

EDAD 653
The Nature and Problems of Administrative Behavior
John R. Hoyle, Ph.D.
Spring 2006
Thursdays

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

Notice: “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute with 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 Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.”

Class Schedule

DATE	TOPIC
Jan. 26	Theoretical Foundations of Organizational Behavior
Feb. 2	Historical Mainstreams of Organizational Thought into Educational Administration
Feb. 9	Organizational Structure, Social System and External Environments of Schools and Universities
Feb. 16	The Technical Core: Teaching and Learning
Feb. 23	Individuals in Schools and Universities
Mar. 2	Culture and Climate In Schools and Higher Education
Mar. 9	Power and Politics in Education; Review for Mid-term
Mar. 23	Mid-term Exam
Mar. 30	Effectiveness and Quality of Schools and Higher Education
Apr. 6	Leadership Decision Making and Vision

Apr. 13	Leadership and Motivation
Apr. 20	Spiritual Leadership and High Performance
Apr. 27	Research Reports
May 4	Final Exam

Required Texts

- Hoy, W., & Miskel, C. (2004). *Educational administration theory, research, practice*. (7th Ed.). McGraw-Hill.
- Hoyle, J. (2002). *Leadership and the force love: Six keys to motivating with love*. Corwin Press.

Recommended Texts

- Carr, C., & Fulmer, C. (2004). Educational leadership: Knowing the way, showing the way, and going the way. *The 11th Annual Yearbook of the National Council of Professors of Educational Administration*. Lanham, MD: Scarecrow Press.
- Friedman, T. (2005). *The world is flat*. Farrar et al. Publishers.
- Hoyle, J., Björk, Collier, V., & Glass, T. (2005). *The superintendents as ceo: Standards-based performance*. Thousand Oaks, CA: Corwin Press.
- Lunenburg, F., & Carr, C. (Eds.) (2003). Shaping the future. *The Eleventh Yearbook of the National Council of Professors of Educational Administration*. Lanham, MD: Scarecrow Press.
- Murphy, J., & Louis, K. (Eds.). (1999). *Handbook in educational administration* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Perreault, G., & Lunenburg, F. The changing world of school administration. (2002). In *The Tenth Yearbook of the National Council of Professors of Educational Administration*. Lanham, MD: Scarecrow Press.
- Jenlink, P. (2000). Marching into a new millennium. In the *Eighth Yearbook of the National Council of Professors of Educational Administration*. Lanham, MD: Scarecrow Press.
- Hoyle, J., English, F., & Steffy, B. (1998). *Skills for Successful 21st Century Leaders*. AASA
- Birnbaum, R. (1998). *How colleges work*. Jossey-Bass.

Owens, R. (1995). *Organizational behavior in education*. Boston, MA: Allyn & Bacon.

Rubin, B. (2004). *Excellence in higher education*. Thousand Oaks, CA: Jossey-Bass.

Scheurich, J., & Skrla, L. (2003). *Leadership in equity and excellence*. Thousand Oaks, CA: Corwin Press.

Supplementary Texts (not required)

Hoyle, J., English, F., & Steffy, B. (1998). *Skills for successful 21st century school leaders*. (3d ed.). Arlington, VA: AASA.

Wildman, Louis, (Ed.). (1997). *School Administration: The New Knowledge Base*. The Fifth Yearbook of the National Council of Professors of Educational Administration. Technomic Publ.

Bredeson, P., & Scribner, J. (1995). *The professoriate: Challenges and promises*. The Third Yearbook of the National Council of Professors of Educational Administration. Technomic Pub. Co.

Burdin, J., & Yoon, J. (1996). *Prioritizing instruction*. The Fourth Yearbook of the National Council of Professors of Educational Administration. Technomics Pub. Co.

Birnbaum, R. (1998). *How colleges work*. Jossey-Bass.

Burdin, J. (1994). *Leadership and diversity in education*. The Second Yearbook of the National Council of Professors of Educational Administration. Technomics Pub. Co.

Dulenee, M., & Norris, D. (1995). *Transforming higher education*. Ann Arbor, MI: Society for College and University Planning.

Hoyle, J., & Estes, D. (Eds.) (1993). *NCPEA: In a new voice*. The First Yearbook of the National Council of Professors of Educational Administration. Technomics Pub. Co.

Lunenburg, F., & Ornstein, A. (2000). *Educational Administration*. (3d ed.). Belmont, CA: Wadsworth.

