Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. This request is submitted by the Department of EAHK
2. Course prefix, number and complete title of course: EDAD 653 Nature & Problems of Administrative Behavior

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.
3. Change requested
   a) Prerequisite(s): From __________________________ To __________________________
   b) Withdrawal (reason) __________________________
   c) Cross-list with __________________________
      Cross-listed courses require the signature of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: EDAD 653, Nature & Problems of Administrative Behavior: Interdisciplinary survey course using case study method; designed to enhance understanding of organizational theory & the appropriate techniques in decision-making; communication & staff relations required by the educational administrator.

5. Complete proposed course title and proposed course description (not to exceed 50 words): EDAD 653, Organizational Theory & Leadership in Education: Course is designed to analyze the relationship between administrative theory & practice by utilizing the literature in organizational theory & administrative leadership behavior & applying the concepts to administrative practice in PreK-higher educational settings. Case studies, debates, simulations & role playing will be utilized to supplement lectures & discussions.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
<td>EDAD 653</td>
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b) Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
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<tr>
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Approval recommended by:

Head of Department: __________________________ Date: __________________________

Head of Department (if cross-listed course): __________________________ Date: __________________________

Submitted to Coordinating Board by:

Director of Academic Support Services: __________________________ Date: __________________________

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Effective Date: __________________________

1 of 23 B17
EDAD 653
Organizational Theory and Leadership in Education
Dept. of Educational Administration & Human Resource Development

Instructor: John Hoyle, Ph.D.
Office: Rm. 532, Harrington Tower
Phone: 979-845-2748
E-mail: jhoyle@tamu.edu
Office Hours: By Appointment

Prerequisites: Graduate Classification

Course Description: This course is designed to analyze the relationship between administrative theory and practice by utilizing the literature in organizational theory and administrative leadership behavior and applying the concepts to administrative practice in pre k-higher educational settings. Case studies, debates, simulations, and role playing will be utilized to supplement lectures and discussions.

Required Texts

Recommended Texts

**Supplementary Texts (not required)**


**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>First Class</td>
<td>Theoretical Foundations of Organizational Theory and Behavior</td>
</tr>
<tr>
<td>Second Class</td>
<td>Historical Mainstreams of Organizational Thought into Educational Administration</td>
</tr>
<tr>
<td>Third Class</td>
<td>Organizational Structure, Social System and External Environments of Schools and Universities</td>
</tr>
<tr>
<td>Fourth Class</td>
<td>The Technical Core: Teaching and Learning</td>
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<tr>
<td>Fifth Class</td>
<td>Individuals in Schools and Universities</td>
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<tr>
<td>Sixth Class</td>
<td>Culture and Climate In Schools and Higher Education</td>
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<tr>
<td>Seventh Class</td>
<td>Reading Time</td>
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<tr>
<td>Eighth Class</td>
<td>Power and Politics in Education; Review for Mid-term</td>
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Ninth Class  Mid-term Exam
Tenth Class  Effectiveness and Quality of Schools and Higher Education
Eleventh Class  Leadership Decision Making and Vision
Twelfth Class  Leadership and Motivation
Thirteenth Class  Spiritual Leadership and High Performance (Hersey-Blanchard Game)
Fourteenth Class  Research Reports
Fifteenth Class  Research Reports and Final Exam

Requirements

1. Readings—Each student should read the assignments for each major topic and present three 2 to 3 page critiques primarily from the recommended books and articles. Due Feb. 1, Mar. 8, and April 19.


3. Class participation—Students will fill the role of Associate Professor and make an 8 – 10 minute oral presentation on their final research paper. Also, each student will engage in case studies, simulation, or debate.

