

EdP&L 959: Doctoral Core: Organizational Theory—2007

1. Instructor

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Place and Time: Ramseyer 166, Monday 4:00-7:18

2. Course Description

EDP&L 959 is a doctoral core course in organizational and administrative theory. In particular, organizational theory for educational organizations--the focus of this course--explains organizational and administrative behavior. Relevant theories are used both to generate research hypotheses and to solve problems of practice.

3. Course Objectives

Students will:

- Gain knowledge about historical and theoretical foundations of educational administration.
- Gain knowledge about the structural, cultural, political, and individual elements of educational organizations.
- Gain knowledge about decision-making and motivation theories.
- Gain knowledge and understanding about variables and hypotheses in scientific research.
- Apply the knowledge gained from these theoretical perspectives to solving actual administrative problems.
- Synthesize theory and research in a selected area of organizational behavior and develop a set of original hypotheses.

4. Topical Outline

<i>Session</i>	<i>Date</i>	<i>Topic(s)</i>
1	9/24	Introduction to Theory and Statistics
2	10/1	Key Concepts in Research and Hypothesis Development
3	10/8	Basic Concepts in Theory, Research, Statistics, and Hypothesis Development
4	10/15*	Decision-Making Theories
5	10/22	Structural Perspectives—Theories of Organizational Structure
6	10/29	Individual Perspectives—Theories of Motivation
7	11/5*	Cultural Perspectives—Theories of Culture and Climate
8	11/12**	Political Perspectives—Theories of Politics
9	11/19	A Model for Shared Decision Making
10	11/26	Cases for Shared Decision Making
Paper	11/29***	Final Paper Due

* Quiz **Graded Paper on Hypothesis Development ***Final Paper

5. Evaluation

Your course grade will be determined based upon:

1. Major Assignment: 45% of grade--Your final paper is Due Nov 29.
The major assignment for this class is to write a term paper on mindfulness and several other topics of your choice. The paper will include a theoretical discussion of mindfulness and at least two other organizational concepts of your choosing. See Term Paper for specifics.
2. Quizzes and Hypothesis Development: 50% of grade
Two quizzes and a paper on hypothesis development will determine 50% of your grade.
3. Attendance and Participation in class: 5% of grade
The value of the class for everyone will be determined, in part, by the quality of your participation in class discussions. Arrive on time, ask questions, and share your ideas. Please make sure reading and reflection inform your ideas.

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

5. Texts and Articles

- **Required:**

1. Charters, W. W. Jr. (1992). *On understanding variables and hypotheses in scientific research*. Eugene,OR: Clearinghouse on Educational Management.
[I will supply the Charters Book]
2. Langer, E. J. (1989). *Mindfulness*. Cambridge, MA: Perseus Books.
3. Hoy, Wayne K. (2007). *A primer on quantitative research in education*, Columbus, OH: Arlington Writers.
[I will supply the Hoy Book]
4. Hoy, Wayne K. and Miskel, Cecil G. (2008). *Educational administration: Theory, research, and practice, 8th edition*, New York: McGraw Hill.
5. Weick, K. W. & Sutcliffe, K. M. (2001). *Managing the unexpected*. San Francisco: Jossey-Bass.

- **Supplementary Text**

6. Hoy, W. K & DiPaola, M. (2007). *Essential ideas for the reform of American schools*. Charlotte, NC; Info Age Publishing. (This is a good text for intriguing concepts.)

- **Journal Articles in Reading Packet on Carmen**

Final Paper: An Analysis of the Concept of Mindfulness as it relates to Organizational Concepts: The Development and Rationale of Three Original Hypotheses

Due: November 29, 2007

Your final paper is an analysis of the constructs of mindfulness and the development of a set of original hypotheses.

