

**George Mason University  
Graduate School of Education  
Education Leadership Program  
EDLE 620-602 / CRN #15917 Course Syllabus**

**COURSE NUMBER AND TITLE:**

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

**INSTRUCTOR:** Elizabeth Henderson

**LOCATION OF CLASS:** Robinson SS

**OFFICE HOURS:** 30 minutes prior to each class meeting

**TEXTBOOKS:**

- (1) Evans, Robert. (1996) *The Human Side of School Change*. Jossey-Bass. ISBN 0-7879-5611-2
- (2) Brown, John L. (1999) *The Hero's Journey*. ASCD. ISBN 0-87120-344-8
- (3) Select one of the following:  
Blanchard, Ken (2003). *The Leadership Pill*  
Collins, Jim (2000). *Good to Great: Why Some Companies Make The Leap... and Others Don't*  
Covey, Stephen R. (2004) *The 8th Habit: From Effectiveness to Greatness*.  
Steve Farber. *Radical Leap: A Personal Lesson in Extreme Leadership*

Robert Herbold (2000). The Fiefdom Syndrome  
John P. Kotter. Leading Change  
Lambert, Linda. Building Leadership Capacity in Schools  
Machevelli. The Prince  
Terrence E. Deal, Kent D. Peterson .The Heart of Leadership  
Sergiovanni, Thomas (2000) Rethinking Leadership: A Collection of Articles

**CLASS MEETING DATES AND TIME** 4:30-PM-8: 30 PM

January 12 (W), January 19 (W), January 24 (M) Blackboard class in lieu to coming to Robinson, January 26 (W), January 31 (M), February 2 (W,)

February 7 (M) Blackboard class in lieu of coming to Robinson, February 9 (W)

February 14 (M), \*February 16 (W), \*If February 14 or 16 is snowed out, we will have class on February 23.

If any of the other classes are snowed out, we will make up the class on Blackboard not to exceed a total of three classes.

**→Be reminded that each member of the cohort is required to attend the Leadership Conference held on April 9 from 8-noon at GMU Fairfax Campus←**

**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	Demonstration of competency:
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.	Development of a personal plan for leadership development
Know and understand the purpose of education and its role in a modern society Ethical frameworks The philosophy and history of education.	Successful completion of Task #5
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	Successful completion of task s #2 and #3
Expand their knowledge and understanding of change theories, leadership models, functions of leadership and management, and principles of organizational development	Successful completion of Tasks #2, #4, #5, #6
Build 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	Successful completion of Tasks #3, #4, #6
Practice, fine-tune, and communicate problem solving techniques and decision-making skills.	Successful completion of Tasks #1, #6

**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).

SLLC: 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).

**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.

The grading scale, assigned percentages and criteria for evaluation shown in this syllabus are assessment guidelines only. Your final grade for the semester will reflect this instructor's judgment of your classroom performance as you attempt to demonstrate the leadership behaviors as outlined in this syllabus. In other words, you are to demonstrate, in observable behavior, your readiness for the awesome responsibility and reward that comes with a leadership position in schools. Meeting the basic requirements is not "A" work, just as in the world of leadership, doing what is expected/assigned is not exemplary. Exemplary academic work, just as professional work, exceeds expectations, sets the pace for thought and action, is used as a model for all others to use and follow and joins the "cutting edge" of Leadership.

**Consider the following criteria for evaluation as you review your work:**

- Quality: Graduate level work is of the highest caliber. All written assignments are to be typed, double-space 12 font, with logical clarity and flow of thought. Refer to APA format (or another of your choosing) for reporting references and creating a bibliography. Particular attention should be placed on editing for errors in spelling and grammar. Assignments with multiple errors will be returned with a grade of "C" or lower.
- Originality: Work demonstrates motivation to communicate by solving a problem or providing needed/requested information. Work reflects creative thought, a unique approach and sound personal commitment.
- Creditability: Work is based on sound judgment based on valid documentation and logical thought. Sources and resources are well grounded. Work withstands scrutiny.
- Achievement: Goals and expectations of the assignment are accomplished and the product is able to stand on its own without additional explanation.
- Value Will this product solve the problem, strengthen the cause, and clarify the confusion for which it was intended? Does the final product address the intent of the task?

As with professional work that you create, prior to submitting any assignment, your academic work should be read by one or two people who are skilled at proofreading.