3. Examinations—A mid-term and final exam will be given covering all topics presented plus textbook information.

Student Evaluation

Each student will be evaluated for a final grade as follows:

<table>
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<th>Evaluation</th>
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<tr>
<td>Topic Presentation</td>
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<tr>
<td>Term Paper</td>
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<td>Simulation (role play)</td>
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<td>Critiques</td>
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<tr>
<td>Mid-Term Exam</td>
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<td>Final Exam</td>
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<td>B</td>
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<td>C</td>
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University Policy on Academic Integrity

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

"An Aggie does not lie, cheat, or steal
nor tolerate those who do."

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found on line at: http://studentrules.tamu.edu. Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637. Due to emergency evacuation requirements within the department, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the main office, 511 Harrington Tower.
SEXUAL HARASSMENT

Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at http://rules.tamu.eduurules/300/340199ml.htm for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.
First & Second Class Meetings

Topic: Theoretical Foundations of Organizational theory and Behavior and Historical Mainstreams of Organizational Thoughts into Educational Administration

Objective: Students will learn the major historical events in administrative thought and the key leaders in the development of educational administration as an academic inquiry. Among those concepts are as follows:

- theory: A scientific concept
- theory and practice
- classical or generalizational thought
- human relations approach
- contributions to management thought by Woodrow Wilson, Frederick Taylor, Henri Fayol, Max Weber and other turn-of-the-century contributors
- human relations approach
- the evolution of the human relations era of management thought including the ideas of Elton Mayo, Mary Parker Follet, and Chester Barnard and others
- behavioral science approach to organizational theory and practice
- the contributions of Cubberly, Mort, Griffiths, Campbell, Haskew, Culbertson, et al., to the early years of educational administration
- the development of NCPEA, CPEA, UCEA, and the National Policy Board
- a systems view
- emergent non-traditional perspectives
- current development in research, practice of school leaders

Evaluation: Students will demonstrate mastery of the above material on the mid-term exam.

Activity: The professors will present information on the development of educational administration by using lecture, class discussion, and multi-media techniques.

Resources


Chapter 1, Hoy/Miskel; Chapters 15, 16. Burdin (Second NCPEA Yearbook).
Chapters 1, 2, pp. 3-24, Hoyle & Estes (First NCPEA Yearbook). Chapter 1, Browder, Fifth, 1997, NCPEA Yearbook.

Achilles, C. M. (1991, Fall/Winter). Knowledge base or no ledge base? We need something to hang on to. Record in Educational Administration and Supervision.


Callahan, R. The cult of efficiency.


Third Class Meeting

Topic: Organizational Structure, Social System, and Its External Environments

Objective: Students will demonstrate mastery of the following concepts:

- What are social systems models?
- Social Systems Theory and Socio-Technical Theory. Getzels/Guba model
- Conceptual derivations and applications
- Dimensions of organizational environments
- Loose Coupling
- Typologies of environment
- Local and Cosmopolitan Orientation
- Privatization of public education
- Weberian Model of Bureaucracy

Evaluation: Students will demonstrate mastery of social systems theory (models) and the application to education organizations via oral reports, simulation projects, and mid-term exam.

Activity: Student research reports and presentations by professors and guests from school districts.

Resources

Chapters 1, 3, and 7, Hoy & Miskel; Burdin, Chapter 25 (Second NCPEA Yearbook). Chapter 12, 13, Hoyle & Estes (First NCPEA Yearbook). Birnbaum, How colleges work. Chs., 2 & 8.

Barnard, Chester. Functions of the executives, 1932.

Chapter 3, Hoy & Miskel; Burdin, Chapter 1 (Second NCPEA Yearbook); Chapter 8 (Third NCPEA Yearbook). Birnbaum, How Colleges Work, Ch. 5.


Fourth Class Meeting

Topic: The Technical Core: Teaching and Learning

Objective: The students will learn about the technical core of teaching and learning and student performance.

- learning theories
- curriculum and instruction
- constructivist views and social construction of knowledge
- cognitive choice theories
- metacognitive approaches
- mastery of teaching and instructional strategies

Evaluation: Students will demonstrate mastery of the above through oral reports, simulation projects, and the mid-term exam.

