

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

**EDLE 770 Introduction to Education Leadership
Section 001, Spring 2013**

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Schedule Information

Location: West 1008
Meeting times: Tuesdays, 4:30 – 7:10 p.m.

Course Description: EDLE 770: Introduction to Education Leadership (3:3:0)

Introduces the study of education leadership, theoretical traditions in leadership studies, and scholarship on leadership and organizational change.

Prerequisite(s): Admission to Ph.D. in Education Program

Additional Course Description

As the first course in the EDLE PhD Specialization/Concentration, this class is intended to provide students with an opportunity to explore meanings of leadership in schools and school systems; educational leaders' roles in change; and the impact of leadership on the organizations they lead. Students will investigate theory and scholarship on school leadership, its forms and effects, and they will have an opportunity to begin to explore their scholarly interests in research on education leadership.

Nature of Course Delivery

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream, and on the use of web-based resources created to complement the primary texts. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality scholarship. 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 and leaders. As such, students are expected to:
 - a. write papers that are well researched, proofread, submitted on time, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - 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 organizations. Consequently, 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. engage in genuine inquiry;
 - e. recognize and celebrate each other's ideas and accomplishments; and
 - f. show an awareness of each other's needs.

Course Objectives

Students taking this course will:

1. Analyze the concept of leadership in organizational contexts.
2. Understand the evolution of theoretical orientations that have defined the concept of leadership in organizational contexts.
3. Begin to explore scholarship on leadership in school and district organizations.
4. Practice writing with cogency about leadership and related academic issues.
5. Identify individual orientations and dispositions associated with effective leadership of others in the broader education community.

Student Outcomes

Successful students will emerge from the course with the ability to:

1. Connect major leadership theories, and apply these to the understanding of real-world puzzles associated with leadership practice;
2. analyze leadership issues using theoretical frameworks to understand leadership behavior and outcomes;
3. articulate their beliefs about leadership, and relate these to their vision of effective leadership;
4. articulate the leadership role(s) they aspire to take during and at the conclusion of their program of study.

National Standards

The following Education Leadership Constituent Council standards (updated 2011) are addressed in this course:

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
- 6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Relationship of Course Goals to Program Goals

The PhD Concentration in Education Leadership is designed to develop leaders who engage in research that is relevant to practice; expand their perspective; and prepare them for the next phases of their careers. The concentration engages students in rigorous educational experiences that require them to develop deep and focused knowledge of leadership and organization theory, empirical research, and policy and practice in educational settings.

EDLE 770 is the introductory course in the concentration. The course is intended to provide a survey of theory related to leadership and organizations in general, and scholarship as applied to leadership in educational settings. Students will begin to explore their interests in research in education leadership, and begin to build skills necessary to become successful scholars in the field.

Course Materials

Readings—Required

Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass.

Steele, C. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton.

The required texts are available in the GMU Bookstore in the Johnson Center.

Additional required readings are stored on the TaskStream site and in e-reserves.

Readings—Recommended

The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association.

Leithwood, K. (2007). *Leading with teacher emotion in mind*. Newbury Park, CA: Corwin.

Donaldson, G. (2009). *Cultivating leadership in schools*. New York: Teachers College Press.

Outside-of-Class Resources

Online access is vital for the distance learning aspects of the course and is important if we experience university shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site at which I will post vital information for the course and through which you will submit your work. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to standard word processing software that can be read by Microsoft Office 2007.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

Students are expected to attend every class for its entirety. Maximum class participation points will be earned by students who attend all classes, are on time, and do not leave early.

General Expectations

Consistent with expectations of a doctoral level course, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. Application of theory and concepts
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion

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

Class participation 15 points

Students are expected to participate actively in class discussions, in group activities, in serving as critical friends to other students and in leading class activities. 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. 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.