Owens, R., (1995). *Organizational behavior in education*. (5th Ed.). Prentice Hall.

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. 9, Mar. 9, and Apr. 20.
2. Research paper—Each student will compose a 10-15-page paper on your book review and related classroom materials, theories, models, and schools. Due Apr. 27.
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:

Topic Presentation	10%
Term Paper	20%
Simulation (role play)	10%
Critiques	10%
Mid-Term Exam.....	30%
Final Exam	20%

Date: Jan. 26, Feb. 2

Topic: Theoretical Foundations of Organizational 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
- 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

- Hoyle, J. (2002, August). *Educational administration: Atlantis or Phoenix?* Cocking Distinguished Lecture, National Council Professors of Educational Administration. Burlington, VT.
- 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*.
- Barnard, C. (1938). *Functions of the executive*.
- Callahan, R. *The cult of efficiency*.
- Etzioni, A. (1964). *Modern organization*. Chapters 3 and 4.
- Griffiths, D. (Ed.). (1963). *Behavioral science and educational administration*. NSSE Yearbook.
- Hoyle, J. English, F., & Steffy, B. (1998). *Skills for successful 21st century school leaders*. 3rd ed. Arlington, VA: AASA. Chap. 1
- Hoyle, J., (1991, Fall/Winter). Educational administration has a knowledge base. *Record in Educational Administration and Supervision*.
- Hoyle, J., & Estes, D. (1993). An optimistic voice for educational administration and NCPEA. In J. Hoyle, and D. Estes (Eds.). *NCPEA: In a new voice*. The First Yearbook of the National Council of Professors of Educational Administration. Lancaster, PA: Technomic Pub., Inc.
- Lunenburg, F., & Ornstein, A. (2000). *Educational Administration*. Chs. 1 & 2.
- Owens, R. (19951). *Organizational behavior in education*. Chs. 1& 9.
- Taylor, F. (1967). *The principals of scientific management*. New York and London: Harper and Brothers.

Dates: Feb. 9

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
3. 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.

Cunningham, L. (1977). *Educational administration: The developing decades*. McCutchen Publishers.

- Erlanson, D., Stark, P., & Ward, S. (1996). *Orgazational oversight*. Princeton, NJ: Eye on Education Press.
- Griffiths, Dan. (1959). *Administrative theory*. Appleton Century Crofts.
- Hoyle, J. (1994, January). Can you be democratic and run the school? *NASSP Bulletin*.
- Lunenburg, F., & Ornstein, A. (2000). *Educational Administration*. Ch. 2.
- Mintzberg, H. (1979). *The structuring of organizations*. Englewood Cliffs, NJ: Prentice Hall.
- Mintzberg, H. (1989). *Mintzberg on management*. New York: The Free Press.
- Owens, R. (1995). *Organizational behavior in education*. Chs. 5 & 7.
- Silver, P. (1983). *Educational administration: Theoretical perspectives on practice and research*. Harper and Row.
- Simon, H. (1976). *Administrative behavior*. (2nd ed., 1953). New York: Macmillan.
- Weber, M. (1947). *The theory of social organizations*. Talcot Parsons (Ed.). New York: Free Press.

Dates: Feb. 16

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

Shidemantle, S., & Hoyle, J. (2004). Connecting superintendents with the technical core of teaching and learning. In C. Carr, & C. Fulmer (Eds.), *11th NCPEA Yearbook* (pp. 157-172). Lanham, MD: Scarecrow Press.

Hoyle, J., et al. (1998). *Skills for successful 21st century school leaders*. Arlington, VA: American Association of School Administrators. Chapters 5 and 6.

Ormrod, J. (1995). *Educational psychology*. Columbus, OH: Merrill.

Owens, R. (1995). *Organizational behavior in education*. Allyn & Bacon. Ch. 2.

Dates: Feb. 23

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.

Hoyle, J., et al. (1998). *Skills for successful 21st century school leaders*. Arlington, VA: American Association of School Administrators. Chapters 1 and 10.

Owens, R. (1995). *Organizational behavior in education*. Allyn & Bacon. Ch. 2

Date: Mar. 2

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.

Chapter 13, p. 171, Multicultural Education and Change. *First NCPEA Yearbook*, 1993.
Chapter 1, pp. 3-8, The Imperative Is Now. *Fourth NCPEA Yearbook*.

Birnbaum, R. (1988). *How colleges work*. Ch. 3.

