

The Ohio State University
School of Educational Policy and Leadership

ED P & L: 886 (4 Credits)

Summer 2007—Room 166

Educational Administration Leadership Seminar:
Educational Leadership, Organizational Dynamics, & School Culture

1. Instructor

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2. Description/Rationale

This course is designed for Master of Arts and/or licensure students concentrating their studies in K-12 educational administration. It examines conceptual foundations of educational administration with the aim of using theory and research to solve the problems of practice. The focus of this course is on the school as a social system with emphasis on motivation, school culture, organizational climate, shared decision making, and leadership. The class will include discussion, analysis of cases, examination of your own experiences in schools, and the application of theory to practice. Our goal is to go beyond simply participating in these activities and use your experiences together with relevant theory and research to expand your understanding of school organizations, motivation, decision making, and leadership. In particular, we will deal with the following set of guiding questions:

Guiding Questions

- What is the nature of the culture and climate of your school? How do you measure school climate? How do you improve it?
- What are the basic principles of motivation? How do you use them to motivate students and teachers?
- How can principals empower teachers? When and how should you involve teachers in important school decisions?
- How can theories of leadership, participative management, motivation, and school culture be used to solve administrative problems of practice?

Toward this end, students will learn the appropriate knowledge, dispositions, and performances, comprising the integrated Educational Leadership Constituent Council (ELCC) and the Interstate School Leaders Licensure Consortium for:

ISLLC Standard 2.1—Promote Positive School Climate

(Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school community to improve school programs and culture.)

ISLLC Standard 3.1— Manage the organization

(Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.)

3. Relationship to other Courses

The Master of Arts and/or licensure program for Educational Administration includes a series of 11 required courses in administrative dynamics, as well as four 4-hour leadership seminars. This course is one of the leadership seminars. The Master of Arts and/or licensure program for Educational Administration is the only one in the university offering courses for licensure for the school superintendent and principal. All courses in the program are specific to school settings.

4. Student Outcomes: Knowledge, Dispositions, and Performances

This course addresses the knowledge, dispositions, and performances found in Standards 2 and 3 of the Standards for Advanced Programs for Educational Leaders: Specifically, students will:

- Have the knowledge and ability to promote the success of students by promoting a positive school climate.
- Demonstrate an ability to collect, analyze, and use data to make decisions to improve the climate and culture of the school.
- Demonstrate a mindful approach to decision making based upon the application of relevant theory and research.
- Have the knowledge and ability to promote the success of all students by managing the organization in a way that produces a safe, efficient, and effective learning environment.
- Reflect on their on leadership style and its strengths and weaknesses.
- Participate in problem-based learning activities within which students demonstrate respect for the rights of others and engage in honest, collegial interactions.
- Demonstrate the ability to use contemporary motivation principles to improve the performance of teachers and students.
- Demonstrate the inclusion of others in a participate model of leadership that promotes student learning and teacher productivity.
- Produce entries for an administrative portfolio that document knowledge, skills, and dispositions associated with the preceding objectives.

5. Off-Campus Field Experiences

All students are required to do a culture analysis of their school by collecting data from school members. This is a major project that will require a minimum of 12 hours (p. 12).

6. Diversity

Through the use of case studies that describe contemporary problems within actual schools, students will have opportunities to acquire and apply knowledge, dispositions, and performances necessary to assess

school culture, to implement context-appropriate strategies, to demonstrate leadership, and to show sensitivity and fairness to all. These strategies seek to capitalize on the diversity (e.g., population, language, disability, gender, race, socioeconomic) of the school social system in order to improve the school learning environment.

Statement of Student Rights

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” If students in the class desire any accommodations to make the course learning experiences more accessible or valuable, please contact the instructor.

7. Technology

Students will engage in a systematic study of the climate and culture of schools using descriptive instruments to construct profile of schools. The analyses will include the use of statistical analyses of actual data using SPSS or other scoring and statistical programs. Power-point presentations will be used to summarize, analyze, and interpret the data. Moreover, students will use the internet to find appropriate instruments to map the climate and culture of their school. Students will be given opportunities use technology to enhance their productivity and professional practice (e.g. database decision making, power point presentation, statistical analyses, etc.)

8. Topical Outline

June 19	Course Overview—Historical Perspective
June 21	School as Social System and Motivation
June 26	Culture & Climate
June 28	Leadership
July 3	Decision Making: Optimizing and Satisficing & Exam
July 5	Decision Making: Muddling and Scanning
July 10	Decision Making: Garbage, Politics, and Synthesis
July 12	Case analysis and begin Shared Decision Making— Field Project is Due
July 17	Shared Decision Making
July 19	Final Exam

Hoy— “Exhaust the informal before resorting to the formal”

Class Schedule

June 19, 2007--CLASS 1

1. Introductions
2. Course overview
3. Historical Foundations & Systems Framework

ASSIGNMENT for June 21, 2007

1. Read *Chapters 1 & 4* in Hoy & Miskel
2. Motivation is discussed in terms of needs, goals, & beliefs.
Be sure you study carefully one motivation theory from each perspective.
3. Select your favorite motivational perspective. Why?
4. Read case, “Motivational Challenge,” and be ready to analyze and discuss it.

