. S. & Borys, B. (1996). Two types of bureaucracy: Enabling and coercive, *Administrative Science Quarterly*, 41, 61-89.
- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- Hall, R. H. (1991). *Organizations: Structures, processes and outcomes* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
- Hirschorn, L. (1997). *Reworking authority: Leading and following in the post-modern organization*. Cambridge, MA: MIT Press.
- Hoy, W. K. (2003). An analysis of enabling and mindful school structures: Some theoretical, research, and practical consideration. *Journal of Educational Administration*, 41, 87-108.
- Hoy, W. K., Gage, Q. C., & Tarter, C. J. (2004). Theoretical and empirical foundations of mindful schools. In Wayne K. Hoy & Cecil Miskel (Eds.) *Educational organizations, policy and reform: Research and measurement*.
- Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and nature of enabling school structure. *Educational Administration Quarterly*, 37, 296-321.
- Klein, G. (1998). *Sources of Power*. Boston: MIT Press.
- Mintzberg, H. (1983). *Structure in fives*. Englewood Cliffs, NJ: Prentice-Hall.
- Mintzberg, H. (1989). *Mintzberg on management*. New York: Free Press.

APRIL 28, 2004--CLASS DISCUSSION

1. Compare Enabling and Hindering Bureaucracies.
2. Have concrete examples of enabling school structures.
3. Compare a bureaucratic with a professional orientation
4. Case Study Discussion: Problems at West High.

MAY 5, 2004—ASSIGNMENT

1. Read and Study Chapter 6—*Power and Politics in Schools*
2. **Download and read:**
Sweetland, S. R., & Hoy, W. K. (2001). Varnishing the truth: Principals and teachers spinning reality. *Journal of Educational Administration*, 39, 282-293.
3. Identify political games played in your school.

SUGGESTED READINGS

Etzioni, A. (1975). *A comparative analysis of complex organizations*. New York: Free Press.

Kanter, R. (1978). *Men and women of the Corporation*. New York: Basic.

Marks, H. M., and Louis, K. S. (1999). Teacher empowerment and the capacity for organizational learning. *Educational Administration Quarterly*, 35, 707-750.

Mintzberg, H. (1983). *Power in and around organizations*. Englewood Cliffs, NJ: Prentice Hall.

Pugh, K., and Zhao, Y. (2003). Stories of Teacher Alienation: A look at the unintended consequences of efforts to empower teachers. *Teaching and Teacher Education*, 19, 187-202.

Sweetland, S. R., and Hoy, W. K. (2000). School characteristics: Toward an organizational model of student achievement. *Educational Administration Quarterly*, 5, 703-729.

Yukl, G. (1998). *Leadership in organizations*, (4th editions). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. & Falbe, C. M. (1993). The importance of different power sources in downward and lateral relations. *Journal of Applied Psychology*, 76, 416-423.

Yukl, G., Falbe, C. M. & Youn, J. Y. (1993). Patterns of influence behavior for managers, *Group and organizational management*, 18, 5-28.

Weber, M. (1947). *The theory of social and economic organizations*. In T. Parsons (Ed.), A. M. Henderson & T. Parsons (Trans.). New York: Free Press.

MAY 5, 2004--CLASS DISCUSSION

1. Discuss Power and Political Games.
2. Discuss Truth Spinning.
3. Discuss Game Playing.

MAY 12, 2004—ASSIGNMENT

Study for Midterm Examination

- Historical Perspectives in Administration
- School as a Social System
- Structure in School
- Power and Politics in School

MAY 12, 2004—CLASS—Comprehensive Examination

MAY 19, 2004—ASSIGNMENT

Read and Study Chapter 9—*Decision Making in Schools*

SUGGESTED READINGS

Bachrach, S., Bamberger, P., Conley, S. C., & Bower, S. (1990). The dimensionality of decision participation in educational organizations: The value of multi-domain evaluative approach. *Educational Administration Quarterly*, 26, 126-167.

Etzioni, A. (1992). Normative-affective factors: Toward a new decision-making model. In Mary Zey (ed.). *Decision making: alternatives to rational choice models*. Newbury Park, CA: Sage, 89-111.

Etzioni, A. (1982). "Humble decision making," *Harvard Business Review*, 67, 122-126.
Janis, I. L., & Mann, L. (1977). *Decision making: The psychological analysis of conflict, choice, and commitment*. New York: Free Press.

Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Decision-making cases, concepts, and consequence, 2nd edition*. Boston: Allyn & Bacon.

Lindblom, C. E. (1959). The science of muddling through. *Public Administrative Review*, 19, 79-99.

Simon, H. A. (1997). *Administrative behavior* (4th edition), New York, Free Press.