Hoyle, English, & Steffy (1998). *Skills for successful 21st century school leaders*. Chapter 1.

Owens, R. (1995). *Organizational behavior in education*. Allyn & Bacon. Ch. 3.

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

Lunenburg, F., & Ornstein, A. (2000). *Educational Administration*. (3d ed.). Belmont, CA: Wadsworth. Ch. 3.

Dates: Mar. 9

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.

Bjork, L., Bell, R., & Gurley, D. (2002). Politics and the socialization of superintendents. In Perreault & Lunenberg (Eds.), *The 10th annual NCPEA yearbook*. Lanham, MD: Scarecrow Press.

Hipp, K., & Huffman, J. (2000). Ch. 16, Sec. VI. How leadership shared and vision emerge in the creation of learning communities. *Eighth NCPEA Yearbook*. 288-310.

Etzioni, A. (1975). *A comparative analysis of complex organizations*. New York: Free Press.

Kanter, R. (1983). *The change masters: Innovation and entrepreneurship in the American corporation*. New York: Simon and Schuster.

Mintzberg, H. (1983). *Power in and around organization*. New York: The Free Press.

Owens, R. (1995). *Organizational behavior in education*. Allyn & Bacon. Ch. 4.

Dates: Mar. 23

Topic: **Mid-term Exam**

- Date:** Mar. 30
- Topic:** Effectiveness and Quality of Schools
- Objective:** The student will learn the key concepts of open-system theory, quality, and continuous improvement.
- organizational 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.
- Berry, T. (1995). *Managing the total quality transformation*. McGraw-Hill.
- Conyers, J. (2000, June). When status one won't do. *The School Administrator*, 57(6), 22-27.
- Glasser, W. (1990). *The total quality school*. Harper & Row.
- Hammond, J. (2000, June). Our application of ISO 9000. *The School Administrator*, 57(6). 17-19.
- Lunenburg, F., & Ornstein, A. (2000). *Educational Administration*. (3d ed.). Belmont, CA: Wadsworth. Ch. 2.
- Owens, R. (1995). *Organizational behavior in education*. Allyn & Bacon. Ch. 7.
- Zuckerman, A. (2000, June). Quality assurance through ISO 9000. *The School Administrator*, 57(6). 12-16.

Dates: Apr. 6

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

- Hoyle, J. (2003). Taking charge or taking off. In J. Vornberg (Ed.), *Texas public school organization and administration* (pp. 185-197). Kendall Hunt Pub.
- Chapters 9, 10, & 11, Hoy & Miskel; Hoyle, J. (1995). *Leadership and futuring*; Chapter 5, Hoyle & Estes (First NCPEA Yearbook); Birnbaum, Ch. 1.
- Papalewis, R. (2000). Asynchronous partners: Leadership for the millennium. *Eighth NCPEA Yearbook*. Ch. 1. 1-15.
- Hoyle, J. (2002). The highest form of leadership: Helping tomorrow's leaders catch the spirit. *The School Administrator*, 8(59).
- Hoyle, J., & Slater, R. (2000). Love, happiness, and America's schools: The role of educational leadership in the 21st century. NCPEA National Conference. August.
- Agor, W. (1984). *Intuitive management: Integrating left brain and right brain management skills*. Prentice-Hall.
- Bennis, W. (1989). *Why leaders can't lead: The unconscious conspiracy continues*. San Francisco: Jossey-Bass Publishers.
- Buckingham, M., & Coffman, C. (1999). *First, break all the rules*. Simon & Schuster.
- Berry, T. (1991). *Managing the Total Quality Transformation*. McGraw-Hill.
- Covey, S. (1990). *Principle-centered leadership*. Summit Books.
- Deal, T., & Kennedy, A. (1982). *Corporate cultures*. Addison-Wesley.
- Depree, M. (1992). *Leadership jazz*. Dell Publ.
- Glasser, W. (1990). *The quality school*. New York: Harper & Row.
- Griffiths, D., et al. (1988). *Leaders for American schools*. Berkeley, Cal.: McCutchan. Sec. I, pp 3-31, Sec V. 251-284.
- Halpin, A. (1968). *How leaders behave in theory and research in administration*. New York: Macmillan.
- Hoyle, J. (1991). The principal and the pear tree. *The Journal of School Leadership*, 2.
- Hoyle, J. (1992, November). Ten commandments for successful site-based school principals. *Bulletin, National Association of Secondary School Principals*.

