

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
LEADERSHIP SEMINAR – EDUC 802, SECTION 002  
FALL 2005**

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“In a crisis ... we call for someone with answers, decisions, strength, and a map of the future, someone who knows where we ought to be going – in short someone who can make hard problems simple.... Instead of looking for saviors, we should be calling for leadership that will change us to face problems for which there are no simple, painless solutions – problems that require us to learn in new ways.”

- Hiefetz (1994, p. 21).

**Schedule information:**

**Location:** Lecture Hall 3

**Meeting times:** Tuesdays, August 30<sup>th</sup> through December 13<sup>th</sup>.  
Students are expected to attend every class. Please contact the instructor by phone or e-mail if you have a problem that will prevent you from attending class.

**Course description:**

**802 Leadership Seminar (3:3:0)** *Prerequisite: admission to PhD program.* Intensive study of leadership, emphasizing decision and change processes, and the assessment and development of leadership skills. Required course during first semester of study in the program.

**Course objectives:**

The Leadership Seminar is constructed as survey course. The goal of the course is to introduce you to a wide variety of work on leadership and organization theory, and to provide you with the opportunity to begin to develop your *personae* as researchers. The course is designed around the theme of connecting *theory, research, and practice*. Thus, for each theoretical tradition we encounter, we will strive to discuss:

1. Theory: What are the features and assumptions of the perspective? What content

- themes are stressed?
2. Research: What kinds of questions tend to be addressed using this perspective? Are there any particular methodological considerations associated with the perspective (i.e., unit of analysis, typical research methods used)?
  3. Practice: What does this perspective help us understand about leadership and organizational behavior? What are the limitations of the perspective?

The course is intended to help students develop the knowledge and ability to use multiple theoretical perspectives and units of analysis to gain a better understanding of organizational and leadership behavior in educational settings. Specific **student outcomes** are as follows:

1. Students will demonstrate a solid understanding of formal organization and leadership theory through discussion and written paper assignments;
2. Students will read and critically evaluate research literature;
3. Students will engage in formal study group discussions to explore topics in their field of interest that represent opportunities for future investigation;
4. Students will use theory to frame researchable questions and use extant literature to inform problems relating to research and professional practice;
5. Students will begin the process of writing doctoral level papers.

#### **Nature of course delivery:**

Each class will include a variety of activities and exercises. Broadly speaking, your primary responsibilities are 1) to read the literature; 2) to share your questions, reflect on your experiences, and engage in productive discussion to make the literature relevant to the world of practice that we experience and understand; and 3) to write, share your written work, and provide feedback to others in a respectful fashion. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that enable students to actively participate in the development of their personae as scholars. To promote an atmosphere that allows us to accomplish this, we will:
  - a. Start and end on time;
  - b. Maintain (flexibly) a written agenda reflecting objectives for each class;
  - c. Agree to disagree respectfully during class discussions;
  - d. Strive to be open to new ideas and perspectives; and
  - e. Listen actively to one another.
2. Student work will reflect what is expected from scholars. As such, students are expected to
  - a. Write papers that are well researched, proofed, submitted in a timely fashion, and that conform to APA guidelines;
  - b. Participate actively in class discussions in a manner that challenges the best thinking of the class;
  - c. Provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create a classroom climate that approximates what we know about learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
  - a. Come fully prepared to each class;
  - b. Demonstrate appropriate respect for one another;
  - c. Voice concerns and opinions about class process openly;
  - d. Recognize and celebrate each other's ideas and accomplishment;
  - e. Show an awareness of each other's needs.

### **Course materials:**

Marion, R. (2002). *Leadership in education: Organizational Theory for the Practitioner*. Long Grove, IL: Waveland Press.

Shafritz, J.M. & Ott, J.S. (2005). *Classics of organization theory*, 6<sup>th</sup> ed. Belmont, CA: Wadsworth.

Wallace, M. & Poulson, L. (2003). *Learning to read critically in educational leadership and management*. Newbury Park, CA: Sage.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass (Optional).

Books are available in the GMU Bookstore in the Johnson Center. In addition to the books, there will be a number of required readings available at the library in the Johnson Center or through the **Blackboard site** established for this class. Materials that can be placed on **e-reserve** will be available through that medium.

To successfully complete required assignments, students will need to have access to a personal computer with internet access, and the ability to use basic word processing and e-mail. Correspondence by e-mail will use your Mason e-mail account. We will also use Blackboard to facilitate communication and to post assignments and class handouts.