Students are required to lead class on **two** separate occasions for blocks of 30 – 45 minutes. Specific instructions for this activity will be given in class. If you are absent on your date for class leadership, **credit cannot be made up.**

Written assignments 85 points

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of theory and research to educational contexts. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

The Book Review and Reframing Leadership Case assignments are the program-level Performance-Based Assessments for this course.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: All students are expected to submit their work on time, meaning no later than by 11:59 p.m. of the due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

Grading scale:

- A+ = 100 percent
- A = 95 – 99.99 percent
- A- = 90 – 94.99 percent
- B+ = 86 – 89.99 percent
- B = 83 – 85.99 percent
- B- = 80 – 82.99 percent
- C = 75 – 79.99 percent
- F = 74.99 percent or below

College of Education and Human Development Statement of Expectations and Resources

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Weekly Schedule (subject to change)

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check the weekly announcements/handouts on the course website for any update to the schedule if you miss a class.

Date	Topics	Readings and Assignments
Jan 22	Introduction: <ul style="list-style-type: none"> • Why are you here? • Org. theory intro. • Syllabus 	<ul style="list-style-type: none"> ➤ Perrow ➤ Bolman & Deal, Part 1 ➤ Syllabus
Jan 29	<ul style="list-style-type: none"> • The Structural Frame • Theory • The education legacy of Scientific Management 	<ul style="list-style-type: none"> ➤ Sutton & Staw ➤ DiMaggio ➤ Bolman & Deal, Part 2 <ul style="list-style-type: none"> ✓ Student leadership, ch. 4 ✓ Student leadership, ch. 5 ➤ Scientific Management videos
Feb 5	<ul style="list-style-type: none"> • The Human Resources Frame • Efficiency and motivation: a dilemma 	<ul style="list-style-type: none"> ➤ Bolman & Deal, Part 3 <ul style="list-style-type: none"> ✓ Student leadership, ch. 7 ✓ Student leadership, ch. 8 ➤ McGregor chapters ➤ Ken Robinson video
Sunday, February 10		Assignment 1: Book Review
Feb 12	<ul style="list-style-type: none"> • Book Review Forum <ul style="list-style-type: none"> ➤ Be prepared to discuss: How does your book inform education leadership? • Research questions in leadership so far • Online searching 	
Feb 19	<ul style="list-style-type: none"> • Education, equity, and leadership <ul style="list-style-type: none"> ❖ Structure ❖ Human relationships 	➤ Steele, chs. 1 – 6
Feb 26	<ul style="list-style-type: none"> • Stereotype threat <ul style="list-style-type: none"> ❖ Empirical evidence ❖ Leadership questions 	➤ Steele, chs. 7 – 11
Sunday, March 3		Assignment 2: Leadership Case
Mar 5 Mason Spring Break Class meets, but . . .	<ul style="list-style-type: none"> • School visit in search of leadership research questions (commitment is during the day, not at our usual 4:30 – 7:10 time slot) 	

Mar 12	<ul style="list-style-type: none"> • Leading learning 	<ul style="list-style-type: none"> ➤ Louis et al. (2010) <ul style="list-style-type: none"> • Student leadership
Mar 19	<ul style="list-style-type: none"> • Leading learning redux 	<ul style="list-style-type: none"> ➤ Robinson et al. <ul style="list-style-type: none"> • Student leadership
Mar 26 Spring Break No class		
Sunday, March 31		Assignment 3: Articles of Interest
Apr 2	<ul style="list-style-type: none"> • Articles forum—pooling knowledge 	
Apr 9	<ul style="list-style-type: none"> • Education leaders as political actors • Constituents, coalitions, stakeholder webs, and building consensus 	<ul style="list-style-type: none"> ➤ Bolman & Deal, Part 4 <ul style="list-style-type: none"> • Student leadership, ch. 10 • Student leadership, ch. 11 ➤ Pfeffer & Salancik <ul style="list-style-type: none"> ✓ Student leadership
Apr 16	<ul style="list-style-type: none"> • Leaders as purveyors of culture <ul style="list-style-type: none"> ❖ Which culture, whose culture? 	<ul style="list-style-type: none"> ➤ Bolman & Deal, Part 5 ➤ Martin <ul style="list-style-type: none"> ✓ Student leadership ➤ Maier <ul style="list-style-type: none"> ✓ Student leadership
Sunday, April 21		Assignment 4: Reframing Leadership Case
Apr 23	<ul style="list-style-type: none"> • What are the key components to leadership? 	
Apr 30	<ul style="list-style-type: none"> • Organization theory and leadership—building your own model • Wrap-up 	<ul style="list-style-type: none"> ➤ Morgan