Date	Prior to class read:	Topics for Discussion	Student obligations
1/12	Chpts.1-3 Evans Chapter 1 Brown	Organization Leadership Change The nature and types of organizations	
1/19	Chpts. 4-5 Evans Chapter 2 Brown	Theories of Leadership and Organizational Change Leadership and Power	Reflective writing in class Study plan for the course
1/24	Blackboard Class		
1/26	Chpts. 6-7 Evans Chapter 3 Brown	Theories of Leadership and Organizational Change Leadership and language Types of conversations	
1/31	Chapter 8-9 Evans Chapter 4 Brown	Chaos Theory Butterfly Theory Other	Reflective writing in class
2/2	Chpts. 10-11 Evans Chpts. 5-6 Brown	A Personal Professional Development Plan will be developed in class	Reflective writing in class Mid-term assessment
2/7	Blackboard Class		
2/9	Chpts.12-13 Evans Chapter 7 Brown	Types of change CBAM Sustaining change	Reflective writing in class First 90 Days on the Job
2/14	Chapter 14 Evans Chapter 8 Brown	Change through staff development Hindrances to change Human side of Change	Reflective writing in class Core Values Statement
2/16			Reflective writing in class Future learning environment project due and presented

### EXPECTATIONS FOR WRITTEN WORK:

- Use appropriate grammar.
- Spell correctly.
- Writing should be the caliber of a graduate student.
- Type all work.
- Double-space your writing.
- Use Times Roman or Arial 12-font. No exceptions.
- No binders, plastic covers, etc.
- Each piece of writing has a cover page
- Refrain from using “I” in your writing
- Find a good proofreader!

### GRADING

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

<b>Grading Scale</b>	
<b>A+</b>	<b>100+ points</b>
<b>A</b>	<b>95-99</b>
<b>A-</b>	<b>90-94</b>
<b>B+</b>	<b>85-89</b>
<b>B</b>	<b>80-84</b>
<b>B-</b>	<b>75-79</b>
<b>C</b>	<b>70-74</b>
<b>F</b>	<b>69 and below</b>

## **TASK EXPECTATION DETAILED:**

### Details of Task Expectations and Due Dates

#### **Task 1**

Due date: Ongoing and 1/19

Students will receive a grade for attendance, communication and participation.

Punctual attendance and regular class participation are vital to the successful completion of this course.

Expectation 1 includes, but is not limited to the following:

- Preparation and adherence to a study plan the purpose of which is to pace learning and enhance the quality study. An individual study plan is due for each student no later than the 1/12.
- In class sharing experiences from work or from observation,
- Professional appearance, behavior and presentation,
- Willingness to volunteer for a class activity,
- Thoughtful contribution to class discussion.
- Communication, impromptu and planned presentations
- Contributing in a meaningful manner,
- Sticking to the topic at hand,
- Refraining from excuses regarding tardiness, absence, late work.
- Respect for others' responses,
- Use of appropriate problem solving techniques
- Appropriate use of allotted time.

#### **Task 2**

Due date: Each week and 2/16

Reflections in a small notebook

During each class you will be expected to participate in a 15- minute personal reflective writing activity. The purpose of this activity is to provide you the opportunity to reflect on your learning as it pertains to (1) your personal experiences and (2) the



textbooks and additional book you are reading for this course. Each week you will submit your writing for review. It will be returned to you during the next class meeting. At the last class meeting you will submit the reflective writing in its entirety for review and evaluation. These reflective writings can be included in your internship hours and journal.

### **Task 3**

1/31

Mid-term Evaluation

This is a mid-term evaluation of your new gained knowledge of Educational and Organizational theories and theorists. For this exercise, know each theory and theorist we have discussed and be able to apply theories to the everyday, practical challenges of a school leader. This activity will take the form of 3-5 situations to which you will read and respond in class.

### **Task 4**

Due date: 2/9

First 90 Days on the Job

Groups of 3-4 members each

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, set the stage for change and establish himself/herself as a trusted leader of the staff and community?

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 colleagues.

### **Task 5**

Due date: 2/14

Construct a personal Statement of Core Values (Philosophy of Education, if you must) from the perspective of an educational leader, including how your beliefs apply to practice.

Guidelines:

When writing your statement, 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
- The major skills, knowledge and dispositions needed by successful educational leaders
- How the skills, knowledge, and dispositions will be demonstrated in your work as an educational leader

This statement should be between 500 –1000 carefully chosen words in length and should reflect your best writing skills.

### **Task 6**

Future Learning Environment

Due date: 2/16

Groups of 3-4 members each (a different group of people than for Expectation 4)

Create and present an ideal future-learning environment for our youth that matches your core values/ philosophy. Project your thinking 10 years into the future (2015). You have been invited to compete for a \$5 million grant that will fund a new learning concept. Imagine a fresh, new learning environment for students which also matches your personal education/leadership philosophy/values and the needs of the community, Use a brochure, Power Point presentation, CD, diagram, constructed model, Web site, PR packet, or other visual display to describe your new learning environment and how it differs from the schools of today.

