

**George Mason University
Graduate School of Education
Education Leadership Program
EDLE 620: Organizational Theories and Leadership Development
(3 graduate credits)
January 2006**

This syllabus reflects and incorporates the cooperative efforts of the faculty of the Educational Leadership Program toward the goal of providing a learning plan that will meet the demanding expectations for today's educational leaders.

COURSE: EDLE 620: Organizational Theories and Leadership Development

INSTRUCTOR: Assistant Professor Elizabeth Henderson

OFFICE HOURS: As this is an off-campus course, I will attempt to be available 30 minutes prior to each class meeting.

DATES OF CLASS: January 19, 26, February 2, 9, 11(Leadership Conference), Feb. 16, 23, March 2, 9, 16, 23

TIME: Thursdays 4:30-8:30 (February 11 – 8:30- 12:30)

MAKE UP DATE: Every attempt will be made to have a make-up class
Blackboard

LOCATION OF CLASS: Hammond Middle School

E-MAIL ehender1@gmu.edu

When emailing me, post the subject with your name. Example: *Question from Jane Smith*.
I do not open messages unless I recognize the sender

WEBSITE: <http://blackboard.gmu.edu>

TEXTBOOK: There is no specific textbook. However each student is expected to read extensively in related books. A few are listed at the end of this syllabus. The instructor will assign other readings.

COURSE DESCRIPTION: This course is intended to bring together salient points of learning from the Educational Leadership Program. Opportunities will be provided to apply theory into practice and vice versa. The course emphasizes basic organizational theories and models of leadership and management. Emphasis is placed on shared leadership in professional environments, communication skills, systems theory for complex decision-making, and the process of personal and organizational change.

CEHD STATEMENT OF EXPECTATIONS

The College of Education and Human Development (CEHD) expects that all students abide by the following:

- Students are expected to exhibit consistent and continuous behaviors presented in the Professional Disposition Criteria found at <http://gse.gmu.edu/facultystaffres/profdisp.htm>.
- Students must follow the guidelines of the University Honor Code. <http://www.gmu.edu/departments/unilife/honorcode.html>
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

If you have any questions about the honor code expectations please ask your instructor for clarification

CANDIDATE OUTCOMES: Candidates will

1. Increase their knowledge and understanding of systems and organizations
 - a. Systems theory and the change process of systems, organizations and individuals
 - b. Chaos theory and its role in leadership practices
 - c. Nature and types of organizations
 - d. Effective model for diagnosing the needs of organizations

Demonstration of competency:

Candidates successfully complete Project #4.

2. 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.

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

- a. The philosophy and history of education.
- b. Ethical frameworks

Demonstration of competency:

Candidates successfully complete Project #2.

4. Have a repertoire of effective strategies for bringing about change in organizations

- a. Models for transitions and change
- b. Leadership roles in school reform
- c. Leadership and stages of personal power in organizations

- d. Activities that enhance and inhibit change
- e. Human side of change
- f. Language and change

Demonstration of competency:

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

- 5. 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.

- 6. 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).

The course addresses a variety of the ELLC Standards, focusing primarily on the following: Standards 1.1, 1.2, 2.1, 3.1, 3.2, 6.1, and 6.2

NATURE OF COURSE DELIVERY: A variety of instructional methods are used to cover the subject matter and create a dynamic, interactive learning environment. These methods include large and small group discussions, case studies, media use, Internet assignments, simulations, lecture, guest practitioners, group presentations, email discussions, site interviews, cooperative learning, and reflection.

COURSE REQUIREMENTS: You are expected to attend 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 email accounts are essential. GMU provides free email accounts. Computers are available in labs that are located in the Graduate School of Education.

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.

Specific course requirements and due dates are detailed at the end of this course syllabus.

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.

As an administrator in training, you are expected to bring energy and commitment to your job; be able to handle multi-tasks; show flexibility in behavior and thinking; work collaboratively as well as independently; be creative and thorough as a problem solver; accept ambiguity as part of a leader's job; take risks; be resilient; have a well developed sense of humor; balance work, play, and reflection; adhere to deadlines; appreciate various aspects of diversity; be creatively on the cutting edge of change; and show a sincere respect for and appreciation of the innate abilities of children and youth. All of these skills need to be practiced and refined during this course.

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 expect you to demonstrate, in observable behavior, your readiness for the awesome responsibility and joy that comes with a leadership position in schools.