Assignment 1: Book Review (20 points)
Due Sunday, February 10
Required Performance

Rationale

Skills that are important in doctoral work include being able to analyze and criticize published work both in terms of the contribution the work makes to the knowledge base, and in methodological terms. For this paper, you will produce a scholarly review of a book that focuses on a leadership theme. This paper has three goals: 1) to help you hone your skills in summarizing and analyzing literature, 2) to practice communicating your perspectives in writing to an academic audience, and 3) to stimulate your interest in and ideas about leadership research.

Process

Carefully read the book you have chosen, with an eye toward understanding the contribution the work makes to the knowledge base, the technical soundness of the work, and its contribution to your understanding of issues involving education leadership. (Your thinking should be guided by the questions: How and in what ways does this book help leaders? How does it advance scholarship in the field? How can I bridge from the experiences and analyses in the book I read to education leadership?) As a guide, look at the example book review published in *Teachers College Record* posted in the resources folio on TaskStream.

Product

A review should include first, a brief summary of what the book was about and its key contributions to the knowledge base (this is important because you can assume that the reader of the review has not yet read the book). But a book review is not just a regurgitation of the book. Your evaluation should answer the questions such as:

- How useful was the book, and to whom?
- Is the book well done? Did the author achieve his/her goal?
- Does the book present useful ideas in a coherent fashion? Was it well written, were the analyses and conclusions intelligently fashioned?
- Do you care? Is this book about a problem or question that scholars and/or practitioners might find useful? Is there merit in the arguments offered?
- Did you learn something from reading this book? Does it contribute to the knowledge base? Is it a valuable read for scholars / practitioners?
- What were the primary limitations of the work? What questions are left unanswered, that you believe should have been addressed? What topics are ignored that you feel should have been addressed?
- Would you recommend the book, and to whom? Why?
- **Most important: What does this book teach you about your own future as a leader?**

The review should not exceed eight typewritten, double-spaced pages. (As a guideline, the summary of the book itself should be no more than a third of the paper.)

Book Review Assessment Rubric

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
<u>Introduction</u> Introduction orients the reader to the purpose of the paper and introduces the book you are reviewing. (15%)	The introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	The introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	The introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of paper.	The introduction is either missing or insufficient; there is little consideration of the reader's perspective.
<u>Summary of book</u> Review includes a brief summary of the contents of the book to help situate the reader (20%)	The book is described briefly yet thoroughly, with clear explanation of the author's purpose and perspective, and a delineation of the main ideas offered in the book.	The book is described adequately, with some attempt to identify the author's purpose and perspective and some delineation of important content offered in the book.	The description of the book is incomplete or poorly constructed; little attempt is made to identify either the purpose or the main points offered.	The description of the book is largely ignored or wholly inadequate.
<u>Evaluation of the book</u> Review includes an evaluation of the merits of the book (30%)	An evaluation of the book is presented, discussing most of the evaluative questions, structured in a coherent and convincing manner.	An evaluation of the book is included that adequately touches on many of the important evaluative questions.	An evaluation of the book is included, touching on some evaluative questions, but doing so in a shallow or unconvincing fashion.	The evaluation of the book is extremely limited or wholly ignored.
<u>Conclusions</u> Paper closes with a restatement of the thesis, a brief summary of the review, and a recommendation to future readers. (15%)	The conclusion follows logically from the body of the paper and is persuasive. It summarizes main points made in the review, and includes a clear recommendation regarding the utility of the book for leaders in your field.	The conclusion is adequate; it provides a brief summary that is largely consistent with the body of the review, and a recommendation regarding the utility of the book.	The conclusion provides a summary of some of the main points offered in the paper, but is unclear and not especially persuasive.	Paper ends without a discernible conclusion.
<u>Organization of paper</u> (10%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes a brief skeleton (introduction, body, conclusion) but lacks transitions.	The paper lacks a logical progression of ideas.
<u>Mechanics</u> (10%)	The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading.	The paper has occasional APA and/or grammatical errors and questionable word choice.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	The paper has frequent errors in spelling, grammar, format and/or punctuation.