### **Grading:**

Consistent with expectations of any doctoral program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with synthesis and critique. Overall, written work will be assessed using the following broad criteria:

- Application of concepts reflected in class discussion and readings, and your ability to pick the most salient concepts and to apply them.
- Creativity and imagination; papers provide an opportunity to speculate, to float questions or ideas reflecting your appreciation of the literature.
- Organization and writing. A clear, concise, and well-organized paper will earn a better

grade.

Additionally, a portion of your class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

### **Learning journals, (class participation) - 10 points**

Students are expected to actively participate in class discussions, in study group activities, and in serving as critical friends to other students. Students will periodically have an opportunity to read and review each others work in colleague-critical teams, as well. You will also be asked to keep a Learning Journal that is intended to help you keep up with the readings, and organize your thought to optimize participation in class discussions. Each week, question(s) will be posted to the course Blackboard site. Briefly explore your answers to these questions, and keep these as an ongoing journal reflecting your learning.

As stated earlier, attendance is expected for all classes. If you must be absent, please notify me by e-mail or phone. More than one absence may result in a reduction in participation points. Likewise, arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

### **Written assignments - 70 points**

Two different types of papers will be expected of students in this class, one reflecting the skills associated with *synthesis of research literature* and the other with *critique*. The synthesis paper, an annotated bibliography and literature review, will require library and/or web-based research on a question you develop through your study group discussion. The critiques will take the form of a book review and analyses of published research papers. All papers must be submitted as Word files by e-mail as attachments. The specific assignments appear at the end of the syllabus.

Late work: It is expected that student work will be submitted on time, meaning no later than by midnight of the due date. Late assignments may receive a deduction in points. Assignments will not be accepted later than one week after a due date. Papers due on a day when you are absent must be submitted via e-mailed by the due date.

Rewrites: Students may rewrite a paper (other than the final) and re-submit the paper for grading. Papers submitted more than one week late will not be graded.

### **Final paper - 20 points**

A one-week, take-home final essay will be assigned at the end of the semester which asks you to take stock of what you learned about leadership and organization theory and its usefulness to scholars interested in answering questions about improving schools.

Grading scale:

|    |   |               |
|----|---|---------------|
| A  | = | 95-100 points |
| A- | = | 90-94 points  |
| B+ | = | 85-89 points  |

- B = 80-84 points
- C = 75-79 points
- F = below 75 points

**College of Education and Human Development statement of expectations:**

- Students are expected to exhibit professional behavior and dispositions. See <http://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](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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Reading Assignments**

|              |   |   |
|--------------|---|---|
| August 30    | Overview: What's expected   |   |
| September 6  | Introduction to the study of leadership and organization<br><br>Exercise: Personal best | S&O 22-Mintzberg, The five basic parts of the organization;<br><br>Perrow: The short and glorious history of organizational theory (reserve)<br><br>Morgan, Paradigms, metaphors, and puzzle-solving in organization theory (reserve) |
| September 13 | Theory, research & practice<br><br>Field trip: Connecting what we're doing to your goal | Marion, chapter 1<br>Wallace & Poulson, chapter 1<br><br>ASQ Forum (reserve):<br>-Sutton & Staw, What theory is not;<br>-DiMaggio, Comments on what theory is not.  |

|              |  |   |
|--------------|--|---|
| September 20 | The machine metaphor: Classical management theory & bureaucracy      | Marion, chapter 2<br>S&O: Intro to chapter 1;<br>6-Taylor, The principles of scientific management;<br>7-Weber, Bureaucracy<br>8-Gulick, Notes on the theory of organization<br>23-Jaques, In praise of hierarchy   |
| September 27 | Enter people: Human relations theory                                 | Marion, chapters 3 & 4<br>S&O: Intro to chapter 3;<br>10-Merton, Bureaucratic structure and personality;<br>15-Roethlisberger, The Hawthorne experiments;<br>16-Maslow, A theory of human motivation;<br>17-McGregor, The human side of the enterprise  |
| October 4    | 1 <sup>st</sup> Critique due   | Take a break from reading   |
| October 11   | Organizations as organisms: Open systems                             | Marion, chapter 5<br>S&O: Intro to chapter 5;<br>45-Katz & Kahn, Organization & the systems concept;<br>46-Thompson, Organizations in action;<br>48-Pfeffer & Salancik, External control of organizations.  |
| October 18   | It all depends: Contingency theory<br><br>Annotated bibliography due | Marion, chapter 6<br>Wallace & Poulson, chapter 10 (Hallinger & Heck article)<br><br>S&O:<br>14-Follett, The giving of orders;<br>19-Burns & Stalker, Mechanistic and organic systems.  |
| October 25   | Enter politics: Conflict and decision-making                         | Marion, chapter 8<br>S&O: Intro to chapter 6;<br>13-Cyert & March, A behavioral theory of organizational objectives;<br>29-Pfeffer, Understanding the role of power in decision-making;<br>31-French & Raven, The bases of social power;<br>34-Kanter, Power failures in management circles.<br><br>Weick, Educational organizations as loosely coupled systems (reserve) |

