

**George Mason University
Graduate School of Education
Education Leadership Program**

**EDLE 620: Organizational Theories and Leadership Development (3 credits)
Spring 2005**

Monday-4:30-8:00 Marshall Building

INSTRUCTOR:

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TEXTBOOK:

Required:

Bolman, L. and Deal, T (2003) Reframing Organizations: Artistry, Choice, and Leadership. Jossey-Bass: San Francisco.

Suggested:

Lambert, Linda, et al (1995). The constructivist leader. Columbia University, NY: Teachers College

Additional readings will be assigned by the instructor.

COURSE DESCRIPTION: Studies basic organizational theories and models of leadership and management. Emphasis on shared leadership in professional environments, communication skills, systems theory for complex decision-making, and the process of personal and organizational change. Bridges theory to practical applications in educational settings.

CANDIDATE OUTCOMES: Candidates will

Increase their knowledge and understanding of systems and organizations, systems theory and the change process of systems, organizations and individuals, chaos theory and its role in leadership practices, nature and types of organizations, effective model for diagnosing the needs of organizations

Demonstration of competency: Candidates successfully complete Project #4.

Expand their knowledge and understanding of change theories, leadership models, functions of leadership and management, and principles of organizational development

Demonstration of competency: Candidates successfully complete Project #4 and the Collective Record of internship experiences.

Know and understand the purpose of education and its role in a modern society

The philosophy and history of education, ethical frameworks

Demonstration of competency: Candidates successfully complete Project #3.

Have a repertoire of effective strategies for bringing about change in organizations, Models for transitions and change, leadership roles in school reform, leadership and stages of personal power in organizations, activities that enhance and inhibit change,

Human side of change, language and change.

Demonstration of competency: Candidates successfully complete Projects #4 and 5, and the Collective Record of internship experiences.

Develop a heightened awareness of personal strengths and challenges, construct a personal plan for leadership development that continues beyond program requirements, and fine-tune a personal philosophy of education, including the leader's responsibility for student and staff learning.

Demonstration of competency: Candidates successfully complete Project #1 and Project #2.

Practice, fine-tune, and communicate problem solving techniques and decision-making skills.

Demonstration of competency: Candidates (a) successfully complete the Collective Record of internship experiences and (b) provide appropriate responses to case studies and scenarios/vignettes that highlight experiences of educational leaders in the context of work.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:

The purpose of the course is to strengthen the knowledge, skills, and dispositions of EDLE candidates as instructional leaders and managers, identify theories on which effective educational practices and change processes are built, and provide opportunities for students to assess their leadership abilities and solidify their philosophy of education and leadership.

VA DOE: (1a, 2a, 2e, 5c, 6d). ISLLC: 1-K5, 2-K3, 3-K1, 5-K1, 5-K3, 5-P1, 5-P2, 5-P12, 6-K5)

Relevant NCATE Guidelines: Strategic Leadership (1.3, 1.4, 1.7); Instructional Leadership (4.2, 4.4); Organizational Leadership (6.1, 6.2, 7.3); Political and Community Leadership (11.5).

COURSE REQUIREMENTS: You are expected to attend and participate in each class because discussions, presentations, and hands-on activities are important parts of the course. The completion of and reflection on assigned readings, constructive participation in discussions and group work, and on-line communication are routine expectations. Access to a computer and GMU email accounts are essential.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, and completing any missed assignments, readings, etc. before the start of the next class. Absences may affect your grade. All written assignments must be completed on a word processor and turned in on or before the due date. Late assignments affect your final grade, and will not be accepted without making prior arrangements with the professor.

EVALUATION AND GRADING: Because EDLE 620 is a graduate level course, high quality work is expected in class and on all assignments. If assignments are graded by rubrics, you, other class participants, and the professor will create the rubrics for grading

purposes. In this way, the development of an assessment format can inform the completion of the assignments and serve as an instrument to assess your grade for the activity.

Because EDLE 620 is a culminating course in your leadership licensure component, this course is designed to synthesize your conceptual abilities rather than fine-tuning your technical skills. You will be assessed on your ability to analyze situations from the broad perspective of a school administrator, and be expected to view the impact of decisions from a systemic perspective and from the benefit to student learning.

You also will be encouraged to strengthen your communication skills. Specifically, this means to listen actively to others, speak concisely and to the point, remain focused on discussion topics, ask probing questions to gather needed information, make relevant comments that move the conversation forward, use voice tone effectively, be curious about another person’s point of view, and understand issues from various positions which extend beyond a personal perspective only.

The grading scales and assigned percentages shown below are assessment guidelines only. Your final grade for the semester will reflect my judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in the above paragraphs. In other words, I want you to demonstrate, in observable behavior, your readiness for the awesome responsibility and joy that comes with a leadership position in schools.

