Course Syllabus

Course Number & Title:  
EDUC 512 Education Organization and Management

Instructors:  
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Course Description:  
Principles of organization, management, and leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in educational institutions.

The course will develop four major views of organizations (frames) that comprehend much of the existing theory and research on organizations:

1. A structural frame, which emphasizes goals, roles, formal relationships, and the rational side of organization.
2. A human resource frame, which emphasizes needs, attitudes, skills, and the human side of organizations.
3. A political frame, which examines power, conflict, and coalitions among those who have vested interests to protect and want to advance within a context of scarce resources.
4. A symbolic frame, which explores how organizations create meaning and belief through symbols, including myths, rituals, and ceremonies.

This course will begin by viewing organizations through each of the four frames separately. Once we understand and know how to use each frame in its own terms, we will turn to the more challenging objective of integrating the frames and considering how to use all four simultaneously. Although our primary focus will be educational institutions, the four frames address issues that are relevant in any organization, from churches to prisons, factories to universities, and we will examine cases from a variety of contexts.

This course fulfills selected requirements for the Master of Arts degree in Education with a specialization in Educational Leadership and Administration as well as requirements for the California Preliminary Administrative Services Credential. They are designed as courses for prospective K-16 and other leaders who desire a rigorous orientation to academic research and the complex nature of educational and other not-for-profit organizations.

All course-related activities—readings, session assignments, and in-class learning activities—are designed to provide integrated experiences and to maximize application of the roles and responsibilities of school leaders; whether those leaders are teachers, counselors, administrators or other educational professionals. Discussion, lab practical, and large- and small-group exercises will be employed to address course content. Prerequisite: Admission to the Educational Leadership and Administration Program.

Course Objective:  
The primary objective of the course is to enhance our understanding of organizational dynamics and behavior. Our goal is a level of awareness that helps penetrate the complexities of organizations and may offer some novel pathways for making them better. Each student should leave the course with improved knowledge of himself or herself, of how to navigate the intricate inner workings of organizations of all types, and of how to deal with influences of the external social and economic environment.

Basis of SOE Conceptual Framework:  
- Learning for (purpose)
- Learning through (process)
- Learning about (content)
<table>
<thead>
<tr>
<th>OVERARCHING COURSE LEARNING OUTCOMES</th>
<th>ASSESSMENT</th>
<th>STANDARD</th>
<th>SOE LEARNING OUTCOME</th>
<th>SOE DISPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify, explain and utilize various types of organizational and leadership frameworks, models and theories to generate healthy educational communities.</td>
<td>Written and group assignments, quizzes, discussion posts</td>
<td>CAPE 3A, B &amp; C</td>
<td>1-6</td>
<td>1-3</td>
</tr>
<tr>
<td>Apply a variety of conflict resolution and decision-making strategies based on ethics and policies.</td>
<td>CAPE 5C &amp; 6A</td>
<td>1-6</td>
<td>1-3</td>
<td></td>
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<tr>
<td>Apply leadership and management strategies to develop and implement a shared vision and community commitment.</td>
<td>CAPE 1B &amp; C</td>
<td>1-6</td>
<td>1-3</td>
<td></td>
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<tr>
<td>Evaluate and promote effective instructional practices and staff development.</td>
<td>CAPE 2C &amp; D</td>
<td>1-6</td>
<td>1-3</td>
<td></td>
</tr>
<tr>
<td>Apply sustainability principles while developing a personal leadership and management style. Draw connections between natural systems and sustainable school systems.</td>
<td>CAPE 3A, B &amp; C Cal Poly Sustainability Learning Objectives</td>
<td>1-6</td>
<td>1-3</td>
<td></td>
</tr>
</tbody>
</table>

Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

**REQUIRED TEXTS**


N.B.: You will use the *Systems Thinker* text for EDUC 515 and EDUC 542.

**Supplemental Readings**

Articles, papers, and other readings in PDF format may be assigned throughout the quarter. These materials will be available in the Course Materials section of the EDUC 512 PolyLearn.

**How Will You Use the Required Texts and Readings?**

Read the texts and articles thoroughly. Make margin notes. Learn to “talk back” to the textual information by writing questions or comments on the pages you read. Remember, this course is not about memorizing information; rather, it is designed to challenge your understanding of how you make decisions and to teach ideas you can use to lead change.