Class participation - 20 points

Participation is evident in two ways:

1) Attendance: Students are expected to actively participate in class discussions, in group activities, and in serving as critical friends to other students. Students are expected to attend every class for its entirety. Emergencies sometimes arise, however. If you need to be absent from class, you are expected to notify me in advance by telephone or e-mail. If you miss more than one class, you will lose participation points. If you come to class more than 30 minutes late or leave more than 30 minutes early, you will lose participation points. If you are absent for an oral activity or presentation, you will not receive credit for that activity.

2) Learning activities and reflection: An important component of any leader's learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Periodically, you will be asked to write a brief reflection using a format posted to the class blackboard site, and submit the reflection via e-mail. Each reflection should include the following:

- A brief description of the learning activity.
- A statement of what you learned by completing the activity, connecting the learning activity to the standards – how does what you learned help you develop as a leader?
- How you might change your behavior as a leader (now or into the future) as a result of what you learned.
- How you would change the activity to make it more useful to you as a learner.

Though the reflections are not graded per se, as a whole your reflections represent an informal portfolio of learning activities that provide evidence of your engagement in class.

Written assignments - 80 points

For this class, you will be asked to do a variety of written work that involves developing your leadership capabilities and understanding of the application of organizational theory to schools. Papers are due as indicated on the reading schedule that follows. All papers must be submitted via an e-mail attachment. You will receive feedback on this work via e-mail. Descriptions of the assignments appear at the end of this syllabus.

GRADING SCALE

A+ = 100 points	B = 80 - 84 points
A = 95 - 99 points	B - = 75 - 79 points
A - = 90 - 94 points	C = 70 - 74 points
B+ = 85 - 89 points	F = 69 points or below

Paper Assignments

(1) Exploration of Leadership: Personal Best – 15 points

For your first assignment, we will incorporate information from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a personal best case, which they then discussed to discover themes about leader behavior.

For this paper

- a) Reflect on your own leadership experiences and choose one that you consider to be a "personal best" -- a time when you performed at your peak as a leader. Review the experience in your mind, and ask yourself:
 - What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
 - What motivated you to get involved? How did you challenge yourselves and others?
 - How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
 - What principles and values guided you and others? How did you set an example?

This helps you describe your leadership best situation.

- b) To complete the paper, examine Fullan's leadership model that we discussed in class. Using this model analyze, the ways in which you excelled as a leader in the situation you described. What might you have done differently to enhance your performance? What lessons did you learn about leadership from the experience?

This 3-4 page paper should be typewritten, double-spaced with appropriate margins. Expect to be asked to share your situation with your colleagues during class.

Before you write, explore Fullan's model and the model of Kouzes and Posner:

- More information about Michael Fullan will be presented in class. You may want to reference the following for a glimpse of Fullan's model- *Leadership in a Culture of Change*. Explore Moral Purpose, Understanding Change, Relationship Building, Knowledge Creation and Sharing and Coherence Making.

- In addition to class discussion and lecture about Kouzes and Posner, please read the following to get a flavor for their leadership model:

- 1) <http://www.pfdf.org/leaderbooks/l2l/spring2003/kouzes.html>
Challenge is the Opportunity for Greatness by James M. Kouzes and Barry Z. Posner
- 2) http://www.winstonbrill.com/bril001/html/article_index/articles/401-450/article406_body.html Challenge Is the Opportunity for Greatness by James M. Kouzes and Barry Z. Posner, Ph.D.

15 points	Excellent	Fair	Poor
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (2 points)	The introduction briefly informs the reader about the topic of the paper and introduces the case.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Case description: Describe the personal best case succinctly (6 points)	The case is described fully and thoroughly, including an accounting of the "personal best" situation and a description of why it was selected as a "personal best."	The case description lacks detail in certain respects, or the case is described but the rationale for selecting it as a "personal best" is missing.	Description of the case is largely missing or wholly inadequate.
Case analysis: Use the case to analyze components of effective leadership (6 points)	The analysis uses Fullan's model to thoroughly assess ways the case exemplifies effective leadership. Alternative leader behaviors are touched upon, and lessons for the future are derived.	Though an analysis is presented, it superficially considers the Fullan model or lacks depth.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Grammar and mechanics –use APA style and standard English (1 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(2) Case Analysis: Leadership & School Change – 20 points

In this paper, you will read and analyze case studies that exercise your understanding of ELCC Standards 1.1, 1.2, 2.1, 3.1, 3.2, 6.1, and 6.2 (the primary standards we focus on in this course).