Activity: The professor will lecture and assign oral reports on elements of professional preparation, development of school leaders, and the skills required to succeed in complex educational organizations.

Resources

Chapter 2, Hoy & Miskel


Fifth Class Meeting

Topic: Individuals in Schools and Universities

Objective: The students will learn about motivation theories to help manage and work with people.

- Needs Theory
- Goal Theory
- Attribution Theory
- Equity Theory
- Expectancy Theory
- Job Satisfaction

Evaluation: Students will demonstrate mastery of the above through oral reports, simulation projects, and the mid-term exam.

Activity: The professor will lecture and assign oral reports on elements of professional preparation, development of school leaders, and the skills required to succeed in complex educational organizations.

Resources

Chapter 4, Hoy & Miskel: Chapter 4.


Sixth Class Meeting

**Topic:** Culture and Climate of Schools and Universities

**Objective:** The students will learn the difference between school climate and culture and their importance in successful leadership.

- Organizational Culture
- Different Types of Culture
- Organizational Climate
- Organizational Dynamics: Healthy and Unhealthy
- Changing the Culture and Climate of Schools and Universities

**Evaluation:** The student will demonstrate mastery of the above through oral reports, simulations, and the mid-term exam.

**Activity:** The professor will lecture and assign oral reports on elements of culture and climate. Also, a simulation will be applied to facilitate learning.

**Resources**

Chapter 5, Hoy & Miskel; Chapter 5, *Fifth NCPEA Yearbook*; Birnbaum, Ch. 4.


*Second NCPEA Yearbook*, chapter 6, Gender Fairness. Fox, et al. Also, Chapter 8, "Culturally Diverse Students." Morris, p. 70.

Seventh Class Meeting

**Topic:** Power and Authority

**Objective:** Students will learn the impact and use of power and authority in educational institutions. Among those elements are:

- Types of Authority
- Authority and Administrative Behavior in Schools
- Sources and Use of Power
- Mintzberg’s Typology of Power
- Etzioni’s Typology of Power
- Organizational Politics and Political Games
- Conflict Management

**Evaluation:** Students will demonstrate mastery of the above material by presentations and the mid-term exam.

**Activity:** The professor will present information on the politics of power by using lectures, class discussion, and multi-media techniques.

**Resources**

Chapter 6, Hoy & Miskel; Burdin, Chapter 2, (Second NCPEA Yearbook, 1994); Hoyle & Estes, Chapter 23 (First NCPEA Yearbook, 1993); Birnbaum, Ch. 6.


Eighth Class Meeting

Topic: Mid-term Exam

Ninth Class Meeting

Topic: Effectiveness and Quality of Schools

Objective: The student will learn the key concepts of open-system theory, quality, and continuous improvement.

- organizational analysis and effectiveness of educational institutions
- goal model of organizational effectiveness
- three outcome criteria
- job satisfaction
- perceived organizational effectiveness
- quality of schools

Evaluation: Students will demonstrate mastery of open-systems theory and the issues impacting organizational effectiveness.

Activity: Lectures by professors and student research reports on effectiveness and continuous improvement

Resources

Chapter 8, Hoy & Miskel; Chapter 6 (Cole, p. 45), NCPEA Yearbook; Chapter 19 (Richardson, p. 263), NCPEA Yearbook.


Tenth Class Meeting

Topic: Leadership Decision Making and Vision

Objective: The students will learn the major leadership theories and dimensions as well as the process of decision making in complex organizations. Among these concepts are:

- the trait-situational dilemma
- structural observations of leader behavior
- dimensions of leadership
- LBDQ research
- Michigan and Harvard Leadership studies
- contingency approaches
- a satisfying strategy
- the decision making process—an action cycle
- the incremental model
- the mixed scanning model
- participation in decision making
- zone of acceptance model
- the vision thing
- intuition and brain functions in decision making
- leadership and futuring

Evaluations: The students will demonstrate mastery of leadership theories and decision-making processes via student reports, projects, and the final exam.