**CLASS MEETING SCHEDULE**

Unless otherwise stated, course meetings for EDUC 512 will take place at the School of the Education-Cotchett Building Room 214. See the last page of this document for a calendar of class meeting dates.

**COURSE GUIDELINES AND EXPECTATIONS**

**Participation**

Attendance and participation in weekly sessions are **MANDATORY**, and students may be dropped from the program for non-approved absences.

**Assignments**

1. Students are required to submit all written assignments in MS Word format (Mac or PC versions). All written assignments must follow the American Psychological Association (APA) writing style guidelines. Use a 12-point font and double-space all work. Use a one-inch margin on all sides. Consider contacting the Cal Poly Writing Lab if you have any questions regarding your writing skills. All written work will be critiqued for content, grammar, and spelling.

2. All assignment submissions must contain your last name. Save your files using this format:

   **LAST NAME_TITLE OF ASSIGNMENT**

3. All assignments submitted to instructors must be the original work of the student and shall not have been submitted for credit in any other course.

4. All assignments must be completed and presented to the instructor on the due dates listed in the session guides. One-half credit will be given for late submissions.
5. You must have access to the Cal Poly Web Portal. The portal will give you access to PolyLearn, and all course materials, announcements, and assignments will be posted there in your respective course sections.

6. Students are required to maintain an electronic portfolio of their work (hereafter referred to as an “e-portfolio”). All assignments must be included, and students will submit their e-portfolios for assessment purposes at the end of spring quarter.

**ASSESSMENT PROCESS**

Course grades will be based upon successful completion of the following:

- Online quizzes and discussion posts
- In-class projects and presentations
- Written assignments

**Online Discussion Posts**

This class is an exercise in peer learning. Therefore, the QUALITY of your posts and responses to peer posts will help your classmates learn more effectively. Your contributions are essential to this process, so become an active member of the virtual discussion board.

**In-class Projects and Presentations**

The number and type of these activities vary by course and quarter, but you will be required to work in teams to solve problems and present your learning. EVERYONE IS EXPECTED TO PARTICIPATE EQUALLY IN TEAM PROJECTS.

**Written Assignments**

You will be required to write several short papers during the quarter in response to various prompts or case studies. YOU WILL BE GIVEN A SPECIFIC AMOUNT OF PAGE NUMBERS FOR EACH PAPER – DO NOT EXCEED IT. THE GOAL OF LIMITING THE NUMBER OF PAGES IS TO TEACH YOU TO WRITE CONCISELY. You will not earn points for verbosity when you write academic papers, and almost all publications (e.g., journals, magazines, newspapers, etc.) limit the number of words that can be contained in an article. We will follow this model in our class. THIS MEANS YOU MUST EDIT, REWRITE, EDIT, AND REWRITE. I am not interested in first drafts and rough copies, and the submission of papers in this form will earn low marks. BECOME A SUPERIOR EDITOR OF YOUR WORK.

You will be given an assessment rubric for each written assignment. Before you submit your work, you must use the rubric to complete an assessment of your paper. I will use the same rubric to assess your work. Any discrepancies between our assessments will be briefly explained when your papers are returned.

**Academic Honesty**

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

Sample evaluation rubric for written assignments:

**Written Assignment Evaluation Rubric**
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper addresses and clearly identifies important issues and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>adheres to guidelines described in assignment.</td>
<td></td>
</tr>
<tr>
<td>The paper demonstrates accurate mechanics in writing and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>organizational clarity.</td>
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</tr>
<tr>
<td>The authors use appropriate sources to construct a well-developed</td>
<td>5 4 3 2 1</td>
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<tr>
<td>analysis of investigation (introduction, analysis and findings).</td>
<td></td>
</tr>
<tr>
<td>The paper offers a clear authoritative critique and summary of the</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>investigation.</td>
<td></td>
</tr>
<tr>
<td>The paper is well written and organized.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Sample evaluation rubric for projects and presentations:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation addresses and clearly identifies important issues and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>themes while adhering to guidelines described in this assignment.</td>
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<tr>
<td>The presentation focused on relevant issues related to course content.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>The presenters utilized appropriate questioning to elicit the knowledge,</td>
<td>5 4 3 2 1</td>
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<td>experience and ideas of participating practitioners.</td>
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</tr>
<tr>
<td>The presentation offered a clear authoritative critique and summary of</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>the assignment and its relationship to course content.</td>
<td></td>
</tr>
<tr>
<td>Overall the presentation was well organized and informative.</td>
<td>5 4 3 2 1</td>
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</tbody>
</table>

