

*Advanced Study in Organizational Theory* continued to challenge Cohort 11 to develop its own theory on leadership in organizations known as schools. As with previous courses taught by Prof. Smith, there were three areas of study. We began by researching different perspectives on theory building in educational administration. Second, we reexamined these perspectives in light of the leadership theory of Gareth Morgan and the Chicago research team led by Anthony Bryk. Third we were challenged to organize our thoughts on organizational theory into a conceptual framework that would be suitable for the writing of a second chapter of a dissertation.

This was the cohort's fourth course with Prof. Smith. It became clear how far we had come in our abilities to utilize the skill in close reading in order to create matrices that binned related ideas. By comparing the matrices of various theorists, we were able to see the patterns and themes that were shared by these theorists. These themes enabled us to arrive at a theoretical framework that was suitable for doctoral research.

Dr. Smith utilized Moodle to post our individual and group assignments. The cohort was broken down into various collaborative groups for the individual tasks assigned. As a group responded to the tasks presented by Dr. Smith, we would also read and critique the responses of our colleagues. One very interesting form of research involved watching videos from various school communities and writing down verbatim observations to the best of our abilities. This was followed by the task of interpreting the meaning of these observations in order to bin them into larger categories. This became wonderful practice for any qualitative research we intended to embark upon. Our research was organized within a larger spectrum with constructivist theorist on one pole and non-constructivist on the other end of the spectrum. This enabled us to

compare theorist relative to their views on either a metaphoric theory of organization versus a more literal theory of organizational theory.