

**George Mason University**  
**Graduate School of Education**  
**EDLE 620- Organizational Theory and Leadership Development**  
**Course Syllabus- Spring 2005**

**Instructor:** James E. Upperman

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**Office Hours:** Tuesdays and Wednesdays, 10-11 AM and 1-2 PM

**Class Meetings:** Tuesdays, 4:30-7:30 PM

Alan Leis Center

**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)

Schmidt, Laurel (2002). *Gardening in the Minefield*. Portsmouth, NH: Heinemann Publishing. (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 will be 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 philosophy of education leadership which 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 will provide opportunities for students to assess their leadership traits and abilities and to

formulate their philosophy of education and leadership. Specific program goals which are addressed 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

### **Expectations of all Students:**

- Students are expected to exhibit *professional behavior and dispositions*
- Students must follow the guidelines of the *student honor code*
- Students must agree to abide by the university policy for *Responsible Use of Computing*
- Students with disabilities who seek accommodations in a course must be registered with the *GMU Disability Resource Center* and inform the instructor in writing at the beginning of the semester.  
(for additional info and websites see the instructor)

### **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. Students may choose to submit projects in advance of the due dates for feedback from the instructor (it is the responsibility of the student to provide adequate time in advance of the due date, and to indicate in writing that feedback, as opposed to a final grade, is requested)

It is required that students have regular access to a computer, the internet and e-mail. Students will be expected to demonstrate competent use of standard computer office software such as word processing, spreadsheet, and presentation software.

The instructor and students will utilize “blackboard” as a communications device throughout this course. Students will be required to check blackboard regularly for assignment updates, follow-up discussion from class meetings, and for other course related information.

### **Course Activities:**

- 1- Class Participation (20%)-- Students will be 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 for 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 in Fairfax.
  
- 2- Personal Philosophy of Education (35%)—Students will design and write a personal philosophy of education paper, to include the following elements:
  - a- the purpose of education
  - b-the role of education in the early 21<sup>st</sup> century
  - c- the role of leadership in today's schools
  - d- the leader's roles and responsibilities related to student learning
  - e- ethical responsibilities of school leaders
  - f- the most important skills and dispositions needed by school leaders. Students will make reference to professional experiences, previous course readings and projects.This paper will be due on April 12, and must be between 7-9 pages.
  
- 3- Reaction Paper (20%)- Students will complete a 4-6 page paper, reacting to the the class presentations by our guest speakers on Feb 15 and 22. Students will focus on the following questions as they prepare this paper: How was leadership demonstrated by each of the speakers in affecting the changes in their school systems? How did/do these leaders make an impact on teaching and learning? What risks were involved for each leader in promoting the changes the changes that occurred? Which of the “political skills” that are outlined in your text appeared to have been used by our speakers? This paper will be due on March 15.
  
- 4- Class Presentation (25%) – Students will select a topic from the list provided by the instructor for a 20-25 minute individual presentation. (minimum of one grade penalty for presentations which are not between 20-25 minutes) A signup list for presentations and dates will be distributed at the end of the first class.

## 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 25      Introductions, Syllabus Review, Course Overview  
Topic: Leading and Learning---Organizing for Success in Today's Schools  
Assignment for 2/1: Chapters 1 & 2 in BD. Look for "purposes", and "aims" for this book, as stated by 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?
- February 1      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 2/8: Presentations & 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 8      Topic: The Structural Frame  
Performing under pressure --"getting smarter under fire" (Schmidt)  
The *SLLA* & *SSA*---What, how, why and when?  
Class Activity: Student presentations---*First Faculty Meeting*  
Assignment for 2/15: Review MPCs Materials (handout)
- February 15      Topic: Best Practices in Leadership  
Guest Speaker: Dr. Tom DeBolt, Superintendent, MPCs  
Class Activity: Student presentations---*Finalist for Principal*  
Class Discussion: The four frames and Dr. Debolt  
Focus on the four hr assumptions in BD  
Assignment for 2/22: Presentations and Chapters 6-8 in BD

- February 22      Topic: Best Practices in Leadership (continued)  
 Guest Speaker: Pam Gauch, Associate Superintendent, PWCPS  
 Class Activity: Student presentations- *Safe schools*  
 Assignment for 3/1: Presentations & Chapter 9 in BD  
Homework Question: How does *political assumption #3* work in the principal-faculty relationship?
- March 1            Topic: Who's in charge here anyway? Is knowledge power?  
 Class Activity: Student presentations- *Extra-curricular programs*  
 Assignment for 3/8: Chapters 10& 11(skim only) in BD & presentations  
Homework Question: How will the politically savvy principal employ networking skills to the benefit of his/her school? (examples!)
- March 8            Topic: The Political Frame  
 Class Activity :Student presentations- *Testing & "The Seven Deadly Sappers"*  
 Assignment for 3/15: Presentations & Ch 12-14 in BD
- March 15          Topic: The Symbolic Frame  
 Class Activity: Student presentations-*Merits of public schooling*  
 Video—DOE Leadership Series—"Ethical Leadership"  
 Reaction Paper due date  
 Assignment for 3/29: Presentations & Ch 15-18 in BD
- March 29          Topic: The perils and opportunities in reframing  
 Student presentations: *Minority student performance*  
 Assignment for 4/5: Kennedy High Case Study---Ch 19-21 in BD  
 And presentations
- April 5            Topic: The four guidelines---breaking the bonds of dependency  
 Class Activity: Student presentations- *Block scheduling*  
 Assignment for 4/12: The Dance of the Lemons—Handout
- April 9            Annual EDLE Spring Conference
- April 12           Topic: Leadership and marginal employees  
 Personal Philosophy of Education paper due date  
 Class Activity: Student presentations: *Teacher salaries*  
 The Dance of the Lemons  
 Assignment for 4/19: Prep for final class activity
- April 19           Final Class Activity (TBD)