|             |   |   |
|-------------|---|---|
| November 1  | Professional bureaucracy  | Marion, chapter 9<br><br>Rowan, Commitment & control... (reserve)<br><br>Bryk & Schneider, Social trust... (reserve)  |
| November 8  | 2 <sup>nd</sup> Critique due  | Take a break from reading   |
| November 15 | Organizational culture (or is that, organizations as cultures?)                       | Marion, chapter 10<br><br>S&O: Intro to chapter 7;<br>35-Schein, Defining organizational culture;<br>37-Trice & Beyer, Changing organizational cultures<br>38-Martin, Organizational culture: Pieces of the puzzle. |
| November 22 | The other sides of the coin: Critical theory  | Marion, chapter 11<br>S&O:<br>36-Cook & Yannow, Culture & Organizational Learning;<br>42-Acker, Gendering organizational theory;<br>44-Cox, Creating the multicultural organization.                                |
| November 29 | The new institutionalism<br><br><br><br><br><br><br><br><br><br>Literature review due | Marion, chapter 12<br>S&O:<br>12-Selznick, Foundations of the theory of organization;<br>47-Meyer & Rowan, Institutionalized organizations....<br><br>Powell & DiMaggio, The iron cage revisited (reserve).         |
| December 6  | Complexity and organizational change  | Marion, chapters 13 & 14<br>S&O:<br>39-Ouchi, Theory Z;<br>40-Peters & Waterman, In search of excellence;<br>41-Senge, The fifth discipline.  |
| December 13 | Where do you go from here? Celebration; take-home final due                           |   |

**Learning Journals**  
**10 points**

**Ongoing**

**Overview:** Much of our exploration of the literature on leadership and organization will involve the exploration of thought questions relating theory, research and practice. Additionally, the Marion book includes “diary” questions at the end of each chapter, which serve to highlight significant questions based on the material covered in that book. Your learning journal will include brief, written answers relating to questions posted on the Blackboard site that will focus some of our discussion in class.

**Tasks:**

1. Prior to each class, access the Blackboard site and read the questions posed for your learning journals. These may include questions designed specifically for our class, or reference to questions in the Marion book, or both.
2. Read the work assigned for class.
3. Commit your answers to each question to writing. Bring them to class, ready to share your thoughts, (including your answers, further questions, or confusions).

**Writing Assignment 1: Critique of Research Articles**  
**30 Points (15 points each)**

**Overview:** As consumers of research literature, it is important that you learn how to analyze and critique published work both in terms of the contribution the work makes to the knowledge base, and in methodological terms.

**Task:**

1. Two articles related to the theory we are studying will be selected from recent, top-quality journals. Carefully read the articles with an eye toward understanding the contribution the work makes to the knowledge base and the technical soundness of the work.
2. Write a critique of the article in terms of its usefulness to scholars. Include in your critique a discussion of the structure of the paper; the value of the research question(s) addressed; the appropriateness of the methodology used to address the question; and the reasonableness of the claims made regarding the conclusions. As a guide for writing the paper, see Wallace & Poulson's *Exercise 1*, pp. 33-34 (ignore their word limits, though they provide a useful guide).
3. Your critiques should be approximately 5 double-spaces, typewritten pages.