GRADING SCALE

Participation in class and contribution to group learning.....	15%
Leader Shadowing.....	10%
Personal Professional Development Plan.....	15%
Personal Philosophy of Education.....	20%
Individual Change Case Study	25%
<u>Work Groups</u>	15%
TOTAL	100%

Summary of Projects and Due Dates

Project #	Project Description	Due Date
1	Shadowing Assignment	March 28, 2005
2	Professional Development Plan	February 14, 2005
3	Personal Philosophy of Education	March 14, 2005
4	Individual Change Case Study	Outline March 14, 2005 Final April 25, 2005
5	Leadership Gurus (Class Activity)	April 25, 2005

Course Requirements

Your course requirements consist of 5 projects which are designed to be relevant to your continual development as an educational leader

Project #1:

Shadow a leader in a field outside of education.

Spend a full work day (at least 6 hours) shadowing a leader in a field outside of education. During your time together find out your leader's views on motivating people and dealing with change. Your written paper should include 2 parts. The first is a summary of what you did and what your leader said. The second is an analysis of how what you learned does or does not transfer to education.

During class **on March 28**, you and your classmates will participate in small and large groups to (a) discuss your personal findings, (b) discover the patterns of similarities and differences among your experiences, (c) reflect on the learning, if any, for educational leaders.

Project #2:

Create a Professional Development Plan to assess your leadership strengths and further develop and expand your leadership knowledge, skills, dispositions, and practical experiences.

Due February 14. Use selected information which you gleaned from the Personal Power Profile; the Life Styles Inventory; personal and professional readings; internship feedback; conversations with colleagues, supervisors, and instructors; observations of leaders; class discussions; and personal reflections to create a 2-year Professional Development Plan. The Plan needs to include (a) an assessment of your strengths, (b) the areas you select to develop or fine-tune, (c) a statement as to why you believe further development in these areas is important for you as a leader, and (d) the learning activities in which you will participate to further develop your leadership knowledge, skills, dispositions, and practical experiences. Include a time line for accomplishing these proposed tasks. Keep a copy of the Plan for yourself and during class, be prepared to interactively discuss one of your areas of strength and one area which you identified for continued growth.

Project #3:

Construct a personal Philosophy of Education (written) from the perspective of an educational leader, including how your beliefs apply to practice.

Due March 14. When writing your philosophy, include the 7 elements listed here as subtitles (You may include more elements, but not less.):

The purpose of education The role of education in a modern society
The role of leadership in schools The leader's role in student learning
The ethical responsibilities of school leaders

How the skills, knowledge, and dispositions will be demonstrated in your work as an educational leader.

The final copy of your philosophy of education paper is expected to be 2 to 4 pages in length, typed, and written in 10 point or 12 point.

Project #4:

Individual Change Case Study

Outline due March 14. Final due April 25. Prepare a case study of a change attempt in your school (current or past). Your case study should include a description of the school, an overview of the desired change, information about the people/groups involved and a description of the sequence of events.

After you have completed this general description, analyze the change attempt from each of Deal’s Frames. Include your analysis of which frame(s) the leader used as well as which frame(s), if any were not considered. Based on this analysis, how would you have implemented this change.

Project #5:

Become the class “expert” on a leadership Guru.

On January 24 each class member will identify the guru they will study and present to the class. The presentation must be no longer than 20 minutes and should focus on the guru’s theories and major concepts. Presentations will begin **on February 28**. **On March 28**, the class will be divided into 3 to 4 groups. Each group will meet to brainstorm, discuss, and compile a list of what it considers the (a) the major concepts of each guru, (b) related theorists, (c) a short overview of how each theory can be used in the practical, everyday work of school leaders.

On May 12 each group will present their findings from the study of the gurus.

Date	Class Activity	Assignment Due
1/10	Course Overview Personal Power Profile ISSLIC Self Assessment Organization Metaphor Activity Your Preferred Frame Activity	
1/24	Change Game	Bolman, Chapters 1,2, 15 Identify Leadership Guru
1/31	Introduction to Frames The Structural Frame The Human Resource Frame	Bolman Chapters 3-8
2/7	The Political Frame The Symbolic Frame	Bolman Chapters 9-14
2/14	Leadership Theories	Bolman Chapters 16-21 Project 2- Personal Professional Development Plan
2/28	Guru Reports	
3/7	Guru Reports	

3/14	Guru Reports	Education Philosophy #3 Outline of Project #4
3/28	Shadowing Report Activity Guru Reports Form Groups for Project 5	Shadowing Assignment #1
4/9	Spring Leadership Conference	
4/25	Leadership Guru Summary Project	Project 5 Summary of Leadership Conference