

**The University of Texas at Austin  
Course Outline and Syllabus  
Spring 2010**

Course: Organizational Design & Behavior (EDA 382M)  
Meeting times: Wednesdays, 1-4 pm, SZB 439E  
Instructor: Richard J. Reddick, Ed.D.  
Office: SZB 374E  
Office hours: Tuesdays 2-4 pm; please use the Blackboard tool to schedule appointments.  
Telephone: (512) 475-8587  
E-mail: [richard.reddick@austin.utexas.edu](mailto:richard.reddick@austin.utexas.edu)  
TA: Amardeep Kahlon (akahlon@mail.utexas.edu)

**NB: This syllabus is current as of **January 18, 2010** and is a working document. Please ensure you have the most recent version from the Blackboard site.**

### **Description**

This course is designed to assist administrators and researchers better understand educational (and other similarly structured) organizations from a perspective integrating leadership, developmental relationships, and organizational theory. This course is also a core course in the EDA department, and thus will be integral to students' progress toward doctoral milestones.

Enrollment is limited to doctoral students in EDA and fulfills a core course requirement. Student from other departments and/or degree programs may be admitted on a space-available basis.

### **Course Objectives and Themes**

1. To introduce analytic tools to examine organizations, most significantly Bolman & Deal's four frames.
2. To apply analytic tools and theories to organizational behavior via case studies, class discussion, and personal reflection.
3. To introduce and interrogate the role of developmental relationships in the growth of organizations.
4. To explore how individuals and personalities work to enhance (or at times, thwart) organizational structures.

### **Textbooks**

There is one required textbook for this course:

Bolman, L.G. & Deal, T.E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4<sup>th</sup> edition). San Francisco: Jossey-Bass.

It is further strongly suggested that all students purchase a copy of the American Psychological Association's Publication Manual (now in its 6th edition, but the 5th

edition currently is the most accurate version). This is an essential reference for graduate students in education. Unless otherwise noted, **all assignments in this course will follow APA 5<sup>th</sup> format**, so it is essential that you have a sourcebook to assist your efforts. There are a number of websites that have APA resources available as well. **It is expected that students familiarize themselves with the vast assortment of APA resources in the department, university, and online.**

Additional readings, if any, will be listed in the readings for each week. There may also be recommended readings listed for students who wish to explore a topic further – these, of course, are not required.

### **Course Requirements**

*Attendance:* In doctoral seminars, the majority of learning and analysis takes place in course dialogue, hence students are expected to attend all course meetings. In instances of illness or emergency students should contact Dr. Reddick via e-mail and arrange to borrow lecture notes or materials from a classmate. It is understood that professional obligations may require the occasional absence – however, if you expect to miss more than two class meetings of the 15 scheduled, you should reconsider taking this course this semester. **Keep in mind that as a core course, there is a waitlist for this course and if you cannot commit to meetings, it is better to release your seat to another student that can make the meetings.**

*Participation:* Much of the course will be presented in a discussion format. Therefore, it is essential that students come to class prepared to discuss readings. Student participation will be assessed in three ways:

- Class attendance – two excused absences are allowed before points are deducted (10% of grade)
- Participation in Blackboard discussion threads. Students are required to submit a  $\leq 175$ -word contribution to the discussion thread weekly in response to Dr. Reddick's guiding question(s) for the week (this is approximately half a page, double-spaced). This assignment is designed to invigorate class discussions and to identify topics of interest. Students should submit the discussion contribution no later than the Monday evening before the class meeting at midnight (10% of grade). Topical responses will receive full credit; late responses will receive partial credit; and of course, not submitting a response will earn a zero.
- Participation in classroom discussions. As aspiring and practicing professionals in educational administration, students will need to establish a sense of comfort in participating and leading discussions. There will be several different ways to participate in the classroom setting, including: asking questions or provoking a topic of conversation; participating in small group conversations; and presenting research to class participants. The key to establishing proficiency in these areas is to practice. Dr. Reddick strongly

encourages the use of study groups to assist in strengthening these skills (10% of grade).