Rating Scale: 5 = Outstanding, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Less than Adequate

ELAP Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent = superior performance; demonstrates</td>
<td>97 - 100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>exceptional understanding and comprehensive mastery of subject matter.</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>93 - 96</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
<td>89 - 92</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Good = significantly above average performance;</td>
<td>85 - 88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>demonstrates full understanding and complete mastery of subject matter.</td>
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</tbody>
</table>
INSTRUCTOR BIOGRAPHY
Dr. Somoza-Norton is an Assistant Professor and the Coordinator of the Educational Leadership and Administration Program. She served for 17 years as a teacher, school administrator, educational consultant, and New Hampshire Department of Education Title III State Director. Her research interests are K-12 educational leadership and administration, particularly in the areas of creative leadership, and systems thinking and dynamic models. In addition, she is interested in the integration of information technology in education and English learners programs and policies.

The School of Education

VISION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES

Informed – Advancing Disciplinary Knowledge

InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

Empowered – Responding To Diverse Learning Needs

EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

Engaged – Building Cultural Responsiveness

EngagED educators are culturally responsive, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Grade Required</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B- CR</td>
<td>2.7</td>
<td>Minimum grade required for credit-no credit (CR/NC) courses.</td>
</tr>
<tr>
<td>U NC</td>
<td>0</td>
<td>Unsatisfactory or no credit (NC) – results in a failing course grade.</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>The &quot;Incomplete&quot; (&quot;I&quot;) grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.</td>
</tr>
</tbody>
</table>
Connected educators build partnerships across communities and draw upon knowledge from other disciplines. Connected educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

**Grounded – Demonstrating Professionalism**

GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

**Transformed – Encouraging Continuous Growth & Reflection**

TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection.

**DISPOSITIONS**

**Professionalism**

1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

**Ethical Practice**

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effective and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

**Shaping Change**

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

**Statement on Diversity**
The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Activities and Assignments for EDUC 512</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8/17</td>
<td><strong>Topics: Making sense of organizations, groups and teams, and structures. Understanding systems and seen the big picture.</strong>&lt;br&gt;Reframing Organizations-Bolman and Deal (2013): Part One and Two (Chapters 1-5)&lt;br&gt;The Habit-Forming Guide to Becoming a Systems Thinker-Benson and Marlin: Chapters 1 and 2 — Also, complete The Five Systems—page 6 and the Practice the Habit exercises—pages 10, 12, 15, 19 and 20.&lt;br&gt;Online video #1 The Ingredients of Great Leadership&lt;br&gt;Online video #2 Peter Senge Systems Thinking and Navigating Webs of Interdependence</td>
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<tr>
<td>9/22/17</td>
<td><strong>Topics: People and human resources, interpersonal group dynamics, and changing perspectives.</strong>&lt;br&gt;Bolman and Deal: Part Three (Chapters 6-8)&lt;br&gt;Benson and Marlin: Chapter 3 (Complete the Practice the Habit sections—pages 24, 25, and 27)&lt;br&gt;Online Video #3 How great leaders inspire action&lt;br&gt;Discussion Post plus two responses #1&lt;br&gt;Online Assessment #1 (24 Charts Of Leadership Styles Around The World – Reflection and Systems Thinking Video EdPuzzle Quiz)</td>
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<tr>
<td>10/6/17</td>
<td><strong>Topics: Power and conflicts. The manager as a politician. Organizations, politics and policies.</strong>&lt;br&gt;Bolman and Deal: Part Four (Chapters 9-11)&lt;br&gt;Benson and Marlin: Chapter 4 (Complete the Practice the Habit sections—pages 31 and 34)&lt;br&gt;Bolman &amp; Deal Frameworks Assignment #1&lt;br&gt;Online Video #4 How to educate leaders&lt;br&gt;Discussion Post plus two responses #2&lt;br&gt;Online Quiz #1</td>
<td></td>
<td>15</td>
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<tr>
<td>10/20/17</td>
<td><strong>Topics: Organizational symbols and culture. Organizational culture and action. Changing systems over time.</strong>&lt;br&gt;Bolman and Deal: Part Five (Chapters 12-14)&lt;br&gt;Benson and Marlin: Chapter 5 (Complete the Practice the Habit sections—pages 42 and 43)&lt;br&gt;Online Video #5 Listen, learn, then lead&lt;br&gt;Discussion Post plus two responses #3&lt;br&gt;Online Quiz #2</td>
<td></td>
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<tr>
<td>11/17/17</td>
<td><strong>Topics: Reforming leadership. Opportunities and perils. Effective leadership practices. Change and leadership in action. Sustainable leadership frameworks.</strong>&lt;br&gt;Bolman and Deal: Part Six (Chapters 15-21)</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Areas in **Red** are to be added to the E-Portfolio.
PERSONAL CASE ANALYSIS: FOUR FRAMES
PAPER #1 (STRUCTURAL AND HUMAN RESOURCES) AND #2 (POLITICAL AND SYMBOLIC)