Zey, M. (ed.) (1992). *Decision making: alternatives to rational choice models*. Newbury Park, CA: Sage.

MAY 19, 2004--CLASS DISCUSSION

Decision Making

- Classical and Administrative Models of Decision Making
- Incremental and Mixed Scanning Models of Decision Making
- Garbage Can Model
- A Contingency Approach to Decision Making

MAY 26, 2004—ASSIGNMENT

1. **Download** and read the case--*Teachers Council*
 - Assume that you are the superintendent.
 - What are the problems?
 - Develop a plan to address the problems.
2. Read Chapter 8—*Effectiveness and Quality of Schools*

SUGGESTED READINGS

Cameron, K. S., & Whetten, D. A. (1983). *Organizational effectiveness: A comparison of multiple models*. New York: Academic.

Cameron, K. S., Whetten, D. A. (1995). Organizational effectiveness and quality: The second generation. Higher Education: *Handbook of Theory and Research, XI*.

Whetten, D. A. & Cameron, K. M. (1994). Organizational effectiveness: Old models and new constructs. In J. Greenberg, *Organizational behavior: The state of the science*. Hillsdale, NJ: Erlbaum, 135-155.

Deming, W. E. (1983). *Quality, productivity, and competitive advantage*. Cambridge: Massachusetts Institute of Technology, Center for Advanced Engineering.

Deming, W. E. (1993). *The new economics for economics, government, education*. Cambridge: Massachusetts Institute of Technology, Center for Advanced Engineering.

Scherkenbach, W. (1992). *The Deming route to quality and production*. Washington, DC: CEEPress.

Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Concepts, cases, and consequences*. Allyn & Bacon.

Spencer, B. A. (1994). Models of organization and total quality management. *Academy of Management Review*, 19, (3), 446-471.79-99.

MAY 26, 2004—CLASS DISCUSSION

1. What the pertinent facts of this case, *Teachers Council*?
2. What are the problems?
3. How serious are the problems?
4. As superintendent, what would you do?
5. What is the appropriate decision-making model?
6. How confident are you of success?

JUNE 2, 2004—ASSIGNMENT

1. **Download** and read the case, **Conflict at Washington High**.
2. Assume you were an assistant principal in this school.
3. Assume the role of principal.
4. Analyze what occurred and the actions of the administrators.
5. Be prepared to discuss this case in some detail.

SUGGESTED READINGS

- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: Freeman.
- Barnard, C. I. (1938). *Functions of the executive*. Cambridge, MA: Harvard University Press.
- Bacharach, S. B., Bamberger, P., Conley, S. C., and Bauer, S. (1990). The dimensionality of decision participation in educational organizations: The value of multi-domain educative approach. *Educational Administration Quarterly*, 26, 126–167.
- DiMaggio, P. J. (1988). Interest and agency in institutional theory. In L. G. Zucker (Ed.), *Institutional patterns in organizations: Culture and environments* (pp. 3-21). Cambridge, MA: Ballinger
- DiMaggio, P. J., and Powell, W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48, 147–160.
- Hoy, W. K. (1996). Science and theory in the practice of educational administration: A pragmatic approach,” *Educational Administration Quarterly*, 27, 336-378.
- Nadler, D. A. and Tushman, M. L. (1989). Organizational frame bending: Principles for managing reorientation, *Executive*, 3, 194-202.
- Scott, W. G. (1992). *Chester Barnard and the guardians of the managerial state*. Lawrence, Kansas: University of Kansas Press.

JUNE 2, 2004—CLASS DISCUSSION

1. Analyze this the case, **Conflict at Washington High**.
 - What are the pertinent facts?
 - Analyze the actions of the administrators?
 - What would you have done as an assistant principal at the Talent Show?
 - What are the basic problems and issues of this case?
 - What is the appropriate decision-making model?
2. Review approaches to decision making.
3. Hand out final exercise.

JUNE 4, 2004—FINAL EXERCISE IS DUE BY 5:00.

SUGGESTED READINGS

- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- Hirschhorn, L. (1997). *Reworking authority: Leading and following in the post-modern organization*. Cambridge, MA: MIT Press.
- Hoy, A. W. & Hoy, W. K. (2003). *Instructional leadership*. Boston: Allyn & Bacon.
- Hoy, W. K. & Tarter, C. J. (2004). *Administrators solving the problems of practice: Concepts, cases, and consequences*. Boston: Allyn & Bacon.
- Simon, H. A. (1997). *Administrative behavior* (4th edition), New York, Free Press.
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Yukl, G. (1998). *Leadership in organizations*, (4th editions). Englewood Cliffs, NJ: Prentice Hall.