

ROWAN COLLEGE
CURRICULUM COMMITTEE

(1)

PROPOSAL TITLE: ORGANIZATIONS AS CULTURES I: THEORY 0827.701

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S): Ronald L. Capasso and Edward White, Jr.

DEPARTMENT & TELEPHONE# Educational Administration Department
Doctoral Program Development Team X-4702

CHECK ONE: X COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<u> </u> APPROVED/DATE: <u> </u> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>45-96-31</u> DATE RECEIVED: <u>Ronald L. Capasso</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/18/95</u> <u> X </u> RECOMMEND TO APPROVE <u> </u> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <u> </u> WITHOUT RESERVATIONS <u> </u> WITH RESERVATIONS COMMENTS: <hr/> <u>Edward White, Jr.</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

 X RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)
DATE & SIGNATURE, DEAN OF SCHOOL Edward White, Jr. 11/15/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

 RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

S... #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 X APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE Ronald L. Capasso 11/21/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 3

FACULTY LOAD HOURS 3

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/8/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED CS 77-761

DATE/SIGNATURE OF REGISTRAR B. J. Keenan 10 Jan 96

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Organizations as Cultures I: Theory**
- b. Sponsors: Drs. Ronald L. Capasso & Edward White, Jr., the Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 3
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Matriculation into the Doctoral Program
- g. Suggested time and scale of implementation: Summer 1
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A: new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

Some of the most fundamental tasks of leadership are related to the creation, evolution, and management of organizational culture. If potential educational leaders are to be effective, regardless of the level at which they function or the institution in which they function, they must understand the power of influence that organizational culture has on the overall operation of an educational enterprise. They must be able to understand how organizational culture effects an institution's ability to survive, grow, and adapt in its

external environment, as well as to internally integrate all its elements to function on a day-to-day basis.

Currently, educational institutions are organized to operate under an overt list of policies, rules, and regulations. However, behind the facade of standard bureaucratic operations lies a history of leadership voices which orchestrated the development of existing systems. All educational institutions bear the marks of those who have modeled their courses over a period of time. It is vital for leaders, entering into an educational institution for the first time, or moving into new positions of leadership to understand the overt codified cultural artifacts and espoused values, as well as the covert underlying basic assumptions which have brought the organization to its current level of maturity. This knowledge will have a direct effect on how they choose to lead and change the organization.

A course in organizational culture therefore, must focus on informing students about the anthropological, sociological, economic, and political elements which contribute to the development of any finite institutional culture. It must make them aware and able to identify, study, and interpret the peculiar histories, stories, traditions, rites, rituals, ceremonies, and values that make an educational institution an intact human community. It must provide them with learning opportunities that will identify the data base and skills necessary to communicate the culture of their institutions to diverse groups that reside both within and beyond its boundaries. It must enhance their ability to be lifelong learners, able researchers, and effective communicators.

In this course students will learn through readings, discussions, case studies, and in-depth research how to identify, examine, and develop the foundations of organizational cultures of educational institutions. Topics of study will include defining and analyzing organizational culture, understanding the dimensions of culture, the role of leadership in cultural creation, evolution, and management, the transmission of culture, and the dynamics and complexities of cultural change. Students will be challenged to use their knowledge and skills to analyze the relationships between organizational culture and leadership.

3. Essence of the Course:

a. Objectives of the Course

(1) The student will acquire a functional definition of organizational culture and understand its relationship to the role of leadership.

(2) The student will understand what organizational culture consists of, and what a leader would observe in an educational institution that would constitute the substance of its culture.

- (3) The student will develop skills that can be used in deciphering organizational artifacts, espoused values, and basic underlying assumptions.
- (4) The student will acquire a working knowledge of the role that leadership plays in creating and embedding an organizational culture into the various groups that are stakeholders in an educational institution.
- (5) The student will develop an ability to apply the knowledge base of general change theory to organizational culture.
- (6) The student will understand how culture evolves in organizations that are at different levels of maturation.
- (7) The student will acquire an understanding of the meaning of lifelong learning in the context of organizational analysis.

b. Topical Outline/Content:

- 1. The Meaning of culture and what it does
 - a. Defining culture
 - b. Defining organizational culture
 - c. Analyzing organizational culture
 - (1) Organizational artifacts
 - (2) Espoused values
 - (3) Basic underlying assumptions
- 2. The dimensions of organizational culture
 - a. Adapting and surviving in external environments
 - (1) Understanding the core mission of an organization
 - (2) Goal consensus and the core mission
 - (3) Identifying and understanding the means to be used in goal attainment
 - (4) Identifying and understanding the criteria used to measure goal attainment
 - (5) Need and use of corrective processes for better goal attainment or organizational growth
 - b. Managing internal integration
 - (1) Creating a common language
 - (2) Defining group boundaries
 - (3) Distributing power and status
 - (4) Developing rules for peer relationships
 - (5) Defining and allocating rewards and sanctions

- (6) Explaining the unexplainable and uncontrollable
- 3. The role of leadership in creating organizational culture
 - a. How leaders originate organizational culture
 - b. How leaders embed and transmit culture
 - c. The relationship between leaders and followers in the culture
- 4. The evolution of culture and leadership
 - a. The dynamics of culture change
 - b. The complexities of culture change
- 5. Methodological approaches for studying organizational culture
 - a. Survey research
 - b. Questionnaires
 - c. Interviews
 - d. Ethnographic research
 - e. Clinical research
- 6. How to study and interpret organizational culture
 - a. Identifying and deciphering levels of culture
 - b. Alternative sources of cultural data
 - c. Writing and reporting about organizational cultures
 - d. Ethical issues in studying organizational cultures
- 7. Field research in the study of organizational culture
 - a. Implementing a cultural-deciphering process
 - b. Group process consultation

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Evaluation and Grading Procedures: The primary expectations held for students in this course are focused around their ability to (1) learn, (2) research, and (3) communicate. Ultimately, students will have to prove that they can effectively use their acquired knowledge. The contexts for measuring and documenting student growth and progress are as follows:

- (1) In-depth and meaningful classroom participation, that will be charted and weighed as a major component of the final grade.
- (2) The presentation of a major research paper that evaluates the relationship between leadership and elements of organizational culture.
- (3) The successful completion of classroom and examination exercises that

require the use of higher level cognitive and affective skills in the solution of problems related to case study, fact pattern, and in-basket activities.

d. Course Evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course, part of a two-course sequence, develops the necessary leadership skills to identify, understand, and analyze the overt cultural artifacts and espoused values, as well as the covert underlying basic assumptions which are embodied in an educational organization's culture.

Prerequisite: Matriculation into the Doctoral Program