Assignment #2: Leadership Case (20 points)
Due Sunday, March 3

Rationale

There are a wide variety of rather persistent leadership dilemmas in schools and other organizations. As students of leadership, and as aspiring leaders who seek to promote positive change in schools and other organizations, it is useful to thoroughly describe some of these situations as cases for analysis in leadership education and development.

Process

Working with one partner or alone, you will craft a case involving **a leader's role in organizational change**. It would be best if you are directly acquainted with this leader and/or you participated in the change effort. The paper itself should be modeled on the submission guidelines outlined by the editors of the *Journal of Cases in Educational Leadership*. From the JCEL website:

Cases are reviewed with the following criteria in mind:

- *Focuses on pertinent and timely issues of educational leadership.*
- *Relevant to graduate students preparing for educational leadership roles and for educational professionals currently in these roles.*
- *Useful in graduate teaching environments.*
- *Presents a practical and realistic problem that requires the integration of knowledge within and/or across disciplines.*
- *Stimulates self-directed learning by encouraging students to generate questions and access new knowledge.*
- *Provides the description of a problem that can sustain student discussion of alternative solutions.*
- *Describes the context in a rich fashion, including the individuals in the case.*
- *Encourages the clarification of personal and professional values and beliefs.*
- *Authenticates the connection of theory to practice.*
- *Includes teaching notes that facilitate the use of the case for leadership development.*
- *Is clearly written with specific objectives.*

Product

Following the submission guidelines for JCEL, all cases should include the following:

- ***Title, Author Information*** – Title & author's name and institutional affiliation
- ***Abstract*** - A short 100 word abstract describing the topic(s) of the case and a brief synopsis of the case.
- ***Text*** - Sections should be typed in Times Roman font (12 pt) with page numbers centered at the bottom of the page.
- ***Teaching Notes*** - All cases should include "Teaching Notes" that outlines how the material might be used in professional preparation programs for leaders (1-2 pages).
- ***References*** - References should follow the style in the fourth edition of the *Publication Manual of the American Psychological Association*.

The case should not exceed ten typewritten, double-spaced pages not counting title page and references.

Leadership Case Assessment Rubric

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
<u>Abstract</u> (10%)	A clear and concise 100 word abstract describing the topics of the case and providing a synopsis of the case is included.	A 100 word abstract describing the topics of the case and providing a synopsis of the case is included, but it is somewhat hard to follow or omits important information.	An abstract is included, but it either exceeds the recommended length or fails to provide a clear description of the case.	The abstract is either missing or not at all useful in describing the case.
<u>Text of case</u> (30%)	A well thought out and stimulating case that meets most or all elements of a JCEL case is provided.	A case that satisfies many elements of a JCEL case is provided.	A case dealing with the leader's role in change is provided, but it lacks detail and fails to satisfy many of the elements of a JCEL case.	The case description is either missing or fails to satisfy virtually any of the elements of a JCEL case.
<u>Teaching notes</u> (30%)	Well thought out teaching notes are provided, suggesting sound approaches on how the case may best be used to develop effective leadership.	Teaching notes are provided, suggesting approaches on how the case may best be used to develop effective leadership.	Teaching notes are provided, but are either hard to follow or suggest approaches on how the case may be used that are unclear or do not make sense given the facts of the case.	Teaching notes are omitted or fail to connect well to any aspects of the case presented.
<u>Support</u> (10%)	Specific, developed ideas and/or evidence from theory or research are used to support the case and/or notes.	Supporting theory or research used to support the case lacks specificity or is only loosely developed.	The case uses some supporting ideas and/or evidence.	Few or no supporting ideas are applied.
<u>Organization of paper</u> (10%)	The case is powerfully organized and fully developed.	The case includes logical progression of ideas aided by clear transitions.	The case is rough; writing is unclear and/or lacks transitions.	The case is virtually impossible to understand; it lacks logical progression of events or ideas.
<u>Mechanics</u> (10%)	The case is nearly error-free which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are present.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, format, grammar, or punctuation are present.