## Rubric for Critiques

|   | <b>Excellent</b>  | <b>Fair</b>  | <b>Poor</b>  |
|---|---|--|--|
| Introduction: Include a brief introduction that describes the purpose of the paper and introduces the article you are reviewing. (1 points)                                   | Introduction describes the paper critiqued, the purpose of the critique itself, and foreshadows significant findings.   | Introduction provides an adequate description of the paper critiqued and purpose of the critique itself  | Introduction is either missing or insufficient; there is little consideration of reader's perspective                          |
| Topic & review of literature: review addresses the appropriateness of research questions posed and the adequacy of the review of literature provided in the paper. (3 point). | Extensive discussion of research questions, importance of topic for theory and practice. Considerable discussion of the merits of the literature review, organization of the review, alternative literature that might have been addressed. | Adequate treatment of research questions, importance of topic for theory and practice, and adequacy of the literature review.                            | Superficial treatment of topic, research questions, importance. Superficial discussion of the merits of the literature review. |
| Research design – review summarizes and deals with the quality and technical appropriateness of the methodology used to conduct the study. (3 points)                         | Extensive review of the methods used, including consideration of research design; subjects; procedures, instruments; & limitations Appropriateness of design for addressing research questions is discussed.                                | Adequate review of the methods used in the study (subjects, procedures, instruments, limitations, etc.) and their appropriateness for research questions | Superficial or incomplete critique of the methods used in the study and their appropriateness for research questions           |
| Data & findings – critique discusses the quality of the presentation of findings. (3 points)  | Extensive critique of the research findings in terms of presentation and appropriateness; some discussion of alternative ways of presenting data and/or any gaps in presentations of findings   | Adequate discussion of the research findings in terms of both presentation or appropriateness  | Little discussion of the research findings in terms of either presentation or appropriateness                                  |
| Evaluation of findings – paper discusses the merits of the authors' findings and claims relating to the questions posed. (3 points)   | Extensive review of the merits of the findings as applied to the research questions posed in the study, including the reasonableness of the claims and the limitations of the findings.   | Adequate discussion of the claims made relating to the findings and their meaning as applied to the research questions posed.                            | Superficial or inadequate discussion of the merits of the claims made concerning the findings.                                 |
| Conclusions – paper closes with a brief summary of the critique. (1 point)  | Conclusion summarizes main points made in the critique, including whether the conclusions are reasonable; whether the research questions were answered; and the implications of the study for policy and practice                           | Adequate conclusion, including brief summary and implications for policy and practice  | Superficial or inadequate conclusion or abrupt ending to the critique.   |
| Grammar and mechanics – use APA style and standard English (1 point)  | Paper is free from errors.  | Paper has some errors.   | Paper has numerous errors.   |

## Writing Assignment 2: Annotated Bibliography 10 Points

**Overview:** As a budding scholar, you need to develop the skills associated with accessing the knowledge base on questions that are important to the understanding and improvement of teaching and learning; education policy; and the leadership and organization of schools. An annotated bibliography provides you with the opportunity to learn how to sift through the extant research on a question that interests you and to begin to organize the knowledge that you are gaining by reading this literature.

**Task:**

1. Identify a general topic through discussions conducted by your study group in class. Try to select a topic that is a genuine area of interest, one that you could envision yourself pursuing for your dissertation (though, of course, you are not going to be bound to this decision).
2. Find up to 30 research articles that speak to the topic you selected. This is an iterative process; you may revise and refine your topic several times en route to selecting the research. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should concentrate your attention on research (i.e., papers that present an empirical analysis using quantitative or qualitative methods to contribute to the knowledge base on an important question).
3. Prepare an annotated bibliography using the 8 or so most important papers you found. An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source.
4. Your bibliography should include a statement of the topic or research question you are investigating, and eight to ten annotated entries using the format shown above. Citations should be in APA format.

An example of an entry in an annotated bibliography follows:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living. (Source: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what>)

## Annotated Bibliography Rubric

|   | <b>Excellent</b>   | <b>Fair</b>  | <b>Poor</b>   |
|---|--|--|---|
| <p>Topic:<br/>The annotated bibliography is constructed around a topic statement or a research question that defines the knowledge base being investigated.<br/>(1 point)</p> | <p>The paper includes a carefully worded topic statement or research question that clearly defines the knowledge base being investigated.</p>  | <p>The topic statement or research question is included, but is confusing or poorly delimited.</p> | <p>There is no evidence of a coherent topic statement or research question.</p>                                 |
| <p>Bibliographic entries:<br/>Paper includes 8 + entries that provide source citation and a summary of each source.<br/>(8 points)</p>  | <p>Each annotated entry includes a bibliographic reference in APA format, and a brief summary of the relevance, utility, and quality of the source relating to the topic being investigated.</p> | <p>Annotated entries include a bibliographic reference and some discussion of each source.</p>     | <p>Annotated entries provide incomplete bibliographic information and/or limited discussion of each source.</p> |
| <p>Grammar and mechanics – use APA style and standard English (1 point)</p>   | <p>Paper is free from errors.</p>  | <p>Paper has some errors.</p>  | <p>Paper has numerous errors.</p>   |