Overview

These papers ask you to do a four-frame analysis of two different personal/professional case situations. The purpose of these papers are to provide you with opportunities to:

1. Work with and integrate the four frames (two frames per paper) as a useful tool for diagnosis and action.
2. Integrate your learnings from the course and apply them to a real-life situation from your work experiences.
3. Reflect on your own professional practice.

Assignment

First, use the structural, human resource (paper #1), political, and symbolic frames (paper #2) to analyze (1) what happened in your personal/professional case and (2) what alternative courses of action were suggested for you by each of the four frames. Devote equal attention to each of the four frames. Second, rethink your role in the case in light of the four-frame analysis. In other words, what would you now do differently if you could relive your personal case? Why? How useful were the four frames in helping you to clarify alternative courses of action for yourself in this case situation?
Criteria for Grading

Papers will be graded on the following:

1. Quality and thoroughness of analysis.
2. Clear focus, organization, writing, and presentation.
3. Internal consistency of the arguments.
4. Accurate and effective use of theory to reflect on and provide new insights into personal case experiences.
5. Each paper (paper #1 and Paper #2) should be in APA format, 3 pages long excluding title and references, double-spaced, 12 pt. Times New Roman Font, due on Paper #1 October 6, 2017 and Paper #2 November 17, 2017. Send via email to asomozan@calpoly.edu with the following file name: LAST NAME_TITLE_OF_ASSIGNMENT

Cautions

Common errors include the following:

1. Providing a description of case events (what happened) rather than analysis of the events—good analysis tells why things happened.
2. Trying to discuss every single aspect of the case—it is better to write thoroughly about a few well-defined topics than superficially about many.
3. Making inferences and generalizations without providing data from the case to support the generalizations, examples to help define them, and/or theory references to ground them (for example, you might say that everyone in the case wanted “involvement” and “participation”—how do you know that? What evidence do you have? What do you mean by involvement and participation?).
4. Ignoring theory and writing only about opinions—good papers take a set of theoretical ideas and show how those ideas can be applied to some specific aspect of the case.
5. Ignoring one’s own interpretations and restating theory after theory from the readings—good papers use theory to support insights and to cast a new light on personal experiences and observations.
6. Please do NOT disclose individuals’/organizations’ names in your case scenarios. If necessary, use fictitious names.
GUIDELINES FOR ORGANIZATIONAL FIELD STUDY

Organizational Field Study Instructions

Choice of Site
A group may choose any organizational site of interest to the members. The site may be formal (a school, public agency, or business firm) or informal (a club, voluntary organization, or hospital waiting room). If you have questions about the appropriateness of a particular site, contact me at asomozan@calpoly.edu. Sites within the university or school are convenient but sometimes present problems in writing the paper because the people in them are too close, and the analysis may be distorted by fear of saying the wrong thing.) If your group wishes, you may choose to study more than one site (particularly if you want to look at the same issue or problem across several organizations). The limit of one day of field study for each individual applies across all sites.

Approach to the Site
Usually, you will need to negotiate an agreement with the organization, though such an agreement may not be necessary if you are studying a public arena (for example, a restaurant, a retailer, a city council, or a public board). Mutual understanding is important if you are studying “backstage” in a system or if you wish to interview members of the organization. We ask that you approach the organization in a spirit of caring and respect for the people there. At a minimum, you want to be sure that they do not feel harmed or “ripped off” as a result of your presence. Even better is for members of the organization to feel that your presence was a positive experience for them. For example, some groups in the past have agreed to provide a report of their analysis to members of the client organization (either in person or in writing). Usually, the report that you give to the host organization will not be the same as the one you write for class, since they serve different audiences and purposes. It is important that you be clear about what you will or will not provide. We do not advise you to promise to provide consulting help (student groups often lack the skills and the experience in working together to undertake such work), but a discussion of your impressions might be very useful if your study site is interested.

