

George Mason University
College of Education and Human Development
EDLE 620 Organizational Theory and Leadership Development
Spring 2006

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Office Hours: Monday 3:00-5:00pm OR by appointment

Class Meetings: Wednesday, 4:30-8:00pm at Wilson High School

Textbooks: Bolman, Lee and Deal, Terrence (2003). *Reframing Organizations: Artistry, Choice and Leadership*. Third Edition. San Francisco, Ca: Jossey-Bass. (Required)

Rebore, Ronald (2003). *A Human Relations Approach to the Practice of Educational Leadership*. Boston, Mass: Allyn and Bacon. (for reference- not required)

Selected readings from journals and texts may also be required.

Course Description: This course examines basic organizational theories and models of leadership and management. There is 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 roles will be explored and analyzed.
4. Develop a renewed sense of self through the design and development of a personal plan for leadership growth, in coordination with the development of a personal philosophy of education leadership that 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 or prepare for careers as instructional leaders and managers. This course provides opportunities for students to assess their leadership traits and abilities and to formulate their philosophy of education and leadership. Specific program goals include, but are not limited to, the following:

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

Relationship of Student Outcomes to Required Competencies and Standards

The following competencies and standards are treated during EDLE 620:

Virginia DOE--- 1a, 2a, 2b, 2e, 5c, and 6d

ISLLC--- 1-k5, 2-k3, 3-k1, 5-k1, 5-k3, 5-p1, 5-p2, 5-p12, and 6-k5

NCATE--- 1.3, 1.4, 1.7, 4.2, 4.4, 6.1, 6.2, 7.3, and 11.5

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.

If missing a class is unavoidable, you are responsible for notifying the professor (preferably in advance), checking with class colleagues for notes, completing any missed assignments, readings, etc. before the start of the next class. Absences will affect your final grade. All written assignments must be completed on a word processor and turned in on or before the due date

Specific course requirements may be altered and due dates will be determined during the second class session, after the professor receives input from the class participants about professional interests and needs.

College of Education and Human Development Statements 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 gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies#TOC_H12 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.

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.

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 Activities:

1. Attendance and Participation (20%) – Students are 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 from 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. It is also required that students attend and participate in the annual EDLE Spring Conference on February 11 at the main campus in Fairfax.
2. Personal Best (10%) – For this assignment, think back over 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 yourself 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?

Then reflect on this experience to continue to grow as a leader and ask yourself:

- In what ways did you excel 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 paper should be 3-4 pages in length.

3. Class Presentation (30%) – Students will select a topic from the list provided by the instructor for a 20-30 minute individual presentation. (Minimum of one grade penalty for presentations which are not between 20-30 minutes.) A signup list for presentations and dates will be distributed.
4. Reframing (20%) – 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, reconsider a school improvement project or significant change in policy or practice you have experienced in the last year or two at your school. In this paper, you are going to analyze the situation using multiple frames to see what we can learn.
 1. Briefly describe 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?
 - Was the change successful? On what basis are you making this conclusion?
 2. Step back and consider the basis for your description—what frame are you using when you describe and analyze the change? Discuss your conclusion explicitly in terms of the use of the frame. What does the use of this conceptual lens help you understand about the situation?
 3. Then, select one or more other frames to examine the situation. 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 that you are 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 situation.

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 state what is unique and valuable about the frame as a way of seeing), and what you learn about the situation by using the frame.

This paper should be a 5+/- pages in length.

5. Leadership Development Plan (20%) – Consider your experiences in various courses in this program – various assessments of your leadership style and dispositions; feedback you have received in courses and as part of your internship; conversations you have had with colleagues, friends, and instructors; observations of leaders and mentors. Review your Platform of Beliefs and your Personal Best papers. Also consider the ISLLC Standards as a template that describes what an “effective school leader” should know and be able to do.

Construct a two-year leadership development plan for yourself. Your plan should include:

1. A self-assessment of your strengths and leadership capabilities.
2. A statement about the areas you feel you need to concentrate on to develop as a leader.
3. A 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 paper should be no more than 4 pages in length.

Course Schedule: Spring 2006

- January 18 Introductions, Syllabus Review, Course Overview
Topic: Leading and Learning---Organizing for Success in Today's Schools
Assignment for 1/25: Chapters 1 & 2 in BD. Look for "purposes" and "aims" for this book, as stated by the authors. Focus on Table 1.1 and the "properties of organizations."
Homework Questions: From an organizational perspective, what do Enron, IBM & GM have in common? And how might Hitler, Nixon and Clinton be compared?
- January 25 Topic: Framing and Reframing- How do our perspectives affect our behaviors and performance? Appreciating ambiguity!
Knowing our communities- measuring local support for our schools!
Assignment for 2/1: Chapters 3-5 in BD
Homework Questions: How do school 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/or departments.
- February 1 Topic: The Structural Frame
Performing under pressure --"getting smarter under fire" (Schmidt)
Paper due: Personal Best
Student presentations -
Assignment for 2/8: Chapters 6-8 in BD
Homework Question: How do the *four HR assumptions* apply to your school and its current mode of operation?
- February 9 Topic: The Human Resources Frame & the Fezziwig Principle (Schmidt)
Student presentations -
Assignment for 2/15: Chapter 9 in BD
Homework Question: How does *political assumption #3* work in the principal-faculty relationship?
- February 11 Annual Education Leadership Conference
- February 15 Topic: Who's in charge here anyway? Is knowledge power?
Student presentations -
Assignment for 2/22: Chapters 10& 11 in BD
Homework Question: How will the politically savvy principal employ networking skills to the benefit of his/her school?
- February 22 Topic: The Political Frame and the "Seven Deadly Sappers"
Student presentations -

Assignment for 3/1: Ch 12-14 in BD

March 1

Topic: The Symbolic Frame

Student presentations -

Assignment for 3/8: Ch 15-18 in BD

March 8

Topic: The perils and opportunities in reframing

Paper Due: Reframing

Student presentations -

Assignment for 3/15: Assignment for 4/6: Ch 19-21 in BD

March 15

Topic: The four guidelines---breaking the bonds of dependency

Paper Due: Professional Development Plan

Student presentations -

Assignment for 3/22: The Dance of the Lemons (Handout)

March 22

Final Class Meeting

Summary and evaluation