EDLE 620: Organizational Theories and Leadership Development (3 credits)
Spring 2004

INSTRUCTOR:
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TEXTBOOK:
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, late 
arrivals or early departures 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 below.

You are also required to attend the Spring Leadership Conference on April 24, 2004 
at the Johnson Center on the Fairfax campus.

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 Interviews/Shadowing…………………………………………………………10%
- Personal Professional Development Plan………………………………………………15%
- Personal Philosophy of Education……………………………………………………30%
- Development of a Future Learning Environment………………………………….15%
- Work Groups……………………………………………………………………………15%

**TOTAL** 100%

Summary of Projects and Due Dates

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<tr>
<th>Project #</th>
<th>Project Description</th>
<th>Due Date</th>
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<td>1</td>
<td>Shadowing Assignment</td>
<td>April 21, 2004</td>
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<td>2</td>
<td>Professional Development Plan</td>
<td>March 24, 2004</td>
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<tr>
<td>3</td>
<td>Personal Philosophy of Education</td>
<td>February 11, 2004</td>
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<td>4</td>
<td>Future Learning Environment</td>
<td>March 24, 2004</td>
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<td>5</td>
<td>Leadership Gurus Synthesis(Class Activity)</td>
<td>May 5, 2004</td>
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Course Requirements
Your course requirements consist of 5 projects that are designed to be relevant to your continual development as an educational leader.

Project #1:
Shadow a leader in a field outside of education.
Project Directions:
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 April 21, 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.
Project Directions:
Use selected information that 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 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.
Project Directions:
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
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

. 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:**
Create and describe an ideal future learning environment for our youth which matches the philosophy you expressed in Project #3.

**Project Directions:**
This project may be done individually or in a group of up to four people. Project your thinking 15 years into the future (2019). Imagine a fresh, new learning environment for students which also matches your personal education/leadership philosophy, as expressed in Project #3. (Go ahead, break the conventional boundaries!) Be as creative as you can be to describe your new learning environment and how it differs from the schools of today. Show that you can use technology appropriately. You will present your new environment in a 15-20 minute presentation before the school board to convince them to fund your plan as a charter school.

**Project #5:**
Become the class “expert” on a leadership Guru.

**Project Directions:**
On February 4 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 as they relate to leadership. On April 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) 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 5 each group will present their findings from the study of the gurus.
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<td>Course overview&lt;br&gt;Topics for Discussion in Class&lt;br&gt;Set Appointments for Collective Record Discussions</td>
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<td>1/28</td>
<td>Change Game</td>
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<td>2/4</td>
<td>Speaker?</td>
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<td>2/11</td>
<td>Names Due for Guru Presentations&lt;br&gt;Philosophy Discussion&lt;br&gt;Select Groups for Project 4</td>
<td><em>Constructivist Leader</em> – Chapter 5&amp;6</td>
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<td>3/24</td>
<td>Discuss Professional Development Plans-&lt;br&gt;-Strengths and Weaknesses&lt;br&gt;Project #4 Presentations</td>
<td><em>Constructivist Leader</em> – Chapter 7&amp;8</td>
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<td>3/31</td>
<td>Guru Presentations</td>
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<td>4/21</td>
<td>Brief Presentations on shadowing Experiences</td>
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<td>Guru Synthesis Groups Formed</td>
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<td>Guru Synthesis Presentations Project # 5.</td>
<td>Project 5- Synthesis of Gurus</td>
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