Methods of Study
There are four major ways to collect data for your study:

1. Direct observation of organizational events and behavior.
2. Analysis of documents (memos, reports, handbooks, publicity releases, and so on).
3. Conversations or interviews with participants in the organization (who might include managers, employees, clients, and so on).

4. “Intervention” or field experiment; that is, taking some action to see how the organization responds. (A simple example would be to order an item that is not on the menu at a restaurant.) Intervention is very useful for answering questions of the form “What would happen if . . . ?” But intervention raises ethical issues: we don’t want to encourage activities that might be damaging or unreasonably disruptive to the system.

You may choose one or a combination of methods. The method that you use should be appropriate to the organization and to what you hope to learn. Whichever method you use, it is important to take good field notes either during or immediately after your visit to document your observations.

**Goals**

Since you are limited to a maximum of one day per person studying the site, you cannot (and are not expected to) do an extensive study. Instead, the purpose is to learn as much as you can about an organization in a relatively brief scouting expedition and to use organization theory to describe and interpret what you learn. Your group’s product will be a paper that uses organization theory to describe and analyze how the organization works and why it is the way it is. You should structure the paper in the way that best communicates your analysis. Your paper should include a brief account of your methodology (observations conducted, individuals interviewed, documents studied, or interventions made). This may be included in the introduction or added as an appendix. In the past, many groups have adopted the following structure:

1. Introduction: description of setting, introduction of the major themes or central arguments of the paper, and description of how the group conducted the study.
2. Structural analysis.
3. Human resource analysis.
4. Political analysis.
5. Symbolic analysis.
6. Conclusion: discussion of elements in sections 2 through 5, synthesis of findings, and recommendations for organizational change.

**Organizational Field Study II**

This section presents (1) questions groups can use in conducting a frame-based organizational field study and (2) requirements for a paper and presentation describing the results of the field study.
Questions for Analysis

In conducting organizational field-based analysis, groups may find the following sets of questions helpful.

**STRUCTURAL FRAME**

1. What are the stated goals of the organization? Who determined them?
2. Do people in the organization agree about what the important goals are? What is the level of agreement or disagreement?
3. What obvious goals (taboos, etc.) seem to provide direction?
4. How are responsibilities allocated?
5. What roles have been established? How complex is the role structure? What is the organizational chart like?
6. Are the roles well defined or ambiguous?
7. Do some role groups show higher turnover rates than others?
8. Among which roles do you find important relationships?
9. What types of interdependencies exist?
10. How are interdependencies managed?
11. What does the hierarchy of authority look like? Is it centralized or decentralized? Are there many layers or a few?
12. How are activities coordinated?
13. What is the main basis of authority (position, expertise, reward, etc.)?
14. How clear are authority relations? Do any authority role groups show higher turnover rates than others?
15. How are decisions typically made? Who is responsible, and how are others involved? How are problems identified, defined, and resolved?
16. Where do conflicts arise, and what formal mechanisms are established for resolving disagreements?
17. Are there task forces, committees, coordinators, and other lateral communication networks?
18. How many meetings are held each day? Who attends? What is discussed? How are meetings structured?
19. In what areas do explicit policies exist? Do people know what the policies say? Are policies reflected in behavior? Who are the policy makers?
20. Is evaluation based on performance or outcomes?
21. Who evaluates whom? What are the evaluation criteria, and how widely are they known? How frequently is performance observed and appraised? What information is used? In what ways are formal evaluations communicated? Are
evaluations linked to formal rewards and penalties? What is the relationship between goals and evaluation criteria?

22. What is the nature of the core technology? Of the managerial technology?

**HUMAN RESOURCE FRAME**

1. How diverse are the social and educational backgrounds and skills of the people in the organization? What are their social styles? What is the range in ages?
2. How diverse are employee needs? What is the match between needs and roles?
3. How do people feel about their work? What seems to motivate them? Do people look healthy and happy? Do they appear to enjoy their work?
4. How do people seem to relate to one another? How do they handle interpersonal conflicts? Do they listen to one another?
5. What kinds of training and education are provided or supported?
6. Do people feel able to influence their work and larger organizational issues?
7. What kinds of small work groups or informal cliques seem to exist? How were they formed? How do people treat each other in these smaller settings?
8. Is there an informal hierarchy of power and prestige? How does it relate to the formal structure?
9. What are the existing levels of turnover, absenteeism, sabotage, goldbricking, and employee grievances?
10. Is the company unionized? How active is the union? Who are its leaders?
11. Do people jab and tease each other?
12. What is the correspondence between verbal messages and nonverbal signals?
13. Do people socialize outside the workplace? What are the sociometric patterns?
14. Are most people in the organization single or married? How high is the divorce rate?
15. What are the drinking patterns? Do most people smoke, or are the majority nonsmokers?

