

EDL 701 Leadership in Educational Organizations I

University of Kentucky College of Education

Course Syllabus Spring 2008

Required course in the doctoral program leading to
EdD in Higher Education with Emphasis in Community and Technical College Leadership

A collaborative partnership between the Department of Educational Policy Studies and
Evaluation (EPE) and Department of Educational Leadership Studies (EDL)

Contact Information

Instructor:	Tricia Browne-Ferrigno, PhD
Office:	111C Dickey Hall
E-mail address:	tricia.ferrigno@uky.edu
Office phone:	(859) 257-5504
Cell phone:	(859) 948-6793 (emergency only)
Home phone:	(859) 293-2985 (no later than 10 PM)
Home fax:	(859) 293-6535
Office hours:	By appointment (preferably made via e-mail)
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department fax:	(859) 257-1015
Department Web site:	http://www.uky.edu/Education/edlhead.html

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Acknowledgement

My department colleagues, Professor Lars Björk and Dr. Charles Hausman, graciously shared syllabi, handouts, and documents they created over the years they have taught EDL 701. Where possible, I provide credit for their contribution as in-text citation (i.e., name, syllabus year).

Letter to Students

Welcome to your second semester of doctoral studies! EDL 701 is the first in a sequence of two leadership courses that use a frame approach as an organizer for studying leadership and organization theories. EDL 702 is the second course that you will take next fall. Below is a graphic illustration of the differences between the two courses (Björk, 2008).

EDL 701 Leadership in Educational Organizations I					
Pre-scientific (pre-1900)		Positivistic (1901-1970s)		Post-positivistic (1970-present)	
Myth/Speculative		Structural/Functional		Interpretive/Subjectivist	
Hero Leader	Great Man Theory	Structural Frame	Human Relations Frame	Political Frame	Symbolic Frame
EDL 702 Leadership in Educational Organizations II					
Post-positivistic (1901-1970s)					
Interpretive/Subjectivist					
Leadership Critique (Retrospective/Prospective)	Critical Theory Frame	Critical-Constructivist Frame	Critical Humanist Frame (Postmodern/Poststructuralist)		

Course Description in UK Bulletin 2007-2008

EDL 701 is study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

Course Overview

Our lives are intricately connected with and influenced by social arrangements known as organizations. For example, we are born in hospitals, reared in families, educated in schools, employed by businesses, protected by armies, and controlled by government agencies. These examples are uniquely differentiated by their structures, interpersonal relationships, purposes, and cultures. Although organizations enable us to accomplish far more than we can as individuals, the collective activity within them is accompanied by complexity, problems, and dilemmas. Many of these challenges confront managers and leaders, whose effectiveness depends upon their ability to find suitable resolutions.

This course is divided into two main parts. The first concentrates on multiple realities in organizations from a contemporary perspective on organizations, accomplished by viewing organizations through four different lenses or frames. The **structural frame** encompasses sociological ideas and focuses on formal patterns of goals, roles, and relationships, whereas the **human resource frame** rests on psychological assumptions, emphasizing individual needs and motives. The **political frame**, which originated in the discipline of political science, assumes a world of scarce resources in which power and conflict play a pivotal role. Borrowing primarily from anthropology, the **symbolic frame** stresses the importance of meaning, faith, rituals, and symbols that organizations develop to create a unique way of life. The majority of the course will focus on the integration and application of these lenses. The second focus is on classic theories of organization, with emphasis on rational, natural, and open systems perspectives. It is expected that students will be able to synthesize both classic and contemporary views of organizations to improve their leadership practice (Hausman, 2006).

Major Course Objectives

The purpose of this course is to help students understand organizations and know how to act effectively in them. We will learn to identify patterns in complex problems to ascertain why individuals and social collections behave as they do. The course prepares you to understand and respond to organizational dynamics in flexible ways and to anticipate and deal effectively with typical issues. Upon completion of this course, students are expected to

- Understand four major organizational frames, their related theories, and relevance to educational leadership;
- Identify the lens or lenses through which they primarily view organizations and the advantages and disadvantages of these views;
- Synthesize and apply theory in response to familiar organizational issues;
- Review and critique studies of organizations and resulting theoretical inferences and conclusions; and
- Reflect on their learning and the potential significance of applying organizational theory to their lives (Björk, 2008; Hausman, 2006).

Required Course Textbooks and Readings

Professional reading and reflection are fundamental components of this course. The first two books listed below are major sources of course content and thus required; the second two are recommended to assist students with their academic writing. Students are expected to complete all reading assignments each week in order to engage actively in class or online activities and to assist them in completing written assignments. The additional resources on the last two pages of this syllabus relate to course topics and are intended for enrichment and self-development.

