



## St. John's University

Department of Administrative and Instructional Leadership  
EDU 5419 – Advanced Study in Organizational Theory

### COURSE INFORMATION

Type: In-Class  
Professor: Rory J. Manning, Ed.D.  
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Credits: 3  
Dates: March 4-6, 2016  
April 1-3, 2016

### COURSE TIME REQUIREMENT

The State Department of Education regulations for New York State require that each graduate course meet for at least 28 hours of instruction to earn three (3) graduate credits.

### COURSE DESCRIPTION

This advanced course is intended for doctoral students, and covers major strands of organization theory with application to education, including organizational structure, resource dependence, strategy, symbols, institutional theory, organizational culture, socialization, leadership and decision making.

Advanced Study in Organizational Theory focuses on leadership in organizations known as schools. There are three foci as an advanced doctoral course, the primary focus is on different perspectives on theory building in educational administration. Second, there is the substance of contemporary theories, with an emphasis on Gareth Morgan and the Chicago research team led by Anthony Bryk. Third, the instructional strategy incorporates the intellectual tasks involved in the writing of a second chapter of a dissertation; that is, developing a conceptual framework based on a set of readings.

### COURSE TEXTS AND MATERIALS

#### **Required Readings**

All required readings will be distributed throughout the course.

#### **Recommended Readings**

The following list is by no means exhaustive in the body of literature termed, “organizational theory.”

Bryk, Anthony S., Sebring, Penny Bender, Allensworth, Elaine, Luppescu, Stuart, and Easton, John Q. (2010). Organizing Schools for Improvement: Lessons from Chicago, University of Chicago Press.

Schein, Edgar. (2010). Organizational Culture and Leadership, Jossey – Bass.

Sergiovanni, Thomas J. and Corbally, John, E., eds. (1986) Leadership and Organizational Culture: New Perspectives on Administrative Theory and Practice, University of Illinois Press.

Shafritz, Jay M. and Ott, J. Steven. (2010) Classics of Organization Theory, Cengage Learning.

Hickman, Robinson, Gill, ed. (2010) Learning Organizations: Perspectives for a New Era, Sage.

Stone, Deborah, (2012) Policy Paradox: The Art of Political Decision Making, Norton.

Burke, Warner W. (2011) Organization Change: Theory and Practice, Sage.

### **COURSE OBJECTIVE(S)**

The course deals with perspectives on theory building, with an emphasis Bryk's grounded theory and the constructivist approach of Morgan. Students will engage in the process of theory building as presented by Morgan. Other more generic objectives are as follows:

1. Knowledge of organizational theory from the birth of organizational studies as a formal field of inquiry to the present.
2. Identify and understand the major strands of research in organization theory, with a focus on the theories of Bryk and Morgan.
3. Ability to identify, to understand, and to apply concepts from organizational theory to contemporary organizational and policy implementation challenges
4. Beginning the writing of a major literature review for conducting a research study in organizations.

### **COURSE OUTLINE & ASSIGNMENTS**

#### Topic One: McCourt's Perspective on Theory Building

Team Glossary for McCourt  
Team View of McCourt

#### Topic Two: Deborah Stone's Dichotomy of Perspectives and McCourt

Deborah Stone's Analysis of Perspectives  
Stone's Dichotomy of Perspectives  
Relation of McCourt and Stone

#### Topic Three: Matrix for Analysis of Perspectives on Theory Building

Matrix for Analysis of Perspectives on Theory Building  
Terms of Analysis

#### Topic Four: CPEA and Theory Building in Ed Administration

First Example of Theory Building for Classification  
CPEA and Theory Building in Ed Admin

#### Topic Five: Bryk and the Conceptual Matrix

Bryk and Conceptual Matrix  
Bryk Team Glossary  
Bryk's Place in the Conceptual Matrix

#### Topic Six: Morgan: Metaphor as Theory

Selecting Metaphors  
Team Consensus  
Applying Metaphors

#### Topic Seven: Mapping Theoretical Perspectives

Constructing a Visual and Text

#### Topic Eight: Bryk and Your Dissertation Chapter II

The Nature of Bryk's Theory  
Bryk and Theory

## COURSE EVALUATION OF STUDENT PERFORMANCE

### A. REQUIREMENTS

1. Students are expected to attend class regularly and to prepare themselves for participation by reading the assigned chapters and any additional material assigned by the instructor. Students are also responsible for all assignments, including group work and class presentations.
2. Students will be evaluated according to individual contributions on reading critiques, written case analyses, and synthesis papers for change strategies all contained in individual portfolios. Further assessment will be made of individual and team performance on simulations and presentations.

### B. EVALUATION

Through coursework, readings, discussions, and assignments, students will be evaluated on their work with the following weighted final grade allocation:

Attendance/Class Participation.	30%
In Class Written Assignments	40%
Chapter 2 Extended Outline / Framework	30%

### **STUDENTS WITH DISABILITIES**

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the Student Life Office. If students require such services, please see your instructor by the **second class** of the semester.