- 1. Conceptualize individual mindfulness (Langer, 1989), and organizational mindfulness (Weick & Sutcliffe, 2001).**
- 2. Compare, contrast, and analyze organizational and individual mindfulness.**
- 3. Describe examples of both individual and organizational mindfulness from your own experiences in organizations.**
- 4. Discuss how administrators can make schools or universities more mindful and encourage mindful behavior.**
- 5. Select at least three other concepts from the organizational literature (for example, organizational culture, trust, formalization, centralization, informal organization, leadership, motivation, power, etc.), which you suspect are related to mindfulness and do the following:**
 - a. Define and conceptualize each concept.**
 - b. Do a brief review of the literature on each concept.**
 - b. Develop a theoretical rationale for linking the concepts with mindfulness.**
 - c. Develop at least three original hypotheses.**
 - d. Discuss the significance of the proposed relationships.**

Be clear, concise, and precise in your writing and use APA style. The paper should be from 25 to 30 pages.

The final grade will be determined on the basis of:

- a. Originality**
- b. Comprehensiveness of the analysis**
- c. Clarity of writing and argument**
- d. Logic**

Class Sessions

Session 1: 9/23 Overview

- Introduction and Course Overview
- Introduction to Theory and Research Terms
- Historical Perspectives

Assignment for Session 2 on 10/3

1. Hoy, W. K. & Miskel C. (2008). *Educational administration: Theory, research and practice* (8th ed.). New York: McGraw Hill. Chapter 1--**The School as System**.
2. Charters, W. W. (1992). On understanding variables and hypotheses in scientific research
University of Oregon: Clearing House on Educational Management, Chapters 1, 2, 3, 4, 5.
3. Hoy, W. K. (2007). *A primer on quantitative research in education*. Columbus, OH: Arlington Writers, Chapter 1, 3.

Assignment for Session 2: Make sure you understand the nature of theory, research, and statistics, as well as the standard terminology.

Suggested Reading

1. DiMaggio, P. J.(1995). Comments on “What theory is not.” *Administrative Science Quarterly*, 40, 391-398.
2. Handy, C. (1993). *Understanding organizations*. New York: Oxford University Press.
3. Morgan, G. (1997). *Images of Organizations*. Beverly Hills, CA: Sage.
- 4.* Sutton, R. I. & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384—Reading Packet.
5. Weick, K. (1995). What Theory is Not, Theorizing Is. *Administrative Science Quarterly*, 40, 385-390.
6. Weick, K. (1999). Theory construction as disciplined reflexivity: Tradeoffs in the 90s. *The Academy of Management Review*, 24, 797-808.

*Recommended for understanding the nature of theory.

Session 2: 10/1 Foundations of Theory, Research, and Statistics

- Review of Statistical Foundations
- Review Historic Foundations
- The Nature of Theory and Hypothesis Development
- Dissecting and Critiquing Hypotheses

Assignment for Session 3 on 10/8

1. Study Charters, W. W. (1992). *On understanding variables and hypotheses in scientific research*. University of Oregon: Clearing House on Educational Management.
2. Hoy, W. K. (2007). *A primer on quantitative research in education*. Columbus, OH: Arlington Writers, Chapter 2, 4, 5.
3. Read Chapter 9 in the Hoy & Miskel text on Decision Making (pp. 324-354).

Written Assignment for Session 3: Develop an original hypothesis for class discussion. Be prepared to explain the logic for your hypothesis, the independent and dependent variables, and the kind of variables.

Suggested Readings

1. Etzioni, A. (1989). Humble decision making. *Harvard Business Review*, 67, 122-126.
2. 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.
3. Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown and Company.
4. Gigerenzer, G. (2007). *Gut feelings: The intelligence of the unconscious*. New York: Viking.
- 5.* Hoy, W. K. (2002). The pupil control studies: A historical, theoretical, and empirical analysis. *Journal of Educational Administration*, 39, 424-441 in Packet.
6. Lindblom, C. E. (1959). The science of muddling through. *Public Administrative Review*, 19, 79-99.
- 7.* Willower, D. J. *Concept development and research*—Chapter 7— Reading Packet.