Assignments: Along with the weekly submission to the Blackboard discussion thread, students will submit a diagnostic writing assignment, two case study products, and two major projects for EDA 382M:

*Diagnostic Writing Assignment:*

- This assignment is designed to allow students to practice writing without penalty. The prompt will be announced in class and students will write a 500-750 word response using APA 5<sup>th</sup> format. This paper will then be submitted to a peer in class for feedback. Upon receipt of feedback, students will integrate the comments, and submit a final copy of the paper. *Grades of B+ or better will receive .5 points added to the final course grade.* **Due date: February 10**

*Case Study (35% of grade; 17.5% of grade for each component):*

- Part One: You will reflect on your own professional experiences and write a case study about a dilemma you faced in an organization. This paper will serve as the basis for a subsequent analytic paper. **Due date: March 3**
- Part Two: You will analyze your case using two of Bolman & Deal's frames (structural, political, human resource, and symbolic), or other organizational theories presented in class.. **Due date: April 14**

*Projects (35% of grade; 17.5% of grade for each component):*

- Group project: Students will work collaboratively on a paper and presentation based on a small organization (one that employs or involves 50 people or less). This paper will use organizational theories studied in the course to describe strengths, challenges, and organizational design of the organization. **Due date: April 21 or 28 (presentation), May 5 (paper)**
- Final paper: an analysis of the group project process, or a topic on organizational design & behavior approved by Dr. Reddick. **Due date: May 5**

Proficiency in writing is expected of all students. While Dr. Reddick is happy to work with students to improve writing, becoming an excellent writer is largely a self-motivating task. Students should seek out assistance from as many sources as possible.

*Incomplete Policy:*

I will not grant incompletes as a matter of course; they will be discussed only in extenuating circumstances. If you anticipate difficulty in completing the course requirements in time, you should reconsider taking this course.

*Guidelines for Submitting Assignments*

Please read this section carefully. Written work is due at the start of class on the due date and should adhere to the following format. (Please note that EndNote has APA 5<sup>th</sup> templates that you can use):

1. Printed single-sided on 8.5" x 11" white paper (printer or copier paper, 20 lb.), with 1" margins on the top, left, and bottom. The right margin should be 1.5" (to allow space for instructor comments). All assignments, with the exception of the diagnostic writing assignment, should have a cover sheet with your name, the title of the assignment, and the date. The student's name should appear in the upper-right hand corner of the first page of the paper (or on a coversheet if you prefer). All papers should have the date of submission and a title. Page numbers (if submitting more than one page) should appear in the upper-right hand corner, and multiple pages should be stapled in the upper-left hand corner. *Absolutely no submissions will be accepted via fax or as attachments to e-mail, unless previously discussed and agreed upon by the student and professor.* Students should keep an electronic backup copy of all submitted work, in PDF format, with accurate time/date information. A word of advice – do not wait until just before class to print your paper!
2. Laser- or inkjet-printed at a quality of 300 dpi or better for clarity. Font size should be 11 or 12 point, using either Times New Roman or a serif font. (No use of san serif fonts or novelty fonts.)
3. Proofread by at least one other person to check for spelling and grammatical errors. (Using Word's spellcheck and grammar check is not sufficient!) For this reason, it is a good idea to work with a study group or at least one peer to exchange drafts before they are submitted.
4. Correct citation, in APA style. All papers should have a references section citing all works used, and cites should appear in text. Poor or spotty citations can often lead to charges of plagiarism. Be certain that you cite, even in drafts. If you have any questions about the use of APA style consult the APA Publication Manual, 5th edition, or ask Dr. Reddick before you submit a paper.
5. Late papers will receive a point deduction each day overdue. It is acceptable to ask a classmate to submit a paper on your behalf if you are running late; however, do this at your own risk.

**University Policies**

**Students with Disabilities:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at: <http://deanofstudents.utexas.edu/ssd/>

**Scholastic Dishonesty:** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University. Policies on scholastic dishonesty will be strictly enforced. When in doubt, always err on the side of caution – consult the instructor if you have a question about an issue. For further information, please visit the Student Judicial Services Web site at: <http://deanofstudents.utexas.edu/sjs/>

**Sexual Discrimination and Sexual Harassment:** Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://www.utexas.edu/policies/hoppm/04.B.02html>  
Interested students are also encouraged to call the Office of the Dean of Students at 471-5017 and ask to speak to the Associate Dean of Students.

**University Electronic Mail Student Notification Policy:** Official communication with students in this class will be conducted through e-mail. Course announcements and updates will be posted on the Blackboard site. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read: <http://www.utexas.edu/its/policies/emailnotify.html>

**Course Evaluation:** You will be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor using the Standard University Course and Instructor Survey.