### **Writing Assignment 3: Literature Review** **20 Points**

**Overview:** A literature review is a compilation of published work on a research question or thesis that both summarizes and analyzes what is known on the topic. Whereas the annotated bibliography represents a loosely-connected listing of what is known from individual source materials, the literature review asks you to provide a synthesis of the knowledge base and to identify what is known (overlaps, consensus), what is not known (gaps), and what is missing (unanswered questions) in the extant research.

**Task:**

1. Write a clearly-worded, one-sentence research question or thesis that describes the purpose of your investigation. For instance, I might organize a review of literature around a question like: “What is known about the impact of the school principal on student performance on standardized tests?” Alternatively, you can organize your review around a persuasive argument, such as, “Leadership quality has a profound impact on student learning and school improvement.”
2. Using the research literature you collected (and any additional sources you might identify), to provide a review of the literature on the question. This review should include a brief introduction that defines your topic and its importance; a body that summarizes the existing research; and a conclusion that summarizes what is known and identifies the current state of the research on the question. In the body, remember that this is not simply a listing – your review adds value by organizing studies, comparing them, and identifying strengths and weaknesses of established work. Use Wallace & Poulson’s *Exercise 2* (pp. 35-37) as a loose guide for the assignment.
3. Your literature review should be no more than about 8 pages, and should include a reference list in APA format.

## Literature Review Rubric

|   | Excellent  | Fair  | Poor  |
|---|--|---|---|
| <p>Introduction: The literature review should include an introduction that draws the reader into the topic of the paper. Begin with a brief, broad summary of the topic, a “narrative hook,” and narrow down to a research question or statement of the topic.<br/>(2 points)</p> | <p>The introduction defines the topic or question, briefly points out the trends in published work on the topic, and establishes the purpose of the review in terms of your reason for conducting the review.</p>  | <p>The introduction is present, but does not adequately address the question or lead the reader into the topic of the review.</p>   | <p>The introduction is largely missing or wholly inadequate.</p>  |
| <p>Summary of literature: The presentation of your synthesis should add value to the understanding of the research topic or question by carefully organizing the presentation of the main ideas presented in published work.<br/>(8 points)</p>                                   | <p>The body of the paper is systematically organized to present major groupings of findings to provide the reader with a sense to the state of the knowledge base on the topic. Summaries demonstrate an awareness of and judgment about the quality of published work. Paragraphs are carefully constructed with clear topic sentences, transitions that connect major groupings of thoughts, and clear statements about claims made relating to your primary research topic.</p> | <p>The body of the paper is loosely organized, or the organizing schema is not entirely evident. The body reads more like a listing of prior work than an analysis of that work. The body is heavy on presentation and light on analysis.</p> | <p>The body of the paper lacks coherence and depth. Literature is presented haphazardly, and little value is added through either summarization or assessment of claims made concerning the research topic.</p> |
| <p>Evaluation of claims: After summarizing themes associated with research findings, provide an evaluation of the primary claims made in the literature<br/>(5 pts)</p>   | <p>Paper reviews the merits of the themes cited in literature applied to the research questions, including the reasonableness of the claims and the limitations of extant literature.</p>  | <p>Adequate discussion of the claims made relating to the research topic and their meaning as applied to the research questions posed.</p>  | <p>Superficial or inadequate discussion of the merits of the claims made concerning the state of the literature on the topic.</p>   |
| <p>It is important to draw the discussion to a close by providing the reader with a brief summary of what he/she just learned and why it is important.<br/>(3 points)</p>   | <p>The conclusion summarizes the major contributions of the literature in terms of its contribution to answering the research question posed, and highlights any major methodological or substantive weaknesses or gaps in the existing literature. Areas for future study are also mentioned.</p>   | <p>The conclusions draws the work to a close, describing in brief the work presented, but lacks an analysis of the strengths and weaknesses of the existing literature.</p>   | <p>The summary is abrupt, not obviously related to the literature presented, and /or lacks a connection to the research question posed.</p>   |
| <p>Grammar and mechanics – use APA style and standard English (2 points)</p>  | <p>Paper is free from errors.</p>  | <p>Paper has some errors.</p>   | <p>Paper has numerous errors.</p>   |