- Bolman, L. G., & Deal, T. E. (2003). *Reframing organizations: Artistry, choice, and leadership* (3rd ed.). San Francisco: Jossey-Bass.
- Jossey-Bass reader on educational leadership* (2nd ed.). (2007) San Francisco: Author.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: Author.
- Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based small-group activities are to be completed within designed sections of the course Blackboard.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

Absences. The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Because the cohort meets only once a month, regular attendance is essential. If personal responsibilities or professional duties create scheduling conflicts, then students must make decisions about their priorities. If students must miss a scheduled cohort meeting, then they must notify me about the reason for the absence **before the absence occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed cohort meetings.

Canceled Class. If a cohort meeting must be canceled due to bad weather or other unforeseen circumstances, we will make every possible effort to contact you in sufficient time to avoid an unnecessary travel.

Changes to Syllabus. I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Quality of Student Work

Unless specified otherwise, all papers submitted to me must be presented in the writing style and format described in the fifth edition of the *Publication Manual of the American Psychological Association*¹, specifically those found on pages 296-320. All papers must be word-processed in either **Times New Roman 12-point font** or **Arial 11-point font**. Students are expected to follow rules of usage and principles of composition². When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*.

Plagiarism. Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an “E” in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author’s work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

Late Submittals. Unless specified differently in the assignment guidelines, each written assignment is to be delivered me as an attachment to an e-mail message addressed to tricia.ferrigno@uky.edu and sent no later than 10:00 AM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at my discretion.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark). UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the calendar year. The contract must be submitted to me before an “I” grade can be issued. Incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

¹ American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

² Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Student Responsibilities

Doctoral students assume major responsibility for their own learning. As members of a learning cohort, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from me. A class roster is posted online at <http://academics.uky.edu/education/epe/kctcs/> to encourage and support peer and instructor communication.

Course Requirements and Expectations

Unless specified otherwise, all student-generated written assignments must be submitted to me electronically as an attachment to an e-mail message **no later than 10:00 AM on the due date**. Guidelines for course assignments will be posted on the course Blackboard.

1. **Professional Reflections and Course Participation.** Students will write responses to questions posed by me in Blackboard and engage in asynchronous dialogue with their cohort peers or reply to online surveys. To receive credit for course participation, students must respond to each online activity by the due date appearing in the **revised** course calendar (pp. 7-8) or the deadline, if different, in the assignment guideline.
2. **Small-group Activities and Class Presentations.** Working in small groups, students will complete two online activities and make two formal presentations during cohort meetings.
3. **Leadership Reflection.** Working independently, students will revise and expand the reflection they wrote last semester about their results from the StrengthsFinders 2.0 (Rath, 2007) assessment.
4. **Personal Case Analysis.** Working independently, students will write a case study about an organizational event or experience that was significant or challenging to them and then analyze and interpret it from four different perspectives.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Points Possible
1. Participation small-group online activities	10
2. Individual online reflections (n=4)	20
3. Small-group class presentations (n=2)	20
4. Leadership Reflection	10
5. Personal Case Analysis	40
Total Points	100

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

REVISED Course Calendar

Week	Location	Topic	Reading Assignments	Products Due
1	Cohort Meeting Jan 18-19 KCTCS Versailles	<i>Preparations: Making Sense of Organizations</i> <ul style="list-style-type: none"> ▪ Leadership Orientations Survey ▪ Course overview ▪ Leadership and management ▪ Reframing and the four frames 	BD ³ Chap 1-2	
2	Online	<i>The Structural Frame</i> <ul style="list-style-type: none"> ▪ Getting organized ▪ Structure and restructuring ▪ Organizing groups and teams 	BD Chap 3-5 Stake ⁴ (handout)	
3	Online	<i>Structural Frame and Educational Leadership</i> <ul style="list-style-type: none"> ▪ Disciplines of learning organization ▪ Exemplary leadership ▪ Understanding change 	JR Chap 1 (Senge ⁵) JR Chap 5 (Kouzes & Posner ⁶) JR Chap 12 (Fullan ⁷)	Online reflection 10 AM 1/31/07 THURSDAY
4	Online	<i>The Human Resource Frame</i> <ul style="list-style-type: none"> ▪ People and organizations ▪ Improving HR management ▪ Interpersonal and group dynamics 	BD Chap 6-8	Online small-group activity completed by 10 AM 2/7/08 THURSDAY
5	Online	<i>HR Frame and Educational Leadership</i> <ul style="list-style-type: none"> ▪ Understanding organizational norms ▪ New paradigm for managing diversity ▪ Diversity in educational leadership 	JR Chap 16 (Schlechty ⁸) JR Chap 19 (Thomas & Ely ⁹) JR Chap 21 (Banks ¹⁰)	
6	Cohort Meeting Feb 22-23 KCTCS Versailles	<i>The Political Frame</i> <ul style="list-style-type: none"> ▪ Power, conflict, and coalition ▪ Manager as politician ▪ Organizations as political arenas and agents 	BD Chap 9-11	Online reflection 10 AM 2/21/08 THURSDAY
7	Online	<i>Political Frame and Educational Leadership</i> <ul style="list-style-type: none"> ▪ Stewardship leadership ▪ Leadership and social responsibility ▪ Authentic leadership 	JR Chap 6 (Sergiovanni ¹¹) JR Chap 7 (Purpel ¹²) JR Chap 10 (Evans ¹³)	Online small-group activity completed by 10 AM 2/28/08 THURSDAY