*This syllabus is adapted from the work of Dr. Susan Moore Johnson of Harvard University and Dr. Ed Sharpe of The University of Texas at Austin.*

Class #	Date	Topic	Readings
1	January 20	Course Overview	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• <b>Writing prompt distributed</b></li> </ul>
2	January 27	Discourse in Learning Organizations	<ul style="list-style-type: none"> <li>• <a href="#">Tannen, "The Power of Talk"</a></li> <li>• <a href="#">Beykont &amp; Daiute, "Inclusiveness in Higher Education Courses..."</a></li> </ul>
3	February 3	Defining leadership, structural frame	<ul style="list-style-type: none"> <li>• Bowman &amp; Deal, ch. 1 &amp; 2</li> <li>• Bowman &amp; Deal, chs, 3, 4, &amp; 5</li> <li>• <a href="#">Exchange assignment with peer in class</a></li> </ul>
4	February 10	Personhood, culture, and leadership, human resource frame	<ul style="list-style-type: none"> <li>• <a href="#">Walker &amp; Byas, "The Architects of Black Schooling in the South..."</a></li> <li>• Bowman &amp; Deal, chs. 6, 7, &amp; 8</li> <li>• <b>Submit Diagnostic Writing Assignment</b></li> </ul>
5	February 17	Nontraditional leadership approaches, political frame	<ul style="list-style-type: none"> <li>• <a href="#">Heifitz &amp; Laurie, "The Work of Leadership"</a></li> <li>• <a href="#">Murphy, "The Unheroic Side of Leadership"</a></li> <li>• <a href="#">Fletcher &amp; Ely, "Introducing Gender..."</a></li> <li>• Bowman &amp; Deal, chs 9, 10, &amp; 11</li> <li>• Film: "Enron: The Smartest Guys in the Room" (110 min)</li> </ul>
6	February 24	Developmental relationships, pt. 1	<ul style="list-style-type: none"> <li>• <a href="#">Kram, "Phases of the Mentoring Relationship"</a></li> <li>• <a href="#">Reddick, "The Gift that Keeps Giving"</a></li> <li>• <b>Discussion on group project – tentative assignments, groupings</b></li> </ul>
7	March 3	Developmental relationships, pt. 2	<ul style="list-style-type: none"> <li>• <a href="#">Johnson, "Toward a Typology of Mentorship Dysfunction..."</a></li> <li>• <a href="#">Thomas, "The truth about mentoring minorities"</a></li> <li>• <b>Reddick, "I Don't Want to Work in a World of Whiteness"</b></li> <li>• <b>Case Study Pt. 1 due</b></li> </ul>
8	March 10	Individuals in organizations, symbolic frame	<ul style="list-style-type: none"> <li>• <a href="#">Myers-Briggs personality test</a> (\$59.95)</li> <li>• Film: "The Abilene Paradox" (27 min)</li> <li>• Bowman &amp; Deal, chs. 12, 13, &amp; 14</li> </ul>
9	March 24	Organizing field study groups	<ul style="list-style-type: none"> <li>• <b>Finalize group project research plan</b></li> </ul>
10	March 31	Groups: Roles, responsibilities, and personality	<ul style="list-style-type: none"> <li>• <a href="#">Cherwitz &amp; Sullivan, "Intellectual Entrepreneurship..."</a></li> <li>• <a href="#">Mulvey et al., "When Teammates Raise a White Flag"</a></li> </ul>
11	April 7	Integrating the frames	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, chs 15-17</li> </ul>
12	April 14	Integrating the frames 2	<ul style="list-style-type: none"> <li>• Bolman &amp; Deal, chs 18-21</li> <li>• <b>Case Study Pt. 2 due</b></li> </ul>
13	April 21	Presentations 1	<ul style="list-style-type: none"> <li>• <b>Groups 1-3 present</b></li> </ul>
14	April 28	Presentations 2	<ul style="list-style-type: none"> <li>• <b>Groups 4-5 present</b></li> </ul>
15	May 5	Course reflections and evaluation	<ul style="list-style-type: none"> <li>• <b>Group project due; Final paper due</b></li> </ul>

No class March 17 (Spring Break). Currently class is scheduled for April 28 and May 5, but we will make a class decision as those classes are right before and right after the annual AERA conference in Denver, CO.