*Recommended for hypothesis development.

Session 3: 10/8 Hypothesis Development and Critique

- Review of Statistical Foundations
- Review Historic Foundations
- The Nature of Theory and Hypothesis Development
- Dissecting and Critiquing Hypotheses

Assignment for Session 4 on 10/15

1. Study Chapter 9, Decision Making, in Hoy & Miskel and be prepared to discuss **Models of Decision Making**.
2. Read Tarter, C. J. & Hoy, W. K. (1998). Toward a contingency theory of decision making. *Journal of Educational Administration*, 36, 212-228 in Packet.
3. Kerlinger, Fred (1979). *Behavioral research: A conceptual approach*. New York: Holt, Rinehart & Winston, Chapters 2 and 3— Reading Packet.
4. **Study for a Quiz** on Theory, Research, Statistics, and Hypotheses Critique.
 - Key terms and definitions
 - Basic Statistical Ideas
 - Nature and function of Theory
 - Dissecting Hypotheses

Written Assignment for Session 4: Develop another original hypothesis for class discussion. Be prepared to explain the logic for your hypothesis, the independent and dependent variables, and the kind of variables.

Prepare for Quiz

Supplementary Readings

1. 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.
2. Lindblom, C. E. (1980). *The policy making process* (2nd edition). Englewood Cliffs, NJ: Prentice Hall
3. Zey, M. (1992). *Decision making: Alternatives to rational choice*. Newbury Park, CA: Sage.
4. Zsanbok, E. & Keln, G (1997). *Naturalistic decision making*. Mahwah, NJ: Erlbaum.
5. Salas, E., & Klein, G. (2001). *Linking expertise and natural decision making*. Mahwah, NJ:

Session 4: 10/15 Decision-making Models and Applications

- Quiz
- Dissecting and Critiquing Hypotheses
- Compare and Contrast Models of Decision Making
- Case Analysis
- Illustration of Application of Decision Making Model

Assignment for Session 5 on 10/22

1. Hoy, W. K. & Miskel C. (2008). *Educational administration: Theory, research and practice* (8th ed.). New York: McGraw Hill. Chapter 3-**Structure in Schools**.
2. Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and nature of enabling school structure. *Educational Administration Quarterly*, 37, 296-321 in Packet.
3. Hoy, W. K. (2003). An analysis of enabling and mindful school structures: Some theoretical, research, and practical consideration. *Journal of Educational Administration*, 87-108 in Packet.
4. Begin reading Langer (1989) and Weick & Sutcliffe (2001).

Written Assignment for Session 5: Develop an original hypothesis for class discussion on organizational structure. Be prepared to explain the logic for your hypothesis, the independent and dependent variables, and the kind of variables.

Discussion Assignment for Session 5: Be prepared to distinguish between Weber's notion of structure and more contemporary views. What are the strengths and weaknesses of the Weberian Structure? Is bureaucracy bad? Why does bureaucracy have such a bad reputation? Be ready to provide examples of hindering structure and enabling structures? Be ready to compare school and university structures and speak to the advantages and disadvantages of each.

Suggested Readings

1. Bolman, L. G., and Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd edition). San Francisco, CA: Jossey Bass, Chapters 3-5.
2. Hirschhorn, Larry (1997). *Reworking authority: Leading and following in a post-modern organization*. Cambridge, MA: MIT Press.
3. Mintzberg, H. (1989). *Mintzberg on Management*. New York: Free Press.
4. Scott, W. R. (2003). *Organizations: Rational, natural, and open systems* (5th. ed.). Englewood Cliffs, NJ: Prentice-Hall.

