George Mason University
College of Education and Human Development
Graduate School of Education
EDLE 620- Organizational Theory and Leadership Development
Course Syllabus- Summer 2007

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Office Hours: Summer 2007—by appt only
Class Meetings: MWF, 3:45-6:50 PM, Robinson A248


Course Description: This course examines basic organizational theories and models of leadership and management. There will be an emphasis on a review of shared leadership in professional environments, communication skills and the process of personal and organizational change. Students will connect previous learning, theories, and reform efforts to practical applications in educational settings.

Student Outcomes: Participants in this course will:
1- Increase their knowledge and understanding of systems and organizations through a review of systems theory and the change process, chaos theory, and organizational structure.
2- Know and demonstrate an understanding of the purposes of education and its role in modern society. Ethical leadership will be explored as a primary course objective.
3- Demonstrate an understanding of a repertoire of effective strategies for bringing about personal and organizational change. Leadership styles will be explored and analyzed.
4- Develop a renewed sense of self through the design and development of a personal philosophy of education which emphasizes the leader's responsibility for student learning and staff development.

Relationship of Student Outcomes to Program Goals:
As the culminating course in the EDLE administrator licensure preparation program, EDLE 620 is designed to strengthen the knowledge, skills, and dispositions of students as they continue to prepare for careers as instructional leaders and managers. This course
will provide opportunities for students to assess their leadership traits and abilities and to formulate their philosophy of education and leadership. Specific program goals which are addressed include, but are not limited to, the following:

1- Reflective practice
2- Improvement of communication skills
3- Self-assessment and planning for personal growth

Course Requirements:
Students will be required to attend class regularly, and to participate in class discussions. Each student will complete all required projects, and will finish all readings as scheduled. Late projects may be accepted in extenuating circumstances as determined by the instructor, but will be subject to no less than a one-grade penalty. Students may choose to submit projects in advance of the due dates for feedback from the instructor (it is the responsibility of the student to provide adequate time in advance of the due date, and to indicate in writing that feedback, as opposed to a final grade, is requested)

It is required that students have regular access to a computer, the internet and e-mail. Students will be expected to demonstrate competent use of standard computer office software such as word processing, spreadsheet, and presentation software.

Course Activities:

1- Class Participation (20%)-- Students will be expected to participate in class discussions, and to interact with the instructor and other students. It is expected that students will arrive to class on time, and will notify the instructor in advance when an unavoidable conflict prevents the student from either arriving to class on time or attending a class. Maximum points for class participation will be earned by students who are present and on time for each class, and who are actively engaged in class activities. The completion of selected class time and out-of-class writings may also be required as an expected component of this course. Blackboard discussions will be included as a part of this grade. A final class activity may also be included under class participation.

2- Personal Philosophy of Education (20%)—Students will design and write a personal philosophy of education paper, to include the following elements:
   a- the purpose of education
   b- the role of education in the early 21st century
   c- the role of leadership in today’s schools
   d- the leader’s roles and responsibilities related to student learning
   e- ethical responsibilities of school leaders
   f- the most important skills and dispositions needed by school leaders

   This paper will be due on July 23, and must be between 4-6 pages.

3- Individual Student Presentation (30%) – Students will select a topic from the list provided by the instructor for a 50-60 minute individual presentation. A signup list for presentations and dates will be distributed at the end of the first class.
4- **Reframing Paper (30%)**- Students will reflect on the readings in Bolman and Deal, and examine a school improvement project or policy change that has occurred in their school during the past two years. In this paper, students will analyze this case using multiple frames to see what can be learned about this change.

1<sup>st</sup>—describe the change—who was involved, who led the change, when and where did it occur, what were its goals, was it successful?

2<sup>nd</sup>—using Bolman and Deal's frames, which of the four are you using when you describe this change? Discuss your conclusions concerning its impact and success explicitly in terms of this one frame.

3<sup>rd</sup>- Then, select one or more other frames to examine this case. What can be learned through the use of these other frames? Does your conclusion (as to the impact and success of the change) remain the same when you change frames?

**NOTE:** Be sure to be clear when describing the frames, using the assumptions included in your text.

Paper length: 5-7 pages, Due Date: August 3, 2007

**Grading:** Grading will be based on student performance on written assignments and presentations, as well as participation in class activities. Grades are designed to indicate your success in completing course requirements, as opposed to the level of effort you expend.