Assignment #3: Articles of Interest (15 points)
Due Sunday March 31

Rationale

It is never too soon to start building the literature base that will support your research. The introductory nature of this course gives you the opportunity to explore an area without making a long-term commitment. The purpose of this assignment is for you to become familiar with a small number of empirical articles in a research area of interest to you and to practice writing about what you've learned in a manner that does more than summarize article content. This may be the first time you will have completed this kind of assignment, but it will certainly not be the last. Students are required to collect and analyze articles in many of the courses in the EDLE specialization and concentration.

Process

Identify a research area in which you would like to do more reading and in-depth analysis. This could be triggered by something you have read for this course, or it could be something completely different that you are simply interested in.

Engage in a search of **peer-reviewed, empirical** articles using search techniques learned in class. Find at least **ten** and read the abstracts. From among the ten, select **two** that will be the focus of your paper. You will be happiest if the two are related to one another.

Product

Write a brief paper (5 – 6 pages) that includes the following:

- An introduction that starts out broadly, names the research topic that interests you, and narrows down to a thesis that explains what these two papers have taught you about your topic
- A body that summarizes (briefly) each of the articles and analyzes their content with respect to two or more of the following:
 - Research significance
 - Conceptual or theoretical framework
 - Methodology
 - Findings
 - Implications
- A conclusion that re-states your thesis, explains lessons learned with respect to your own leadership work, and broadens out to explain how you hope to build your literature base in the future
- A **bibliography** (We normally use a reference list, but this assignment is a little different) that includes the full references (in correct APA format) for all ten articles you found.

Articles of Interest Assessment Rubric

	Exceeds Expectations 4 points	Meets Expectations 3 points	Approaching Expectations 2 points	Falls Below Expectations 1 point
<u>Introduction (10%)</u> Introduction orients the reader to the purpose of the paper and introduces the article you are reviewing.	The introduction very briefly describes the articles found and clearly foreshadows what the author has learned through a well-constructed, analytical thesis.	The introduction names the articles found and provides a thesis that foreshadows the direction of the paper.	The introduction is vague and does not adequately orient the reader to the paper.	The introduction is either missing or insufficient; there is little consideration of reader's perspective.
<u>Article Content Analysis (35%)</u> It is always important for you as an author to engage in analysis of the literature that supports your own research.	The articles found are used to make a set of clear and persuasive arguments that relate back to the thesis. Each argument supports what the author of the paper claims to have learned.	The articles found are used as the foundation for a set of arguments that relate to the thesis.	The articles found are mostly summarized with little analysis provided.	The body of the paper provides little or no support for the thesis.
<u>Article Components (25%)</u> Understanding articles based on their constituent parts is helpful for gaining a complete perspective on what can be learned from them.	The author writes about more than two of the articles' components. Discussion demonstrates insight into the nature of the components addressed.	The author writes about two or more of the articles' components in a manner that is clear and related to the thesis.	The author writes about one or more of the articles' components in a manner that shows little connection to the thesis.	There is little or no discussion of the articles' components.
<u>Conclusion (20%)</u> The conclusion should clearly explain what the paper is intended to mean to the reader.	The thesis is re-stated in new terms that make sense given the body of the paper. Lessons learned are very clear and insightful. Next steps are logically presented.	The thesis is re-stated and lessons learned are apparent. Next steps may be ambiguous or not very logical.	Required parts of the conclusion are missing or inadequate.	The paper lacks a conclusion.
<u>Mechanics (10%)</u>	The paper is nearly error-free which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are present.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, format, grammar, or punctuation are present.