The cases also involve the leaders' role in school management, institutional change, dimensional thinking and personal interaction skills. As you read and reflect on the cases focus on your own experiences (ones you have learned and practiced during your program courses and internship). In particular, be sure to touch on each of the following questions in your analysis:

1. How would you characterize the situation? Provide a very brief overview of what happened, in your words.
2. How would you characterize the school leader's response to the situation?

3. What lessons are there here about leadership and the leaders' role in school change? If you were the school leader, how would you have responded to the situation?

This is a short paper (1-2 pages for each case+/-) it should be typewritten, double-spaced with ample margins. Use APA format. Please come prepared to share your analysis.

Two Case Studies

2cases 10 points each	Excellent	Fair	Poor
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (2 points)	The introduction briefly informs the reader about the topic of the paper and introduces the case.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Case description: Describe the case succinctly (2points)	The case is briefly described, informing the reader of the salient points.	The case description is too brief of lacks detail that is important to understanding the analysis	Description of the case is largely missing or wholly inadequate.
Case analysis: Use the case to analyze components of effective leadership and the leader's role in school change (4 points)	The case is thoroughly analyzed, including consideration of each of the guide questions posed in the assignment.	Though an analysis is presented, it superficially considers some elements of the assignment.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Grammar and mechanics –use APA style and standard English (2 point)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(3) Reframing – 20 points

Please go to the following web site to read from the Bolman and Deal book, Reframing Organizations: Artistry, Choice and Leadership. Specifically, read the introduction and Chapter 1.

<http://bcs.wiley.com/health/Books?action=chapter&bcsId=1748&itemId=0787964263&chapterId=8085>

Bolman and Deal say that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture. For this paper, consider a school improvement project or significant change in policy or practice you've experienced in the last year or two at your school. In this paper,

you are going to analyze the case using multiple frames to see what we can learn about the situation.

1. Briefly describe the improvement or change:
 - What prompted the improvement or change?
 - What characterized the situation? Who was involved, where and when did it take place, and who initiated the situation?
 - What were the goals for the change?
 - How was the change implemented?
 - Was the change successful? On what basis are you making this conclusion?

2. Now, consider the basis for your description – what frame are you using when you describe and analyze the change? Discuss your conclusions explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the case?

3. Then, select one or more other frames to examine the case. What else can you learn by analyzing this case through the lens of this frame? Do you see different opportunities, challenges, or outcomes from an alternative perspective?

HINT: It seems likely that you were most likely to select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames -- these may provide you with the best opportunities to see different things in the same case.

In your paper, be sure to be very clear about which frames you are using, what you believe to be the primary features of the frame (be brief, but be specific enough to let the reader know that you know what you are talking about. what's unique and valuable about the frame as a way of seeing), and what you learn about the case by using the frame.

This is a short paper (5 +/- pages). It should be typewritten, double-spaced with ample margins.

Reframing Paper

20 points	Excellent	Fair	Poor
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (2 points)	The introduction briefly informs the reader about the topic of the paper and introduces the case.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Case description: Briefly describe the improvement or change selected (4 points)	The improvement or change selected for analysis is described fully and thoroughly, including a clear	The case description lacks certain details or fails to consider why the change was deemed successful	Description of the case is largely missing or wholly inadequate.

	description or who was involved; goals that were met; and why the change was successful (or not)	(or not).	
Case analysis: Consider which frame you used to describe the case (6 points)	The frame used to initially describe the case is clearly identified; characteristics of the frame are clearly spelled out; how the frame helps you understand about the case is clearly discussed.	The frame used to initially discuss the case is identified, but only briefly discussed and/or applied in terms of its utility as a conceptual lens for understanding this case.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Case re-analysis: Consider another frame and use it to derive new lessons from the case (6 points)	Another frame is used to analyze the case; characteristics of the frame are clearly spelled out; how the frame helps you understand about the case differently is clearly discussed.	The frame used to re-analyze the case is identified, but only briefly discussed and/or applied in terms of its utility as a conceptual lens for understanding this case.	The analysis is abrupt, not obviously related to the case, is largely missing or wholly inadequate.
Grammar and mechanics –use APA style and standard English (2 points)	Paper is free from errors.	Paper has some errors.	Paper has numerous errors.

(4) Leadership development plan – 15 points

Consider your experiences in various courses in this program – various assessments of your leadership style and dispositions; feedback you’ve received in courses and as a part of your internship; conversations you’ve had with colleagues, friends, and instructors; observations of leaders and mentors. Also consider the ELCC standards as a template that describes what an “effective school leader” should know and be able to do.