**Grading Scale:**

- **A+** 100%
- **A** 95-99%
- **A-** 90-94%
- **B+** 87-89%
- **B** 83-86%
- **B-** 80-82%
- **C** 75-79%
- **F** 0-74%
Course Schedule: Summer 2007

Mon July 2---Topic: Syllabus Review & Course Expectations
   ELCC Standard #3—operations and management
   Your schools...how are they organized?
   Class Activity: The 21st Century Principal (handout)
   Understanding Organizations ppt
   Assignment for 7/6: Chapters 1 & 2 in BD. Look for purposes and aims for this book. Focus on Table 1.1 and the properties of organizations.

Wed July 4---Independence Day ---No class

   Class Activity: See handout for instructions
   Assignment for 7/9: Chapters 3-5 in BD. How do principals apply vertical and lateral coordination to employees with whom they work? Compare Mintzberg's five structural configurations to your school and its organization of teams and departments.

Mon July 9--- Topic: The Structural Frame, Part 1
   Class Activity: Dealing with Mrs. Wilson (handout)
   The Structural Frame ppt
   Assignment for 7/11: Prepare to meet your new principal (student presentation) by reviewing your leadership style. Complete class handout and bring to 7/11 class.

Wed July 11—Topic: The Structural Frame, Part 2
   Student Presentation: First Faculty Meeting
   Class Activity: You're the new principal (handout)
   "Getting smarter under fire"- Schmidt (handout)
   Discuss your leadership style--- 7/9 homework
   Assignment for 7/13: Handout “Are educational orgs different?” Complete and prepare to discuss on 7/13

Fri July 13- (3:45-5:15) Topic: The Structural Frame, Part 3
   Class Activity: Bolman and Deal audiotape
   Homework from 7/11---Are ed orgs different?
   Assignment for 7/16: Chapters 6-8 in BD
Mon July 16  Topic: The Human Resources Frame, Part 1  
*Student Presentation: Site based management*

*Class Activity:* The Human Resources Frame ppt  
HR frame data gathering activity (handout)  
Is SBM a *humane* approach to school organization?  

*Assignment for 7/18:* Chapter 17 in BD

Wed July 18  Topic: Understanding leadership  

*Class Activity:* Contemporary leadership theories  
Revisit your leadership style (from 7/13)  

*Assignment for 7/20:* Homework: Review the political frame assumptions in Chapter 9-BD

Fri July 20  Topic: Electronic Discussion: Politics and School  

*Class Activity:* See handout for instructions  

*Assignment for 7/22:* Chapter 9 in BD & Philosophy Paper Due

Mon July 23  Topic: The Political Frame  

*Class Activity:* The Political Frame ppt  
Let’s allocate scarce resources (handout)  

*Assignment for 7/25:* Chapters 10 & 11 in BD (skim only)

*Student Presentation: Merits of Public Schooling*

*Class Activity:* The Sources of Power  
Let’s map your school’s terrain (handout)  

*Assignment for 7/27:* Chapters 12-14 in BD & complete the “Martian landing” handout

Fri July 27  Topic: The Symbolic Frame  

*Class Activity:* The Martian Landing followup (handout)  
The Symbolic Frame ppt  

*Assignment for 7/30:* Chapters 15, 16, 18 & 19 in BD
Mon July 30  Topic: Perils and opportunities in reframing  
   Student Presentation: Block Scheduling  
   Class Activity: What would you change? (handout)  
   Reframing practice sets (handouts)  
   Assignment for 8/1: Chapters 20-21 in BD  

Wed Aug 1  Topic: Kennedy High School  
   Student Presentation: Minority student performance  
   Class Activity: Kennedy HS “Quiz” (handout)  
   Assignment for 8/3: Reframing Paper  

Fri Aug 3  Topic: How leadership influences student learning  
   Class Activity: Focusing on what’s important—“The Vision Thing”  
   Final Class Activity-TBD
The Blackboard Discussion-Guidelines
EDLE 620

Summer 2007—Discussion #1

I. When--- May not begin prior to July 5, and must conclude by July 8.

II. What----Your discussion will be focused on the four properties of organizations and organizational learning that are noted and discussed in Chapter 2 in your text. You will provide your response to the following questions as you discuss each of them with classmates.
   a) In which ways can you describe your current school as ambiguous? Who (by title) contributes most to its ambiguity, and how?
   b) How is complexity a natural characteristic of your school, as well as others?
   c) Your authors suggest that when organizational problems occur, there is a tendency to explain them by 1- blaming people, 2- blaming the bureaucracy, and/or 3- attributing them to a thirst for power. From your perspective, which of these three are most commonly used in your school? Why?