Take into consideration the following and you create your new concept for learning: Think strategically, set direction and create vision, form supportive coalitions, align and help motivate school and community groups, formulate action steps, define roles, assign delegate tasks, monitor and assess progress, revise activities based on needs assessments and performance feedback, and determine accountability evidence for attainment of goals.

### Summary of the Six Tasks

Task	Project Description	Due Date	Possible value
1	Consistent participation	Each class	25
2	Reflective writing	Each class and 2/16	15
3	Major Concepts, Theorists, Theories	Mid-term assessment 1/31	15
4	First 90 Days on the Job Group activity	2/9	10
5	Core Values of Education Statement	2/14	15
6	Future Learning Environment Group activity	2/16 presentation	20

Grades & Points	Quality, Originality and Value of All Class Work, Written Work and Presentations	Achievement	Credibility in All Written Work and Presentations	Presentation Oral/Written	Attendance	Participation
<b>A 96-100</b>	Work serves as a model and/or landmark piece among GMU Graduate students; Work or thought is a valuable, timely contribution to Educational Leadership. Knowledge gained from ancillary sources beyond the syllabus is consistently shared.	Exemplary quality and insight; unique, rare and valued contribution to Ed. Leadership; Newfound learning is evident; Each assignment is produced in excess of expectations; Leader-as-learner is demonstrated. Exceeds expectations for assignments set in syllabus.	Exceptional, grammar and spelling are error-free; writing exemplifies a complete product exceeding Graduate standards; Work serves as a model.	100% on time	100% 0% Tardy	Exemplary; promotes and facilitates discussion on topic; thought and learning reflected in structure of question and response; team player/leader; A model for graduate level. Always demonstrates respect.
<b>A- 90-95</b>	Work or thought is competent and provides evidence of unique thought, understanding, and application of concept. Knowledge gained from ancillary and shared exceeds syllabus expectations.	Evidence of understanding to apply knowledge; Academically on target. Works exceeds at least 50% of expectations for course. "A cut above" other graduate work.	Grammar and spelling are error-free; writing is virtually complete to expectations. All components are included, clear and concise.	100% on time	Absent one session & 0% Tardy.	Outstanding; actively promotes discussion; demonstrates in depth learning through mature questions and responses; always demonstrates respect.
<b>B+ 85-89</b>	Consistent, credible evidence of competence and understanding. On target with application of concepts to Educational Leadership. Knowledge gained from ancillary sources rarely shared.	Evidence that work is "strong, consistent average" in relation to expectations set in the syllabus. Accomplishes basic assignments but not much more.	A couple of minor grammar and/or spelling errors; Writing shortcomings distract instructor's ability to review without interruption of flow of thought; some gaps in thought.	No more than one late assignment	Absent one session and/or Tardy 1-2 times	Participates consistently; questions and responses reflect some thought and reflection on learning; always demonstrates respect.
<b>B 80-84</b>	Evidence of general understanding is consistent; occasional gaps in logic and ability to draw conclusions and solve problems. Learning is solely limited to syllabus expectations.	Evidence that basic assignment expectations set forth in the syllabus are met.	Some minor grammar and/or spelling errors; Writing shortcomings distract instructor's ability to review Significant elements are vague or missing. Work meets the bare minimum standards for GMU Graduate work. Just enough to "get by."			Reveals some thought and learning through occasional, meaningful contributions; little evidence of participation; always demonstrates respect.
<b>C 75-79</b>	Occasional misunderstanding of basic concepts; absence of consistent logical thought; Learning does not meet expectations set by syllabus.	Basic syllabus assignments are not met (or appear to not be met) on a regularly basis	Grammar and/or spelling errors; Significant elements missing and/or misinterpreted; Works is substandard to GMU Graduate work expectations.	Two assignments late or not done correctly	Absent no more than two sessions and/or Tardy 1-2 times	Weak participation; off task or passive; always demonstrates respect.
<b>F 74 and below</b>	Misunderstanding of basic concepts; absence of consistent, logical thought; learning fails expectations of graduate work and of course syllabus.	Basic syllabus assignments are not met	Unacceptable	Two or more assignments late or not done correctly	Absent three times and/or Tardy 2+ times	Weak participation; off task or passive; lack consistent respect

## Grading Guideline

## 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 professional behavior and dispositions. See <http://www.CEHD.gmu.edu> for a listing of these dispositions.
- Candidates are expected to abide by the George Mason University Honor code. Violations (cheating, attempted cheating, plagiarizing, lying, stealing) will be reported to the Honor Committee. Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#TOCH12> for the full honor code.
- 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.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all state and local governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as learning, working, walking, speaking, hearing, breathing and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. 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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access DRC.

January 2005