Session 5: 10/22 Structural Perspectives--Theories of Structure

- Hypothesis Critique
- Case Analysis
- Discussion and Critical Analysis of Organizational Structure

Assignment for Session 6 on 10/29

1. Hoy, W. K. & Miskel C. (2008). *Educational administration: Theory, research and practice* (8th ed.). New York: McGraw Hill. Chapter 4-**Individuals in Schools**.
2. Woods, R. & Bandura, A. (1989). Social cognitive theory of organizational management . *Academy of Management Review*, 14, 361-384 in reading packet.
3. Goddard, R., Hoy, W. K. & Woolfolk Hoy, A. (2000). Collective efficacy: Its nature, meaning, and measure. *American Educational Research Journal*, 37, 479-508 in Packet.
4. Continue Langer (1989) and Weick & Sutcliffe, 2001).

Written Assignment for Session 6: Develop an original hypothesis for class discussion on motivation. Be prepared to explain the logic for your hypothesis, the independent and dependent variables, and the kind of variables.

Discussion Assignment for Session 6: Be prepared to discuss major motivation theories. What are your favorite theories of motivation and why? Know the key assumptions and concepts and be prepared to discuss them. What is the key to motivating professionals?

Suggested Readings

1. Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117–148.
2. Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
3. Locke, E. A. (1991). The motivation sequence, the motivation hub, and the motivation core. *Organizational Behavior and Human Decision Processes*, 50, 288–299.
4. Locke, E. A., and Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
5. Vroom, V. H. (1964). *Work and motivation*. New York: Wiley.

Session 6: 10/29 Individual Perspectives--Theories of Motivation

- **Hypothesis Critique**
- **Discussion and Critical Analysis of Motivational Theory**
- **Selecting the Best Motivational Theory for the Situation**
- **Case Analysis**

Assignment for Session 7 on 11/5

1. Hoy, W. K. & Miskel C. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York: McGraw Hill. Chapter 5—**Culture and Climate in Schools**.
2. Kerlinger, Fred (1979). *Behavioral research: A conceptual approach*. New York: Holt, Rinehart & Winston, Chapters 11 & 12-The Multivariate Approach— Reading Packet.
3. Hoy, W. K. & Tarter, C. J. (1997). *The road to open and healthy schools*. Thousands Oaks, CA: Corwin Press, Chapter 3 (Healthy climates in middle schools)— Reading Packet.
4. Schein, E. (1996). Culture: The missing concept in organizational studies. *Administrative Science Quarterly*, 41, 229-240— Reading Packet.
5. Continue reading Langer (1989) and Weick & Sutcliffe (2001).

Written Assignment for Session 7: Develop an original hypothesis for class discussion on culture or climate. Be prepared to explain the logic for your hypothesis, the independent and dependent variables, and the kind of variables.

Discussion Assignment for Session 7: Be prepared to discuss the concepts of culture and climate. Provide appropriate examples for each concept based on the organizations of which you have been apart. Which concept do you find more useful? Why? Be sure you can explain both a conceptualization and measurement of school climate? Also be prepared to talk about the culture of your school or university.

Quiz: Key concepts of Structure and Motivation

Suggested Readings

1. Ashkanasy, N. M., Wilderom, C. P. M., & Peterson, M. F. (2000). *Handbook of Organizational Culture and Climate*. Thousand Oaks, CA: Sage.
2. Denison, D. R. (1996). What is the Difference between Organizational Culture and Organizational Climate?. *The Academy of Management Review*, 3, 619-654.
3. Schein, E. H. (1992). *Organizational Culture and Leadership* (2nd ed.). San Francisco: Jossey Bass.

Session 7: 11/5 Cultural Perspectives—Culture and Climate

- Quiz on Structure and Motivation
- Hypothesis Critique
- Discussion and Critical Analysis of Culture and Climate
- Contrast Culture and Climate. Which do you prefer? Why?
- Case Analysis—“Surprise at St. Clair Middle School”

Assignment for Session 8 on 11/12

1. Hoy, W. K. & Miskel C. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York: McGraw Hill. Chapter 6—**Power and Politics in Schools**.
2. Larson, C. L. (1997). Is the land of oz an alien nation? A sociopolitical study of school conflict. *Educational Administration Quarterly*, 33, 312-351 in Packet.
3. Sweetland, S. R. & Hoy, W. K. (2001). Varnishing the truth in schools: Principals and teachers spinning reality. *Journal of Educational Administration*, 39, 282-293.
4. Continue reading Langer (1989) and Weick & Sutcliffe (2001).