³ Bolman & Deal (2003), *Reframing organizations: Artistry, choice, and leadership* (3rd ed.)

⁴ Stake, R. (1994). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 236-247). Thousand Oaks, CA: Sage.

⁵ "Give me a lever long enough . . . and single-handed I can move the world," *JB Reader* (pp. 3-15)

⁶ The five practices of exemplary leadership, *JB Reader* (pp. 63-72)

⁷ Understanding change, *JB Reader* (pp. 169-181)

⁸ Understanding the normative system, *JB Reader* (pp. 221-237)

⁹ Making differences matter: A new paradigm for managing diversity, *JB Reader* (pp. 269-298)

¹⁰ Gender and race as factors in educational leadership and administration, *JB Reader* (pp. 299-338)

¹¹ "Who's serving who?" *JB Reader* (pp. 75-92)

¹² An educational credo for a time of crisis and urgency, *JB Reader* (pp. 93-98)

¹³ The authentic leader, *JB Reader* (pp. 135-156)

REVISED Course Calendar (Continued)

Week	Location	Topic	Reading Assignments	Products Due
8	Online	<i>The Symbolic Frame</i> <ul style="list-style-type: none"> Organizational culture and symbols Organization as theater Organizational culture in action 	BD Chap 12-14	
9	Cohort Meeting Mar 14-15 KCTCS Versailles	<i>Symbolic Frame and Educational Leadership</i> <ul style="list-style-type: none"> Culture in question Eight roles of symbolic leaders Organizational culture 	JR Chap 11 (Barth ¹⁴) JR Chap 14 (Deal & Peterson ¹⁵) Schein ¹⁶ (handout)	Small-group presentation at cohort meeting 10 AM 3/13/08 THURSDAY
10	Online	<i>Improving Leadership Practice</i> <ul style="list-style-type: none"> Integrating frames for effective practice Reframing leadership Nature of leadership Level 5 leadership 	B-D Chap 15, 17 JR Chap 2 (Gardner ¹⁷) JR Chap 3 (Collins ¹⁸)	Online reflection 10 AM 3/20/08 THURSDAY
11	Online	<i>Improving Leadership Practice</i> <ul style="list-style-type: none"> Reframing change Reframing ethics and spirit Unheroic side of leadership 	BD Chap 18-19 JR Chap 4 (Murphy ¹⁹)	
12	Cohort Meeting Apr 4-5 ??	<i>Classical Organization Theory</i> <ul style="list-style-type: none"> Principals of scientific management Structural arrangements of organizations Principles for managing organizations Organizations as systems 	Shafritz, Ott, & Jang ²⁰ (handout) Taylor ²¹ (handout) Weber ²² (handout) Gulick ²³ (handout) Scott & Davis ²⁴ (handout)	Small-group presentation at cohort meeting 10 AM 4/3/08 THURSDAY
13		<i>Independent Work: Complete Leadership Reflection based on StrengthsFinder findings and course readings</i>		Leadership Reflection due 10 AM 4/14/08 MONDAY
14		<i>Independent Work: Complete Personal Case Analysis</i>		Personal Case Analysis due 10 AM 4/21/08 MONDAY
15	Cohort Meeting Apr 25-26 KCTCS Versailles	<i>Perspectives on Leadership in KCTCS</i>		Online reflection 10 AM 4/28/08 MONDAY

¹⁴ Culture in question, *JB Reader* (pp. 159-168)

¹⁵ Eight roles of symbolic leaders, *JB Reader* (pp. 197-209)

¹⁶ Defining organizational culture, *Classics in Organizational Theory* (pp. 360-367)

¹⁷ The nature of leadership, *JB Reader* (pp. 17-26)

¹⁸ Level 5 leadership, *JB Reader* (pp. 27-50)

¹⁹ The unheroic side of leadership: Notes from the swamp, *JB Reader* (pp. 51-63)

²⁰ Chapter 1, *Classics in Organizational Theory* (pp. 27-34)