- Hoyle, J., & Crenshaw, H. (1996). *Interpersonal sensitivity*. Princeton, NJ: Eye on Education Press.
- Etzioni, A. (1989). Humble decision making. *Harvard Business Review*, 67(4), 122-126.
- Kouzes, J., & Posner (1991). *The leadership challenge*. San Francisco, Ca.: Jossey-Bass.
- Likert, R. (1976). *New ways of managing conflict*. McGraw-Hill.
- Lunenburg, F., & Ornstein, A. (2000). *Educational administration*. (3d ed.). Belmont, CA: Wadsworth. Ch. 5.
- Owens, R. (1995). *Organizational behavior in education*. Chapter 4.
- Peters, T. (1987). *Thriving on chaos*. Harper & Row.
- Peters, T., & Waterman, R. (1982). *In search of excellence*. Harper & Row.
- Rowan, R. (1986). *The intuitive manager*. Little, Brown, and Co.
- Senge, P. (1990). *The fifth discipline*. New York: Doubleday.
- Spady, B. (1998). *Total leaders: Applying the best future-focused change strategies to education*. Arlington, VA: American Association of School Administrators.
- Stogdill, R. (1974). *Handbook on leadership: A survey of research and theory*.
- Tichy, N., & Devanna, M. (1990). *The transformational leader*. New York: John Wiley & Son.
- Wheatley, M. (2002). Spirituality in turbulent times. *The School Administrator*, 8(59), 42-48.

Dates: Apr. 13

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

Chapters 4, Hoy & Miskel; chapters 4-7, Hoyle, *Leadership and the force of love*. Chapter 15, Brown & Irby (1996). *Women in Educational Administration*. (Fourth NCPEA Yearbook).

Hersey, P., & Blanchard, K. (1982). *Management of organizational behavior: Utilizing human resources* (4th Ed.). Englewood Cliffs, NJ: Prentice Hall.

Herzberg, F. (1966). *Work and the nature of man*. World Publications.

Herzberg, F., et al. (1957). *The motivation to work*. New York: Wiley.

Hoy, W. Wide selection in text.

Hoyle, J. et. al. (1998). *Skills for successful 21st school leaders* (3d Ed.). Chapter 1.

Hoyle, J., & Crenshaw, H. (1996). *Interpersonal sensitivity*. Princeton, NJ: Eye on Education Press.

Hoyle, J. (1991, April). The principal and the pear tree. *The Journal of School Leadership*, 1(2), 106-118

- Lunenburg, F., & Ornstein, A. (2000). *Educational Administration*. (3d ed.). Belmont, CA: Wadsworth. Ch. 4.
- Martin, M., et al. (1997). Examining the research in pay for performance, lessons, and recommendations for educators and policy makers. In L. Wildman (Ed.) *Fifth NCPEA Yearbook*. Technomic Press.
- Maslow, A. (1970). *Motivation and personality*. (2nd Ed.). New York: Harper & Row.
- Miskel, C. Wide selection in text.
- Moos, R. (1979). *Evaluating educational environments*. San Francisco: Jossey-Bass. pp. 79-100.
- Ouchi, W. (1982). *How American business can meet the Japanese challenge*. Avon Publishing Co.
- Sweeney, J. (1987). *Tips for improving school climate*. Also a video tape on the topic. Arlington, VA: American Association of School Administrators.
- Thompson, D. (1996). *Motivating others: Creating the conditions*. Princeton, NJ: Eye on Education Press.
- Thompson, D., McNamara, J., & Hoyle, J. (1996). Job Satisfaction. *Educational Administration Quarterly*.
- Vroom, V. (1964). *Work and motivation*. New York: Wiley.
- Owens, R. (1995). *Organizational behavior in education*. Allyn & Bacon. Ch. 2.

Date: Apr. 20
Topic: Spiritual Leadership and High Performance
Objective The student will learn the impact and value using inner connection for a better good.
Readings Selected articles

Date: Apr. 27
Topic Present Research Papers

Date: May 4

Final Exam

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 $B = f(R \times P)$
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 Behavior in Development Questionnaire
31. Hersey Blanchard Contingency Model
32. Values theory: McClelland's Theory of Achievement
33. Vroom's Expectancy Theory
34. Self-efficacy theory
35. Goal setting theory
36. Organizational culture, different types of culture, organizational climate
37. Prototypic profiles of climate types (Fig. 5.6, page 147)
38. Weber's three types of authority (p. 172)
39. Leadership theories and concepts