Graded Written Assignment for Session 8: Develop an original hypothesis on politics. Include a rationale (the logic that under girds your hypothesis), and specify the independent and dependent variables, and the kind of variables.

Discussion Assignment for Session 8: Be prepared to discuss the concepts of power and politics. To what extent is spinning the truth dysfunctional? Discuss strategies and tactics for coping with organizational politics. What are the sources of power? Provide examples of game playing in your organization. How do you survive in political organizations? Also be prepared to talk about the elements of flow and how they are related.

Suggested Readings

1. Alinsky, S. (1971). *Rules for radicals*. New York: Random House.
2. Bolman, L. G., and Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (2nd edition). San Francisco, CA: Jossey Bass, Chapters 9-11.
3. DiMaggio, P. J., and Powell, W. W. (1991). The iron cage. In W. W. Powell and P. J. DiMaggio (Eds.), *The new institutionalism in organizational analysis* (pp. 41–62). Chicago: University of Chicago Press.
4. Etzioni, A. (1975). *Comparative analysis of complex organizations*. New York: Free Press.
5. Kanter, R. (1977). *Men and women of the corporation*. New York: Basic Books.
6. Mintzberg, H. (1983). *Power in and around organizations*. Englewood Cliffs, NJ: Prentice-Hall.

Session 8: 11/12 Politics Perspective—Power and Politics

- **Hypothesis Critique**
- **Discussion and Critical Analysis of Power and Organizational Politics**
- **Contrast Power, Authority, and Politics.**
- **Why are internal politics dysfunctional? What can you do to cope or play?**
- **Discuss the notion of truth spinning. Examples.**
- **Case Analysis—“Land of OZ”**

Assignment for Session 9 on 11/19

1. Hoy, W. K. & Miskel C. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York: McGraw Hill. Chapter 10 (355-378)—**Shared Decision Making.**
2. Work on Term Paper—suggested reading—Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement, *American Educational Research Journal*, 43, 425-446.

Written Assignment for Session 9: Develop one original hypothesis using the concept of shared decision making.

Discussion: Be prepared to present and critique the Hoy-Tarter Model of Shared Decision Making

Continue work on your final paper.

Session 9: 11/19 A Model for Shared Decision Making

- **Hoy-Tarter Model on Shared Decision Making**
- **Application of the Model to Cases**

Assignment for Session 10

1. Review Shared Decision-Making Model
2. Work on final paper

Written Assignment for Session 10: None—Work on final paper.

Session 10: 11/26 Application of Shared-Decision Making Model

Final Paper: 11/29 Paper is due by 5:00--Finis

Bibliography

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- Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, *14*, 496-515.
- Bolman, L. G. & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.
- 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.
- Cusick, P. A. (1987). *Organizational culture and schools*. *Educational Administration Quarterly*, *23*, 3-117.
- Daft, R. L. (1994). *Organizational theory and design*. St. Paul, MN: West.
- Denison, D. R. (1996). What is the difference between organizational climate and organizational culture? *Academy of Management Review*, *21*, 619-654.
- DiMaggio, P. J. (1995). Comments on "What theory is not." *Administrative Science Quarterly*, *40*, 391-398.
- Donmoyer, R. B., Schurich, J., & Imber, M. L. (Eds.). (1995). *The knowledge base in educational administration: Multiple perspectives*. Albany: SUNY Press.
- Elsbach, K. D. and Kramer, R. M. (1996). Members' responses to organizational identity threats: Encountering and countering the Business Week rankings. *Administrative Science Quarterly*, *41*, 442-476.
- Etzioni, A. (1988). *The moral dimension: Toward a new economics*. New York: Free Press.
- Etzioni, A. (1989). Humble decision making. *Harvard Business Review*, *67*, 122-126.
- 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.
- Ferguson, K. E. (1984). *The feminist case against bureaucracy*. Philadelphia: Temple University Press.
- Frost, P. J., Moore, L. F., Louis, M. R., Lundberg, C. C., & Martin, J. (Eds.). (1991). *Reframing organizational culture*. Newbury Park, CA: Sage.
- Gilovich, T. (1991). *How we know what isn't so: The fallibility of human reason in everyday life*. New York: Free Press.