Using the ELCC standards as the template, construct a two-year leadership development plan for you. Your plan should include:

1. A self-assessment of your strengths and leadership capabilities;
2. A statement about the areas where you feel you need to concentrate in order to develop as a leader;
3. There should be a detailed, yet specific plan; defining the learning activities you intend to pursue to address your growth as a school leader. Include a two-year timeline for accomplishing your growth objectives.

This is a short paper (4 pages AT MOST!). It should be typewritten, double-spaced with ample margins. You should hand in your plan with a self-addressed, stamped envelope.

Leadership Development Plan

15 points	Excellent	Fair	Poor
Introduction: Include an introduction that briefly draws the reader into the topic of the paper (1 points)	The introduction briefly informs the reader about the topic of the paper and introduces your plan.	The introduction is present, but does not adequately inform the reader.	The introduction is largely missing or wholly inadequate.
Leadership assessment: Present an assessment of your leadership capabilities in terms of your understanding of components of effective school leadership (6 points)	A thorough presentation of your leadership capabilities is presented, using the ISSLC standards as a template for reflection. The assessment includes an identification of your strengths and areas in which you need to grow.	An assessment of your leadership capabilities are presented, but the presentation does not carefully consider the ISSLC standards. Either strengths or weaknesses are given short shrift.	The leadership assessment is too brief, sketchy, or lacking in depth. No use of standards is evident.
Leadership development plan: Present your two-year plan for development as a school leader, including a timeline for implementation (6 points).	A carefully constructed two-year development plan is presented that is reasonably well connected to the leadership assessment, and is both reasonable and do-able.	A two-year development plan is presented, but it is somewhat vague or only loosely connected to the assessment presented earlier.	The leadership development plan is vague, not evidently connected to the assessment, or missing.
Grammar and mechanics –audience and use of standard English (2 point)	The paper is written for a team of diverse stakeholders. The summary is free from errors.	The paper may be difficult to understand for some stakeholders, and/or has some errors.	The paper is full of jargon and/or has numerous errors.

(5) In this final assignment you will focus on the following question: What does an administrator in a new leadership position do during the first 3 months on the job to diagnose the organization, learn the culture, and set the stage for change? (15 points)

Your task is to identify successful leadership strategies to use during the first 90 days of an administrative position and create a timeline for their implementation to share with your classmates.

Specifically, reflect on your entire EDLE course work (including EDLE 620), readings, and conversations with guest presenters, class discussions, leader interviews, and successful personal experiences.

- (a) Identify what you, as an educational leader, will do during your first 90 days on a new leadership job and

- (b) Incorporate the ELCC standards for evaluation as you develop your rationale for selecting to participate in these experiences and not others.
- (c) Construct a timeline of your 90-day activities.
- (d) Prepare a presentation of your timeline and strategies.

We will develop the rubric for this assignment during class

Course Content

Session	Major Topic	Specific Topics
1	Organizations Leadership Change	Introductions Conceptual Overview of Course
2	Leadership	Context of Leadership and the Meaning for Leaders of Today and Tomorrow Kinds of Leaders, Functions of Leaders and Managers Personal Leadership Development Leadership and Frames of Mind Managing Diverse Environments, Simulation
3	Organizations	Leading Organizations Leadership Theories and the Relationship to Practice The Nature and Types of Organizations Mind Models of Organizations
4	Leadership	Leadership and Power Leadership and Language Kinds of Conversations Interacting with and among others Chaos Theory and Leadership
5	Organizational theory	Collective records activity
6	Leadership Conference	
7	Leadership	The New Leader Resumes Collective Records
8	The New Leader and the Organization	
8	Change	Types of Change, Transitions

CBAM
 Sustaining Change (continuous growth)
 Steps to Bring about Change
 Hindrances to Change
 Action Steps in Vision development
 Human Side of Change (Motivation and Language Use)

9 Activities of Leaders and Mangers (Use Scenarios and Case Studies For Process and Strategies)
 Change through Staff/Professional Development

10 Roundtable presentations and review

Additionally we will schedule time to focus on collective records

COURSE SCHEDULE

S	M	T	W	TH	F	S
JANUARY						
				19	20	21
22	23	24	25	26	27	28
29	30	31				
FEBRUARY						
			1	2 Assignment 1	3	4
5	6	7	8	9	10	11
12	13	14	15	16 Assignment 2A	17	18
19	20	21	22	23 Assignment 2B	24	25
26	27	28				
MARCH						
			1	2 Assignment 3	3	4
5	6	7	8	9	10	11
12	13	14	15	16 Assignment 4	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	April 1 Assignment 5

January 2006