III. How--- you will communicate using blackboard in one of two ways:
   1- Add “new thread”--- if you are the first one to initiate an idea. When you are “adding a new thread,” be sure to enter the case study question/issue that you are addressing in the subject box.
   2- Or “reply”--- if you are replying to a classmate’s previously posted comments about an issue/question, or if you are asking one of your classmates to clarify his/her comment, or if you simply want to continue the discussion. (you should begin with the most recent message and initiate your reply by hitting on the subject, as opposed to the name of the classmate who wrote the reply.)

IV. How much--- It is the responsibility of each student to comment on and contribute to the discussion. It is expected that each student will have entries relating to each of the organizational questions.

V. How often ---Students should check blackboard regularly during the days allotted for this assignment.
The Blackboard Discussion-Guidelines
EDLE 620

Summer 2007—Discussion #2

I. **When**--- May not begin prior to July 19, and must conclude by July 22.

II. **What**----Your discussion will be focused on the five assumptions for the political frame that are noted and discussed in Chapter 9 in your text. You will provide your response to the following questions as you discuss each of them with classmates.
   
   a) What is the significance of the word “coalitions” in the first assumption? How do coalitions form in our schools?
   
   b) Provide examples as to how “scarce resources and enduring differences make conflict central to organizational dynamics” (from assumption#4) in today’s schools.
   
   c) How do school leaders influence and/or take advantage of the “bargaining, negotiation, and jockeying for position” that occurs among competing stakeholders. (assumption #5)

III. **How**--- you will communicate using blackboard in one of two ways:
   
   1- Add “new thread”--- if you are the first one to initiate an idea. When you are “adding a new thread,” be sure to enter the case study question/issue that you are addressing in the subject box
   
   2- Or “reply”--- if you are replying to a classmate’s previously posted comments about an issue/question, or if you are asking one of your classmates to clarify his/her comment, or if you simply want to continue the discussion. (you should begin with the most recent message and initiate your reply by hitting on the subject, as opposed to the name of the classmate who wrote the reply.)

IV. **How much**--- It is the responsibility of each student to comment on and contribute to the discussion. It is expected that each student will have entries relating to each of the organizational questions.

V. **How often** ---Students should check blackboard regularly during the days allotted for this assignment.
Individual Student Presentations
EDLE 620
Summer 2007

July 11---- First General Faculty Meeting

You, the recently appointed principal, will make a presentation at the opening general faculty meeting (beginning of the school year). In preparing for this presentation, you will consider those priorities which you will highlight as well as the personal/professional information about your background which faculty may need to know.

Be aware that you have just been appointed (within past three weeks) to this position, and that you have not had the opportunity to meet most of the faculty. In fact, you have yet to meet one of your experienced assistant principals, who has been on annual leave since your first day on the job in your new office, approximately one week ago.

July 16--- Presentation to Graduate class—Site-based management

You, three year veteran principal, have recently agreed to make a presentation to a graduate class (Organizational Theory) on site-based management. This presentation will discuss the implementation of site-based management in one or more area schools (or systems), and will focus on both organizational issues and instructional priorities.

The instructor for this graduate class has asked you to be specific as to how site-based leadership differs from traditional school leadership. You have also been asked to present both pros and cons (from your readings and the research) of SBM.

July 25--- Speech to local Chamber of Commerce

You, a new assistant principal, have been invited to make a presentation to the local Chamber of Commerce. The Chamber has a history of being very supportive of the local schools and their efforts to improve education. Several influential members, however, have recently removed their children from the public schools and have chosen other alternatives (home schooling and private schools).

You have been asked by the Chamber president (a strong supporter of the public schools) to speak at the quarterly meeting on the merits of public schooling. The president has invited you as a result of your good work during your first few months on the job as the newest assistant principal in the local school system.
July 30 — Presentation to PTA Council

You, the school principal, have been asked to address the school system’s council of PTA presidents on the block scheduling program which has been implemented in your school, as well as many other secondary schools. You are a proponent of block scheduling, as you served on the steering committee which explored this as an option and subsequently recommended its approval to the superintendent.