Assignment #4: Reframing Leadership Case (30 points)
Required Performance
Due Sunday, April 21

Rationale

A primary focus of this class is on connecting theory and practice. Bolman and Deal argue that the essence of reframing is examining the same situation from different perspectives to develop a more holistic picture, i.e., to use multiple theory bases to examine leadership situations. In this paper, you will present an analysis of the case you developed in Assignment #2, using **multiple frames**.

Process

This paper builds on your case paper that provided the **description** you will now analyze. But whereas in that paper, the description of that case was the centerpiece, in this paper you are called on to focus on the use of theory to analyze the case.

To begin with, step back and consider the basis for your case description – what frame were you using when you wrote this case? First, apply this frame – discuss the change through this conceptual lens, highlighting how the use of this conceptual lens helps you understand the case.

Then, select one or more **other** frames (including those from *Whistling Vivaldi*) to reexamine the case. 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 likely that you would select the structural or human resources frames instinctively. As a comparison, try to select the political or symbolic frames or the concept of stereotype threat – these may provide you with the best opportunities to analyze the case differently.

Product

In your thesis, be sure to explain which frames you are using and why. In the body of your paper, start with a brief description of the case (do not repeat the previous paper, but provide some detail so that the naïve reader understands the situation). In your analysis, name each frame that you selected for analysis; describe and then apply what you believe to be the primary features of each frame (be brief, but let the reader know what's unique and valuable about the frame as a way of seeing). In closing, reflect on what you learned about the case by using the frames, and the implications of this type of analysis for you and leaders in your field.

This paper should be no longer than 15 pages and must conform to APA format.

Reframing Leadership Case Assessment Rubric

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
<u>Thesis & introduction</u> (10%)	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
<u>Brief description of case</u> (10%)	The case is economically described in sufficient detail, with clear delineation of the critical events relating to the change.	The case is described in some detail, though some important elements of the case are omitted or hard to discern.	Description of the case is incomplete or poorly constructed.	Description of the case is largely missing or wholly inadequate.
<u>Case analysis - framing</u> (20%)	The initial frame used to analyze the case is accurately identified, characteristics of the frame are clearly described, and the frame is used as a conceptual lens to gain an understanding of the case.	The initial frame used to analyze the case is identified, discussed, and applied as a conceptual lens for understanding the case.	Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
<u>Case re-analysis - reframing</u> (30%)	At least one additional theoretical frame is clearly and thoroughly described, and the frame is used as a conceptual lens for re-analyzing the case and highlighting additional insights to explain the case	At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case.	Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame.	Re-analysis is unrelated to the case, is largely missing or wholly inadequate.
<u>Conclusions & implications</u> (10%)	Specific lessons for leaders are presented, derived from the insights gained by using reframing to describe and explain change in this case.	General lessons are presented relating to the insights gained by using reframing to describe and explain change in this case.	Superficial conclusions are offered relating to the process and value of reframing, and the insights gained by using reframing to describe and explain change in this case.	Conclusion and implications are largely missing or wholly inadequate.
<u>Support</u> (15%)	Specific, developed ideas and/or evidence from theory or research are used to support the authors'	Supporting theory or research used to support the author's analysis lacks specificity or is	The author uses some supporting ideas and/or evidence in analysis	Few or no solid supporting ideas or

	analysis.	loosely developed.	of the case.	evidence are provided.
<u>Mechanics</u> <u>(5%)</u>	The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are present.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, grammar, format and/or punctuation are present.

Class Participation Rubric (15 points)

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<u>Attendance (10%)</u>	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (2-3) absences or tardies	Frequent (>3) absences or tardies
<u>Quality of Questions, Interaction (25%)</u>	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
<u>Effort (10%)</u>	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Only sometimes prepared for class. Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
<u>Student Leadership (30%)</u>	The chosen reading assignments were addressed in a creative an engaging manner.	The chosen reading assignments were addressed competently.	The chosen reading assignments were addressed, but the leader was not as familiar with them as he/she should have been.	The chosen reading assignments were poorly addressed.
<u>Engagement (25%)</u>	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.