Activities: Student research reports, projects, lectures, and simulation games
Resources


Chapters 9, 10, & 11, Hoy & Miskel; Hoyle, J. (1995). Leadership and futuring; Chapter 5, Hoyle & Estes (First NCPEA Yearbook); Birnbaum, Ch. 1.


Hoyle, J. (2002). The highest form of leadership: Helping tomorrow’s leaders catch the spirit. The School Administrator, 8(59).


Eleventh Class Meeting

**Topic:** Leadership, Mentoring, and Motivation

**Objective:** The students will apply leadership theories and assess the ones that are the most prevalent in the literature for understanding work behavior in educational organizations. Among these theories and principles are:

- motivational enhancement programs
- career ladders
- career paths in educational administration
- school and university leaders as motivators

**Evaluation:** Students will demonstrate mastery of work leadership motivation theories and characteristics of the work place, i.e., climate, culture, individual reports, and the final exam.

**Activity:** Student research reports, lecture by professor, and a debate on Nov. 25 on the motivational factors for top performance among educators.

**Resources**


Hoy, W. Wide selection in text.


Miskel, C. Wide selection in text.


Twelfth Class Meeting

Topic: Situational Leadership and High Performance

Objective The student will learn the impact and value using inner connection for a better good.

Readings Selected articles

Thirteenth Class Meeting

Topic: Present Research Papers

Fourteenth Class Meeting

Topic: Research Reports

Fifteenth Class Meeting

Topic: Final Exam & Reflections
Review Concepts for Mid-Term Exam
EDAD 653
Professor John R. Hoyle

1. Administrative theory
2. Organization theory
3. Concept, assumptions, variable, generalization
4. Hypothesis
5. Fred Taylor and a sampling of his ideas scientific management
6. Henri Fayol and his five functions
7. The AASA Standards
8. The educational administration knowledge base and its importance
9. Mary Parker Follett’s ideas on management
10. Propositions of the Hawthorne studies
11. Herbert Simon and the worker
12. Deconstruction, critical theory, feminist critique
13. Principle of homogeneity
14. Rational, natural, and open systems
15. Homeostasis
16. Equifinality
17. Technical core, learning theories, curriculum and instruction
18. Social systems are open, peopled, have interdependent parts, goal oriented, structural, normative, sanction bearing, political, conceptual, and relative, and all formal systems are social systems, but all social systems are not formal organizations.
19. The Getzels-Guba social systems model, i.e., ideographic, nomothetic B = f(RxP)
20. Chester Barnard’s main contributions to organizational thought
21. Herbert Simon’s concept of “satisficing”
22. Max Weber’s ideas on bureaucracy
23. Functions and dysfunctions of the Weberian Model
24. What are the key components of a social system model for schools and universities? See Fig. 2.4, page 42.
25. What are the distinguishing characteristics of the Weberian, Authoritarian, Professional, and Chaotic organizational types?

26. List the main differences between a semiprofessional bureaucracy and a professional bureaucracy.

27. Loose coupling perspective

28. Gouldner’s ideas on Cosmopolitans and Locals: Presthus and his upward mobiles, indifferents, and ambivalents

29. A dual organization

30. Leadership definitions and types

31. Leadership Behavior in Development Questionnaire

32. Hersey Blanchard Contingency Model

33. The visioning process

34. Values theory: McClelland’s Theory of Achievement

35. Vroom’s Expectancy Theory

36. Self-efficacy theory

37. Goal setting theory

38. Organizational culture, different types of culture, organizational climate

39. Prototypic profiles of climate types (Fig. 5.6, page 147)

40. Weber’s three types of authority (p. 172)

41. Leadership theories and concepts

42. Vision

43. Mission

44. Propositional inventories

45. Delphi techniques

46. Cooperative processing