George Mason University
College of Education and Human Development
EDLE 620 Organizational Theory and Leadership Development
Spring 2005

Instructor: Mary Helen Smith
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Office Hours: Monday 3:00-5:00pm OR by appointment
Class Meetings: Wednesday, 4:45-7:45pm at Hammond Middle School

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.
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 April 9 at the main campus in Fairfax.

2. Personal Philosophy of Education (30%) Students will design and write a personal philosophy of education paper that includes the following elements:
   - the purpose of education
   - the role of education in the early 21st century
   - the role of leadership in today’s schools
   - the leader’s roles and responsibilities related to student learning
   - ethical responsibilities of school leaders
   - the most important knowledge, skills and dispositions needed by educational leaders
   - how the knowledge, skills and dispositions needed will be demonstrated in your work as an educational leader

   This paper must be between 6-8 pages.

3. Interview (25%) Students will participate in an interview (by a panel of other students) for a school leadership position. These in-class interviews will be scheduled for twenty minutes and will be conducted as a second interview for a vacant leadership position. Each student will receive feedback following the interview as to how he/she performed. At the conclusion of the interview, students will write a 4-6 page reflective essay and include the following topics:
   - An overview
   - A section on how you prepared for the interview
   - A section on how you felt about your responses to the questions
   - A section on what the interviewers suggested as strengths and weaknesses and whether you agree or disagree with their assessment
   - A section on what you learned
   - A section on what you might do differently
   - A summary

   A reflective essay describes how you felt about the experience and what you have learned. Using examples and describing how you might do things in the future will give the reader a greater insight into your thinking.
4. **Class Presentation (25%)** – 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.

**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: Spring 2005

January 19  Introductions, Syllabus Review, Course Overview
Topic: Leading and Learning---Organizing for Success in Today’s Schools
Assignment for 1/26: 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?

Knowing our communities- measuring local support for our schools!
Assignment for 2/2: 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 2  Topic: The Structural Frame
Performing under pressure –“getting smarter under fire” (Schmidt)
Student presentation - First Faculty Meeting
Assignment for 2/9: 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 - Safe schools
Assignment for 2/16: Chapter 9 in BD
Homework Question: How does political assumption #3 work in the principal-faculty relationship?

February 16 Topic: Who’s in charge here anyway? Is knowledge power?
Student presentations - Extra-curricular programs
Assignment for 2/23: Chapters 10 & 11 in BD
Homework Question: How will the politically savvy principal employ networking skills to the benefit of his/her school?

February 23  Topic: The Political Frame and the “Seven Deadly Sappers”
Student presentations - Testing
Assignment for 3/2: Ch 12-14 in BD
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<td>Topic: The Symbolic Frame</td>
<td><strong>Student presentations</strong> - <em>Merits of public schooling</em></td>
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<td>Assignment for 3/9: Ch 15-18 in BD</td>
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<td>March 9</td>
<td>Topic: The perils and opportunities in reframing</td>
<td><strong>Student presentations</strong>: <em>Minority student performance</em></td>
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<td>Assignment for 3/16: Prepare for the Interview</td>
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<td>March 16</td>
<td>Topic: The Interview</td>
<td><strong>Paper Due</strong>: Personal Philosophy of Education</td>
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<td>Assignment for 4/6: Ch 19-21 in BD</td>
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<td>March 23</td>
<td><strong>SPRING BREAK</strong></td>
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<td>March 30</td>
<td>Individual work</td>
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<td>April 6</td>
<td>Topic: The four guidelines---breaking the bonds of dependency</td>
<td><strong>Student presentations</strong> - <em>Block scheduling</em></td>
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<td><strong>Paper Due</strong>: The Interview Essay</td>
<td>Assignment for 4/13: The Dance of the Lemons (Handout)</td>
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<td>April 9</td>
<td>Annual EDLE Spring Conference</td>
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<td>April 13</td>
<td>Topic: Leadership and marginal employees</td>
<td><strong>Student presentations</strong> - <em>Teacher salaries</em></td>
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<td>April 20</td>
<td>Final class meeting</td>
<td><strong>Summary and evaluation</strong></td>
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