²¹ The principles of scientific management, *Classics in Organizational Theory* (pp. 61-72)

²² Bureaucracy, *Classics in Organizational Theory* (pp. 73-78)

²³ Notes on the theory of organization, *Classics in Organizational Theory* (pp. 79-87)

²⁴ Chapters 2-5, *Organizations and organizing: Rational, natural, and open systems perspectives*

Resources: Leadership, Management, and Social Agency

- Ackerman, R. H., Maslin-Ostrowski, P. (2002). *The wounded leader: How real leadership emerges in times of crisis*. San Francisco: Jossey-Bass.
- Bennis, W. (2003). *On becoming a leader: The leadership classic—updated and expanded*. Cambridge, MA: Perseus Books.
- Bennis, W., & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a leader* (3rd ed.). New York: Basic Books.
- Bolman, L. E., & Deal, T. E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.
- Bolman, L. G., & Deal, T. E. (2006). *The wizard and the warrior: Leading with passion and power*. San Francisco: Jossey-Bass.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Row.
- Cantor, D. W., & Bernay, T. (1992). *Women in power: The secrets of leadership*. Boston: Houghton Mifflin.
- Collins, J. C., & Porras, J. I. (1997). *Built to last: Successful habits of visionary companies*. New York: HarperBusiness.
- Covey, S. R. (2004). *The 8th habit: From effectiveness to greatness*. New York: Free Press.
- dePree, M. (1989). *Leadership is an art*. New York: Dell.
- Galbraith, J. K. (1996). *The good society: The humane agenda*. Boston: Houghton Mifflin.
- Gilley, K. (1997). *Leading from the heart: Choosing courage over fear in the workplace*. Newton, MA: Butterworth-Heinemann.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam Books.
- Graham, P. (Ed.). (1996). *Mary Parker Follett—prophet of management: A celebration of writings from the 1920s*. Boston: Harvard Business School Press.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press of Harvard University.
- Jaworski, J. (1998). *Synchronicity: The inner path of leadership*. San Francisco: Berrett-Koehler.
- Machiavelli, N., Goodwin, R., & Martinez, B. (2003). *The prince*. Wellesley, MA: Dante University Press.
- Marx, G. (2006). *Sixteen trends: Their profound impact on our future. Implications for students, education, communities, and the whole of society*. Alexandria, VA: Educational Research Service.
- Munro, J. H. (Ed.) (2008). *Organizational leadership*. Dubuque, IA: McGraw Hill.
- Peters, T. (1987). *Thriving on chaos: Handbook for a management revolution*. New York: Harper & Row.
- Peters, T. J., & Waterman, R. H., Jr. (2004). *In search of excellence: Lessons from America's best-run companies*. New York: HarperCollins.
- Rath, T. (2007). *StrengthsFinder 2.0*. New York: Gallup Press.
- Rost, J. C. (1991). *Leadership for the twenty-first century*. Westport, CT: Praeger.
- Wheatley, M. J. (1992). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco: Berrett-Koehler.
- Wheatley, M. J. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler.
- Wheatley, M. J. (2007). *Finding our way: Leadership for an uncertain time*. San Francisco: Berrett-Koehler.
- Wheatley, M. J., & Kellner-Rogers, M. (1996). *A simpler way*. San Francisco: Berrett-Koehler.

Resources: Change, Creativity, and Problem Solving

- Abrahamson, E. (2004). *Change without pain: How managers can overcome initiative overload, organizational chaos, and employee burnout*. Boston: Harvard Business School Press.
- Allen, K. E., & Cherrey, C. (2000). *Systemic leadership: Enriching the meaning of our work*. Lanham, MD: University Press of America.
- Evans, R. (1996). *The human side of change: Reform, resistance, and the real-life problems of innovation*. San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press.
- Hirokawa, R. Y., & Poole, M. S. (Eds.). *Communication and group decision making*. Thousand Oaks, CA: Sage.
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- Larsen, C. E., & Lafasto, F. M. (1989). *Teamwork: What must go right/what can go wrong*. Thousand Oaks: Sage.
- Lueddeke, G. R. (1999). Toward a constructivist framework for guiding change and innovation in higher education. *Journal of Higher Education*, 70(3), 235-260
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- Senge, P., Kleiner, A., Robert, C., Ross, R., Roth, G., & Smith, B. (1999). *The dance of change: The challenges to sustaining momentum in learning organizations*. New York: Doubleday.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- Tesluk, P. E, Farr, J. L., & Klein, A. R. (1997). Influences of organizational culture and climate on individual creativity. *Journal of Creative Behavior*, 31(1), 27-41.
- Watzlawick, P., Weakland, J., & Fisch, R. (1974). *Change: Principles of problem formation and problem resolution*. New York: W. W. Norton.