- Gist, M. E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management Review*, 17, 183-211.
- Griffiths, D. B. (1996) Theoretical pluralism in educational administration. In R. B. Donmoyer, J. Schurich, and M. L. Imber (Eds.), *The knowledge base in educational administration: Multiple perspectives*, Albany SUNY Press.
- Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*. Reading, MA: Addison-Wesley.
- Hackman, J. R., & Wageman R. (1995). Total quality management: Empirical, conceptual, and practical issues. *Administrative Science Quarterly*, 40, 309-342.
- Hall, R. H. (2002). *Organizations: Structures, processes, and outcomes* (8th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Handy, C. (1993). *Understanding organizations*. New York: Oxford University Press.
- Halpin, A. W. (1966). *Theory and research in administration*. New York: Macmillan.
- Herrnstein, R. J. (1990). *Rational choice theory: Necessary but not sufficient*. *American Psychologist*, 45, 356-367.
- Hickson, D., Butler, R., Gray, D., Mallory, G., & Wilson, D. (1986). *Top decisions: Strategic decision making in organizations*. Oxford: Basil Blackwell.
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- Hoy, W. K. & Sabo, D. (1998). *Quality middle schools: Open and healthy*. Thousand Islands, CA: Corwin Press.
- Hoy, W. K., Sabo, D., & Barnes, K. (1996). Organizational health and faculty trust. A view from the middle level. *Research in Middle Education Quarterly*, 19, 21-39.
- Hoy, W. K., Tarter, C. J., & Kottkamp, R. (1991). *Open schools/healthy schools: Measuring organizational climate*. Beverly Hills, CA: Sage.
- Hoy, W. K., & Tarter, C. J. (1993a). A normative model of shared decision making. *Journal of Educational Administration*, 31, 4-19.
- Hoy, W. K., & Tartar, C. J. (1993b). Crafting strategies, not contriving solutions: A response to Downey and Knight's observations on shared decision making. *Canadian Administration*, 32, 1-6.
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- Hoy, W. K. & Tarter, C. J. (1997). *The road to open and healthy middle schools*. Thousand Islands, CA: Corwin Press.
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- March, J. G. (1988). *Decisions and organizations*. Oxford: Blackwell.
- March, J. G. (1994). *A primer of decision making*. New York: Free Press.
- Maslow, A. H. (1970). *Motivation and personality* (2nd ed.). New York: Harper & Row.
- McGregor, A. (1960). *The human side of enterprise*. New York: McGraw Hill.
- Mintzberg, H. (1979). *The structuring of organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Mintzberg, H. (1981). The manager's job: Folklore and fact. *Harvard Business Review*, 53, 49-61.
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- Scott, W. R. (2003). *Organizations: Rational, natural, and open systems*, (4rd edition). Englewood Cliffs, NJ: Prentice-Hall.
- Senge, Peter M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Sergiovanni, T. (1992). *Moral leadership*. San Francisco, Jossey Bass.
- Simon, H. A. (1997). *Administrative behavior* (4th ed.). New York: Macmillan.
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- Weick, K. E. (1976). Educational organizations as loosely coupled systems. *Administrative Science Quarterly*, 21, 1-19.
- Willower, D. J. (1994). Values, valuation, and explanation in school organizations. *Journal of School Leadership*, 4, 466-483.
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