SUGGESTED READINGS

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37, 479-508

Goddard, R. G., LoGerfo, L. & Hoy, W. K. (2004). High school accountability: The role of collective efficacy. *Educational Policy*, 18 (30), 403-425.

Goddard, R. G., Hoy, W. K., & Woolfolk Hoy, A. (2004). Collective efficacy: Theoretical development, empirical evidence, and future directions. *Educational Researcher*, 33, 3-13.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.

Maslow, A. (1973). *Motivation and personality*. New York: Harper & Row,

Schunk, D. H. (2000). Coming to terms with motivation constructs. *Contemporary Educational Psychology*, 25, 116-119.

Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

Hoy— “When you think you are done, do a little extra.”

July 21, 2007--CLASS 2

1. Discuss the nature of motivation
 - Need Theories
 - Goal Theories
 - Attribution Theory
 - Expectancy Theory
 - Efficacy Theories
 - Synthesis—Best Ideas
 - Case Analysis—Reverse the Decline

ASSIGNMENT for June 26, 2007

1. Read and study Chapter 5—*Culture and Climate* in H&M
2. Be able to define and distinguish between culture and climate. Be prepared to describe the culture of your school. Select one climate perspective and study it carefully.
3. Sketch the culture of your school.
4. Be prepared to analyze and discuss “Surprise at St. Clair Middle School.”

SUGGESTED READINGS

Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Hoffman, J, et al. (1994) “Building a culture of trust,” *Journal of School Leadership*, 4, 484-501.

Hoy, W, K., Smith, P. A., & Sweetland, S, R, (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal*, 86, (2), 38-49.

Hoy, W. K. (2002). Faculty trust: A key to student achievement. *Journal of School Public Relations*, 23, (2), 88-103.

Hoy, W. K., Tarter, C. J., & Kottkamp, R. (1991) *Open schools, healthy schools: Measuring organizational climate*. Beverly Hills: Sage.

Hoy, W. K. & Sabo, D. (1998). *Quality middle schools*. Thousand Oaks, CA: Corwin.

Schein, E. H. (1999). *The Corporate Culture*. San Francisco: Jossey-Bass.

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Hoy— “Speak ill of no one.”

June 26, 2007--CLASS 3

1. The nature of school culture and school culture.
2. The Organizational Health Inventory (OHI).
3. Discussion of your school culture.
4. Discussion of “Surprise at St. Clair Middle School.”

ASSIGNMENT for June 28, 2007

1. Read Chapter 12, Leadership in Schools, in H&M.
2. What is leadership?
3. Trait and behavioral perspectives on leadership.
4. Contingency theories of leadership.
5. Transformational leadership.

SUGGESTED READINGS

Alig-Mielcarek, J. & Hoy, W. K. (2005). Instructional Leadership: Its Nature, Meaning, and Influence. In Wayne K. Hoy & Cecil Miskel (Eds.) *Educational Leadership and Reform* (pp. 29-54).

Bass, B. M., & Avolio, B. J. (Eds.) (1994), *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.

Coleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston, MA: Harvard Business School Publishing.

Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). *Management of organizational behavior: Utilizing human resources*, (7th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Murphy, J., & Louis, S. K. (1999). Handbook of educational research on educational administration, (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, especially chapter 7 by Heck and Hallinger.

Sergiovanni, Thomas. (1992). *Moral leadership*. San Francisco: Jossey- Bass.

Tarter, C. J., & Hoy, W. K. (2004). A systems approach to quality in elementary schools: A theoretical and empirical analysis. *Journal of Educational Administration*, 42, 539-554.

Hoy—“Lead by example.”

June 28, 2007--CLASS 4

1. The nature of leadership.
2. Trait and behavioral approaches.
3. Situational and contingency approaches.
4. Transformational leadership.
5. Determining and changing your own leadership style: strengths and weaknesses.

ASSIGNMENT for July 3, 2007

1. Study for your mid-term examination.
2. Review Chapters 1, 4, 5, and 12—School as a social system, motivation, climate, culture, and leadership.
3. Read and study Chapters 1 and 2 in Hoy & Tarter.
4. Be prepared to compare and contrast optimizing and satisficing.
5. Review the case--"The Teachers Council," and its solution strategy.
6. Be prepared to discuss and analyze the "Controversial Speaker."

SUGGESTED READINGS

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.

Gigerinzer, G., Todd, P. M., & ABC Group (1999). *Simple heuristics that make us smart*. New York: Oxford University Press.