**POLITICAL FRAME**

1. Who are the recognized people of power? How centralized does the power and strategic order seem to be? Does the power apply across issues, or is it restricted to specific issues or areas?
2. What is the primary basis of power (tenure, expertise, charisma, persuasion, access to resources, fear)? What is the relationship between power and authority? Where is discretion greatest?
3. What issues produce conflict? How are powerful people mobilized? How do they exercise their power? How are conflicts resolved?
4. Are there obvious coalitions? On what basis are they formed? How are they formed? How stable are the coalitions? Are coalitions exclusive? Do coalitions form and disband around specific issues?

5. How do people of power relate to people who are relatively powerless, and vice versa? Is there evidence of inappropriate use of power?

6. Do people feel they have access to power holders? Do they feel efficacious in influencing power holders? What form of influence is used most often?

7. Is there much bargaining or negotiation around events, or are issues decided in backrooms?

8. What are the main arenas in which power is exercised? Is it visible or covert? Are there obvious winners and losers? Are put-downs and innuendos commonplace? Who speaks to whom about what?

9. Where are people physically located? Does the allocation of space fit with the distribution of power? Who can enter whose space without knocking? Who ends meetings or conversations? Around what events are patterns of deference most obvious?

10. What are the key symbols of power?

**SYMBOLIC FRAME**

1. What does architecture say about the culture? What is on the walls? How does the building make you feel? How is space arranged? How is the parking lot organized? What kinds of cars do people drive?

2. How do people look and act when they arrive? How do they look and act when they leave?

3. What is the organization’s history?

4. What are the organization’s core values? How are they displayed? Do they seem to make sense? How widely known and shared are the values? Do they have meaning for people? Do they appear to arouse sentiment? How have they changed over time?

5. Is there a visionary hero or heroine at the helm? In the recent or distant past? What is he or she like? Does he or she represent and embody the core values? Inspire emotion in people? Is his or her picture displayed on the wall? Is he or she portrayed in well-known stories?

6. Who are other heroes and heroines? Do people know who they are? Are they of a particular type? Are they anointed and celebrated formally? Across the heroes and heroines, can you see patterns consistent with stated values?

7. What seem to be the most potent symbols? What do these seem to represent?

8. What do social rituals of greeting and exit say about the culture? How deep are work rituals? How does symbolic activity mesh with core values? Are ritual and values consistent with one another? What are the key management rituals (the meeting, planning, memos)? What goes on in hazing rituals as new members are brought into the culture? Are rituals convened around important transitions?
What do rituals symbolize? How stylized is the behavior in rituals? How different is it from everyday behavior?

9. How does the organization’s implicit purpose compare with its explicit purpose?
10. How often are ceremonies held? Who attends? What is the sequence of events? What role do heroes and heroines play? What symbols are recognized or exchanged? What costumes do people wear? How do they compare with regular work costumes? What do people eat? What do they drink? What emotions does the ceremony evoke?

11. What stories are told? Are they told across the culture? Who are the storytellers? What is the stories about? How do stories relate to company values?
12. How well-known and active is the informal network? Who is the priest or priestess? What is this person’s relationship to the CEO? Who are the gossips? The spies? What events make the actors in the informal network visible?
13. How cohesive are subcultures within the organization? What do subcultures form around (function, length of tenure, gender, race)? How do subcultures relate? Do people find more meaning in subcultures than in the larger culture? Can you see a core set of values across the subcultures? What happens when the members of different subcultures attend the same meeting or ritual? Do they bond or blast each other?
14. What metaphor of culture type—tough guy, bet-your-company, work hard/play hard, or process—seems to capture the essence of the culture?
15. What metaphors do you frequently encounter in everyday language?

PHYSICAL SETTING
1. How would you describe the location of the organization?
2. What are the outstanding aspects of the design of the setting? How efficient is it given the organization’s mission?
3. How is the safety of employees affected by the physical setting, equipment, and so forth?
4. Are any health issues raised for employees as a result of the setting or the processes performed?
5. How does the physical setting provide for the social needs of employees?
6. How does the setting affect communications patterns?