You are aware that some of the council members are not as convinced as you that block scheduling is making a positive difference in the teaching and learning at your school. The superintendent has recently met with you, and suggested that you carefully prepare a well-balanced presentation that includes both the pros and cons of this scheduling system.

Aug 1 — Presentation at multicultural workshop

As the recently appointed assistant principal, you are concerned about your scheduled presentation at a regional workshop dealing with multicultural issues that affect student learning. You have agreed to make a presentation at this annual forum on education which focuses on minority student performance, as a result of the improvements made in your school system in reducing the achievement gap.

It is a matter of record that minority students have not performed as well as their majority peers on state and national tests. It is also true that minority students are being suspended and expelled at a rate that exceeds majority students. Your presentation will focus on efforts made in schools (including yours) that address the achievement gap and its impact on minority students.
# Class Participation

## Levels:
- **Criteria:**
  - **Attendance (20%)**
  - **Quality of Interaction; questions, comments, suggestions (30%)**
  - **Effort (20%)**
  - **Demonstration that he/she is prepared for class (30%)**

## Criteria:

<table>
<thead>
<tr>
<th>below expectations-1</th>
<th>approaches expectations-2</th>
<th>meets expectations-3</th>
<th>exceeds expectations-4</th>
<th>Score</th>
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<tr>
<td>Frequent absences and/or tardies (3 or more)</td>
<td>Occasional absences and/or tardies (1-2)</td>
<td>Perfect attendance with one or two tardies or early dismissals</td>
<td>Exemplary attendance (no absences, tardies or early dismissals)</td>
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<td>Rarely interacts with instructor or classmates in an appropriate manner</td>
<td>Asks questions about deadlines, procedures, directions. Little discussion about ideas or class topics</td>
<td>Often has specific queries, stays involved in class discussion</td>
<td>Most queries are specific and on target. Deeply involved in whole class and group discussions</td>
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<td>Actively avoids involvement when possible. Complains about others and uses excuses to explain deficiencies</td>
<td>Reluctantly participates when asked (rarely volunteers) Seeks easiest duties in group work.</td>
<td>Willingly participates with instructor and classmates. Engages others</td>
<td>Volunteers as appropriate and often leads in group settings. Engages and brings out the best in others</td>
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<td>Is unable to demonstrate readiness for class through readings, other homework or by relating to previous discussion</td>
<td>Demonstrates readiness periodically</td>
<td>Demonstrates preparation regularly by referring to previous learning, text and other sources to contribute to class discussion</td>
<td>(see meets expectations)... And is prepared for each and every class</td>
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The Philosophy Paper

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<tr>
<th>Levels:</th>
<th>Six required components (50%)</th>
<th>Literature and research (25%)</th>
<th>Focus and clarity (15%)</th>
<th>Mechanics (10%)</th>
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<tbody>
<tr>
<td>Criteria:</td>
<td>Falls below expectations-1</td>
<td>Student generally addresses each of the components, but fails to be specific in one or more areas</td>
<td>Student includes relevant citations in some areas, while failing to do so in others</td>
<td>The paper lacks focus and is not clearly connected to the six required components</td>
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<td>Student omits one or more of the six required components</td>
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<td>The paper contains numerous errors</td>
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<td>Student addresses each component in a thorough manner</td>
<td>Student selects and utilizes appropriate references in support of his/her stated philosophy</td>
<td>The paper demonstrates clear connections with stated requirements, but one or more are not clarified and/or explained</td>
<td>Several errors exist, which may detract from the delivery of the intended message</td>
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<td></td>
<td>and... does so with attention to detail</td>
<td>and... does so throughout the paper, within each of the six required components</td>
<td>and... is written in such a way that it makes maximum use of the research within the page limits as established</td>
<td>The paper has very few errors (which do not detract from the intended message)</td>
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<td>and... does so with attention to detail</td>
<td></td>
<td></td>
<td>The paper is error-free</td>
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</table>
## Student presentation