Janis, I. L., & Mann, L. (1977). *Decision making: The psychological analysis of conflict, choice, and commitment*. New York: Free Press.

Plous, S. (1993). *The psychology of judgment and decision making*. New York: McGraw-Hill.

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

Simon, H. A. (1993). Decision making: Rational, nonrational, and irrational. *Educational Administration Quarterly*, 29, 329-411.

Willower, D. J., & Licatta, J. (1997). *Values and valuation in the practice of educational administration*. Thousand Oaks: Corwin.

Hoy—“Don’t assume, get the facts.”

July 3, 2007--CLASS 5

1. Review satisficing model.
2. Compare and contrast muddling and mixed scanning models.
3. Discuss, The Teachers Council and its solution strategy.
4. Case Analysis—Controversial Speaker [p. 34]
5. **Examination**—last hour of class

ASSIGNMENT for July 5, 2007

1. Review Optimizing and Satisficing—Chapter 2
2. Read chapter 3--Muddling and Scanning—in Hoy & Tarter (*Administrators Solving the Problems of Practice*).
3. Analyze—Crisis in Marshall Creek—be prepared.

SUGGESTED READINGS

Etzioni, A. (1989). Humble decision making. *Harvard Business Review*, 67, 122-126.

Etzioni, A. (1986). Mixed scanning revisited. *Public Administration Review*, 67, 122-126.

Gigerenzer, G. (2000). *Adaptive thinking: Rationality in the real world*. New York: Oxford University Press.

Gigerenzer, G., Todd, P. M., & ABC Research Group (1999). *Simple heuristics that make us smart*. New York: Oxford University Press.

Kahneman, D. K., & Tversky, A. (1996). On the reality of cognitive illusions. *Psychological Review*, 103, 582-591.

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

Lindblom, C. E. (1965). *The intelligence of democracy: Decision making through mutual adjustment*. New York: The Free Press.

Lindblom, C. E. (1980). *The policy-making process* (2nd ed.). Englewood Cliffs: Prentice Hall.

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

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Hoy— “Do your homework; don’t fake it.”

July 5, 2007—CLASS 6

1. Review decision-making models
2. Compare and contrast--Muddling and Scanning Models
3. Discuss case-Conflict at Christmas
4. Case Analysis—Crisis in Marshall Creek.

ASSIGNMENT for July 10, 2007

1. Read chapter 4—Garbage and Politics—in Hoy and Tarter
2. Study & Analyze—Politics at River —be prepared.
3. Read chapter 5—Using the Best Model and read Case 5.3.

SUGGESTED READINGS

Gladwell, M. (2005). *Blink*. New York: Little and Brown.

Cohen, M. D., & March, J. G. (1974). *Leadership and ambiguity*. New York: McGraw-Hill.

Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly*, 17, 1-25.

Klein, G. (1998). *Sources of power: How people make decisions*. Cambridge, MA: MIT Press.

March, J. G. (1988). *Decisions and organizations*. Oxford; Blackwell.

March, J. G. (1994). *A primer on decision making*. New York: Free Press.

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

Hoy— “Be mindful and encourage mindfulness in others.”

July 10, 2007--CLASS 7

1. Compare and analyze the Garbage Can and Political Models.
2. Discuss Divided Loyalties
3. Discuss—Using the Best Model—A Synthesis
4. What is your favorite decision-making model? Why?
5. When is it appropriate to use a different model?
6. Case Analysis: Politics at River Grove—Be Prepared.

ASSIGNMENT for July 12, 2007

1. Read Case 5.12—Kinky Hair, select the appropriate model, develop a strategy, and be prepared to discuss the case.
2. Read chapters 6 and 7 on shared decision making.
3. Learn the Simplified Model and be ready to use it.
That is, commit it to memory and be ready to apply it.
4. Field Project is due on July 17.

SUGGESTED READINGS

Alluto, J. A., & Belasco, J. A. (1973). Patterns of teacher participation in school system decision making. *Educational Administration Quarterly*, 9, 27-41.

Etzioni, A. (1988). *The moral dimension: Toward a new economics*. New York: Free Press.

Gilovich, T. (1991). *How we know what isn't so: The fallibility of human reason in everyday life*. New York: Free Press.

Miner, J. B. (1988). *Organizational behavior: Performance and productivity*. New York: Random House.

Vroom V. H., & Jago, A. G. (1988). *The new leadership: Managing participation in organizations*. Englewood Cliffs, NJ: Prentice-Hall.

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

Hoy— “Celebrate the accomplishments of your faculty.”

July 12, 2007--CLASS 8

1. Discuss the Kinky Hair Case
2. Discuss the comprehensive model—limitations?
3. Explain and discuss the simplified model.
4. Compare and contrast the two models.
5. Apply the simplified model:
 - The Computer Purchasing Problem
 - The Curriculum Dilemma
 - Teacher Tardiness

FIELD PROJECT is DUE.