EXTERNAL ENVIRONMENT
1. How stable is the environment? How often do major changes or demographic shifts occur? How predictable are the changes?
2. How complex is the environment (i.e., with how many different groups must the organization deal)?

3. What are the political coalitions in the environment? Are they stable, or do they shift depending on the issues?

4. How dependent is the organization on resources from the environment? What resources does it require?

5. What strategies does the organization use to influence or isolate itself from the environment?

6. What resources does the organization provide to the environment? How dependent is the environment on the organization? How tangible are the resources the organization provides?

7. How do the various parts of the organization (human resource, political, structural, symbolic) relate to the environment?

8. What is the marketplace for the organization like? What competition does the organization encounter?

9. What governmental pressures (laws and regulations) does the organization experience?

LINKAGES TO THE ENVIRONMENT

1. What is the nature of the organization's linkages to the environment? Who is responsible for monitoring them? How regularly is the environment formally monitored?

INTERRELATIONSHIPS

1. In what ways do the frames interact with each other and with the physical setting and the environment?

2. How do different parts of the organization interact to determine what goes on?

3. What happens if the various interactions cause problems?

Guidelines for Paper and Presentation

Groups are to present their field-based analysis of an organization in two ways: (1) a paper and (2) a 15-minute in-class presentation.

THE PAPER

Each group will submit one paper consolidating its findings. You may structure the paper in any way you choose. However, the grade you receive will depend on the clarity and cohesiveness of the paper. A collection of parts does not make a whole in this case. The paper should include:

1. A description of the organization giving the reader enough background to follow your analysis.
2. Structural analysis highlighting problems of control (i.e., goals, roles, how people work together, hierarchy of authority, ways of coordinating activities, etc.). Choose from the structural frame the concepts that apply best to the organization’s formal work arrangements.

3. Human resource analysis focusing on commitment (i.e., satisfaction of human needs, employee satisfaction, informal relationships, levels of trust, employee participation, mastery versus mystery, forms of communication, etc.). Once again, choose the concepts that apply best.

4. Political analysis revealing the “influence” aspects of the organization: What individuals or groups have power, the sources of their power, coalitions and their interests, where conflict occurs and how it is typically resolved, etc. Again, choose the concepts that contribute best to an understanding of the political dynamics you observed.

5. Symbolic analysis concentrating on the organization’s cultural patterns and its problems of legitimization (i.e., its history, core values, myths, heroes and heroines, rituals, ceremonies, stories, network of informal players, artifacts, specialized language, employee commitment, etc.). Select the concepts that apply best.

6. Based on your analysis, is there a dominant frame in the organization you analyzed? What are the organization’s strengths? Are there areas that obviously need improvement? What strategies for improvement would you recommend?

7. This portion of your paper is very important in helping the reader to understand the team’s ability to evaluate through the four frames and to reframe. Choose an important issue, and then develop a strategy for reframing the problem. Describe in detail the steps you would take, the anticipated results, and what the overall effect might be.

8. This paper should be in APA format of no more than 20 pages excluding title and references, double-spaced, 12 pt. Times New Roman Font, due on Friday, December 1, 2017. Send via email to asomozan@calpoly.edu with the following file name: LAST NAMES TITLE OF ASSIGNMENT Include all group members’ last names.

*THE PRESENTATION

Unlike the paper, the presentation need not cover everything you observed or your entire analysis. Since you have only 15 minutes, you will need to come up with a creative way of getting the main points across to your colleagues: a video, a skit, stories, role-playing, or the like. The presentation will be judged on how well it captures the true essence of the organization, how creative it is, what it adds to the class’s learning, and what level of audience interest it is able to maintain. The presentation must actively involve each member of the team.

Please send via email to asomozan@calpoly.edu (with the following file...
name: LAST NAMES/title of assignment) your group presentation slides (if any) and/or optional additional materials on or before November 30.

*THE EXECUTIVE SUMMARY
The group must write an executive summary to be distributed to the class on the day of the presentation (in addition to any presentation slides and/or materials). Please refer to the executive summary sample in PolyLean. The executive summary should be in APA format of no more than 1 page (typically between 4-7 paragraphs), double-spaced, 12 pt. Times New Roman Font, due on Friday, December 1, 2017. Send via email to asomzan@calpoly.edu with the following file name: LAST NAMES/title of assignment