<table>
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<tr>
<th>Levels: Compliance with time limits (15%)</th>
<th>Criteria:</th>
<th>approaehing expectations-2</th>
<th>meets expectations-3</th>
<th>exceeds expectations-4</th>
<th>Score</th>
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<tr>
<td>falls below expectations-1</td>
<td>Misses prescribed time for presentation by 15 or more minutes</td>
<td>Within 1-14 minutes of required time limits</td>
<td>Within time limits, as noted in syllabus</td>
<td>A 55 minute presentation</td>
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<tr>
<td>Focus on main theme (40%)</td>
<td>Student devotes significant time to off-theme topics</td>
<td>Student addresses the primary theme, but fails to provide detail and clarification</td>
<td>Student highlights the primary theme and provides significant and relevant support</td>
<td>and... student presents the topic in such a manner to encourage followup (additional learning) by target audience</td>
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<tr>
<td>Selection and use of visuals, handouts and other support materials (30%)</td>
<td>Handouts, visuals are difficult to follow and/or irrelevant</td>
<td>Handouts, visuals are on topic but difficult to follow and/or inappropriate for target audience</td>
<td>Handouts, visuals are easy to follow and clearly connect with the main topic</td>
<td>and... presenter skillfully utilizes them as a part of the presentation, without over-emphasis</td>
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<td>Role playing by presenter (15%)</td>
<td>Student makes little attempt to be convincing in his/her role</td>
<td>Student addresses his/her role during the presentation, but fails to follow up in a convincing manner</td>
<td>Student plays the role in a convincing manner</td>
<td>and... demonstrates an understanding of the needs of the target audience through the eyes of his/her role</td>
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# Reframing Case

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<tr>
<th>Levels:</th>
<th>1 fails below expectations</th>
<th>2 approaching expectations</th>
<th>3 meets expectations</th>
<th>4 exceeds expectations</th>
<th>Score</th>
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<tr>
<td>Criteria:</td>
<td>There is no clear purpose of the paper; seemingly little attempt to create a thesis statement</td>
<td>Attempt to create a thesis statement and communicate the purpose in introduction</td>
<td>Evidence of thesis can be found in a clear introduction to the paper</td>
<td>Establishes thesis in introduction and maintains clear purpose via suitable voice and tone</td>
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<td>Thesis &amp; introduction (10%)</td>
<td>Description of the case is largely missing or wholly inadequate.</td>
<td>Description of the case is incomplete or poorly constructed</td>
<td>The case is described thoroughly</td>
<td>The case is described thoroughly, with clear delineation of the critical events relating to the SIP project</td>
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<tr>
<td>Description of case (15%)</td>
<td>Analysis is unrelated to the case, is largely missing or wholly inadequate.</td>
<td>Analysis is weak or incomplete, or superficially considers the application of theory to the analysis</td>
<td>The frame used to initially present the case is identified, discussed, and applied as a conceptual lens for understanding the case</td>
<td>The frame used to initially describe the case is accurately identified, characteristics of the frame clearly described, and the frame is used as a conceptual lens to gain an understanding of the case</td>
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<tr>
<td>Case analysis: initial frame (20%)</td>
<td>Re-analysis is unrelated to the case, is largely missing or wholly inadequate.</td>
<td>Re-analysis is weak or incomplete, or superficially considers the application of at least one additional frame</td>
<td>At least one additional frame is briefly described and used as a conceptual lens for re-analyzing the case</td>
<td>At least one additional frame is clearly and thoroughly described, and the frame is used as a conceptual lens to re-analyze the case and highlight additional insights to explain the case</td>
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<td>Case re-analysis: reframing (20%)</td>
<td>Conclusion and implications are largely missing or wholly inadequate.</td>
<td>Superficial conclusions are offered relating to the process and value of reframing, and the insights gained by using reframing in this case</td>
<td>General lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing in this case</td>
<td>Specific lessons are presented relating to the process and value of reframing for school leaders, and the insights gained by using reframing in this case</td>
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<td>Implications (15%)</td>
<td>Few to no solid supporting ideas or evidence</td>
<td>Some supporting ideas and/or evidence for analysis</td>
<td>Supporting theory or research lacks specificity and is loosely developed</td>
<td>Specific, developed ideas and/or evidence from theory or research to support analysis</td>
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<td>Support (10%)</td>
<td>Paper lacks logical progression of ideas</td>
<td>Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions</td>
<td>Paper includes logical progression of ideas aided by clear transitions</td>
<td>Paper is powerfully organized and fully developed</td>
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<tr>
<td>Organization of paper (5%)</td>
<td>Frequent errors in spelling, grammar, and punctuation</td>
<td>Errors in grammar and punctuation, but spelling has been proofread</td>
<td>Occasional grammatical errors and questionable word choice</td>
<td>Nearly error-free which reflects clear understanding and thorough proofreading</td>
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<td>Mechanics (5%)</td>
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