ASSIGNMENT for July 17, 2007

1. Read and be prepared to discuss Case 5.9—Zero Tolerance Policy.
2. Read and study the simplified model of shared decision making.
3. Compare and contrast the two models of shared decision making.
4. Read Cases 8.2-8.5 and be prepared to analyze them.

SUGGESTED READINGS

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

Hoy, W. K., & Tarter, C. J. (1993). “A normative model of shared decision making,” *Journal of Educational Administration*, 4-19.

Hoy, W. K., & Tartar, C. J. (1993). “Crafting strategies, not contriving solutions: A response to Downey and Knight's observations on shared decision making,” *Canadian Administration*, 32, 1-6.

Hoy, W. K., & Tarter, C. J. (1992). “Collaborative decision making: Empowering teachers,” *Canadian Administration*, 32, 1-9.

Tarter, C. J. & Hoy, W. K. (1998). “Toward a contingency theory of decision making,” *Journal of Educational Administration*, 36, 212-228.

Hoy— “Build a culture of academic optimism.”

July 17, 2007--CLASS 9

1. Discuss the “Zero Tolerance” Case.
2. Review Simplified Model.
3. Apply simplified model to Cases 10.2-10.5.
4. Review DM Models

ASSIGNMENT for July 19, 2007—FINAL EXAM—Review Decision-making Models

July 19, 2007--CLASS 10

FINAL EXAMINATION—CASE ANALYSIS

9. Evaluation and Grading

Grading Scale

A 94-100%	A- 90-93%
B+ 87-89%	B 84-86%
B- 80-83%	C+ 77-79%
C 74-76%	C- 70-73%
D+ 69-72%	D 66-68 %
E Below 66%	

Determination of Final Grade

Exam	30 %
Case Analysis	30 %
Final Exam	30 %
Participation	10 %

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Hoy— “*Outwork your competitors.*”

Your course grade will be determined based upon:

1. Exam: 30% of grade – July 3
A quiz on the major concepts: Multiple Choice Test
2. Final Exam--Case Analysis: 30%-- Due July 19
<ul style="list-style-type: none">• Read an actual case describing a school or school district with an administrative problem.• Then select the decision-making model that you will use to analyze the case—for example, satisficing, mixed scanning, muddling, or some combination.• Describe in some detail the model (s) and the underlying assumptions. Why are you selecting this conceptual perspective? Be sure that you have fully explained the theoretical model you propose to use.• Then use the model (s) to analyze the case.• Develop a solution strategy for the case. Be sure that you do a comprehensive analysis of the case. Develop a realistic strategy to deal with the problem. Try to anticipate any negative consequences of your action plan. Be sure to consider both the short-term and long-term aspects of the problem and your plan.
3. Field Experience--Climate and Culture Analysis: 30%--Due July 12
<p>Describe the conceptual perspective (e. g. The Health of a School, The Openness of Climate, etc.) that you find most useful to examine the climate of schools.</p> <ul style="list-style-type: none">• Define and develop the concepts and how they are related, that is, explain the perspective thoroughly. What do you like about this theoretical perspective and why do you find it useful? What advantages and disadvantages does this framework have for examining school climate?• Select an instrument to measure the climate of your school (e.g. OHI, OCDQ).• Then administer the instrument to 5 or 6 teachers in your school who are agreeable.• Then interview each teacher to get at the shared values of the school, its culture.• Keep both the school and the respondents anonymous.• Next score the instrument and develop a climate profile for the school as a chart or graph. Then explain what the figure means in words. Compare and contrast your school with an average school. How representative do you think the results are for your school? Would your principal agree?• Based on your interviews and knowledge of the school, describe the school’s culture in terms of its shared values. Compare the two perspectives: Climate (behavior) and Culture (values).• Use the results and analyze the strengths and weaknesses of your school climate and culture.• Develop a plan to improve the climate and culture of your school to be implemented in the next year. Provide a step-by-step description of your plan. Make sure it is realistic.• How does your plan capitalize on the diversity of the school to improve?• How would you then assess the effectiveness of your plan? Make sure you speak to the things that are necessary to improve the climate and culture of your school.

Hoy—“Never rest on your laurels.”

10. Texts and Bibliography

Required:

Hoy, W. K. & Miskel, C. G., (2008). *Educational administration: Theory, research, and practice* [8th edition]. New York: McGraw-Hill.

Hoy, W. K. & Tarter, C. J., (2004). *Administrators solving the problems of practice: Concepts, cases, and consequences*. [2nd edition]. Allyn & Bacon.

Bibliography

See suggested readings for each session above.

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Hoy—“Make mindfulness a habit of mind.”