

**George Mason University**  
**College of Education and Human Development**  
**Education Leadership Program**

EDLE 620, Section 601: Organizational Theory and Leadership Development  
3 credits, Spring 2017  
Thursdays, 4:45-7:45 pm - Loudoun Admin. Bldg. 1/19/17-4/20/19

**Faculty**

Name: Regina D. Biggs, Ph.D.  
Office Hours: By Appointment  
Office Location: Thompson Hall, Fairfax Campus, Suite 1300  
Office Phone: 703-993-3643  
Email Address: rbiggs@gmu.edu

**Prerequisites/Corequisites**

Application to the Education Leadership Program.

**University Catalog Course Description**

EDLE 620: *Organizational Theory and Leadership Development* (3:3:0) Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

**Course Overview**

**Organizational Theory and Leadership Development** is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. Students will explore both how organizations function and leadership choices within organizations, and they will have an opportunity to begin to develop a vision of their leadership practice and situate this practice within a perspective of how school organizations work.

**Course Delivery Method**

Class sessions will consist of lectures, discussions, problem-based learning, role-playing, and student presentations. Candidates should see themselves as my partners in creating a valuable and memorable educational experience.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.

3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

### **Program Learning Objectives**

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings. The program emphasizes an understanding of the complexities of change in schools, communities, and organizations. This is the first class in the licensure sequence in Education Leadership and is therefore intended to introduce students to theory and practice in school leadership. Theory introduced in this class will be used throughout the program to frame candidate's thinking about leadership practice and decision making.

### **National Standards and Virginia Competencies**

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper.

The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.1, 1.2, 1.3, 1.4, and corresponding components of the Virginia Standards for School Leaders:

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
  - a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:
    - (7) Identification, analysis, and resolution of problems using effective problem-solving techniques;
    - (8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
  - b. Knowledge, understanding and application of systems and organizations, including:
    - (1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;
    - (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
  - e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including:
    - (3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;
    - (5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.
  - f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;

- (1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;
- (2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;
- (3) Identify and respond to internal and external forces and influences on a school.

#### **Required texts:**

- Bolman, L. & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5<sup>th</sup> ed.). San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

#### **Recommended texts:**

- The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> edition). Washington, D.C.: American Psychological Association. (recommended)

#### **Outside of-Class Resources**

All students are required to use <http://www.mymason.gmu.edu> as part of this course. This is GMU's Blackboard platform where information for the course will be posted. All students are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software.

#### **Cancellation Policy**

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

#### **Course Performance Evaluation**

All work must be submitted on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically.

#### **Tk20 Performance-Based Assessment Submission Requirement**

The Reframing Paper is the Performance-Based Assessment (PBA) for this course and should reflect your understanding of the key theories and assumptions that support each of Bolman & Deal's four frames and their application to school leadership practice. This assignment must be submitted via Tk20 regardless of whether the student is taking the course as an elective, a onetime course, or as part of an undergraduate minor. Evaluation of the performance based assessment by the course instructor will also be completed in Tk20 through Blackboard. The rubric used to assess this performance is included as Appendix A at the end of this document. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## Course Performance Evaluation

### *Preparation, Participation, and Attendance (15 percent)*

Work in this class is completed both individually and in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you must be absent, please notify me by e-mail or phone. If you are unprepared or absent for an oral activity, there will be no alternative way to engage in the activity, resulting in a loss of participation points regardless of your overall attendance record. Candidates are expected to attend every class for its entirety. Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class and online discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared
- Demonstrate respect and civility (**avoid side conversations, multi-tasking**, etc...)
- Professional behavior and presentation
- Willingness to volunteer for class activities
- Contribute to collaborative learning teams
- Initiate and extend class and online discussions through critique and clarification
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

### *Written Assignments (85 percent)*

Since this is a graduate-level class, high quality work on all assignments is expected. Candidates should refer to the Blackboard course site for rubrics and specific guidance on the preparation of assignments. Candidates are expected to submit all assignments on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Platform of Beliefs	25 percent
Leadership Case Analysis	20 percent
Reframing	40 percent

### *Course Performance Evaluation Weighting*

A+	=	100 percent	B+	=	89 - 86 percent	C	=	79 - 75 percent
A	=	99 - 95 percent	B	=	85 - 83 percent	F	=	74 percent or below
A -	=	94 - 90 percent	B-	=	82 - 80 percent			

## Professional Dispositions

Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

*Plagiarism:* Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

SESSION	DATE	TOPIC	REQUIRED PREPARATION	EXERCISES/ASSIGNMENTS
1	1/12	Introduction & Course Overview  Personal Leadership Vision	Syllabus Review	
2	1/19	Vision, Beliefs, and Values	Defining Vision (video)  Vision and School Leadership (video)  Fullan, chapters 1, 2	Vision Exercise
3	1/26	Leadership Theories	Management vs. Leadership (video)  Ten Leadership Theories in Five Minutes (video)  Classical Leadership Theories (4 pdf documents)  Leadership Theories and Approaches	Expert Team Presentations
1/29		<b>Platform of Beliefs papers posted (by midnight)</b>		
4	2/2	Organizational Theories and Change	Fullan, chapter 3  The Short and Glorious History of Organizational	

SESSION	DATE	TOPIC	REQUIRED PREPARATION	EXERCISES/ASSIGNMENTS
			Theory (1973)	
5	2/9	Lesson 3: Bridging Theory and Practice	JCEL Case Study - TBA	Case Study Analysis
6	2/16	Making Sense of Organizations	B&D Ch. 1, 2	Leadership Quiz
2/19		<b>Leadership Case Analysis papers posted (by midnight)</b>		
7	2/23	The Structural Frame	B&D Ch. 3, 4, 5	Case Study Analysis
8	3/2	The Human Resource Frame	B&D Ch. 6, 7, 8 Fullan Ch. 4	Case Study Analysis
9	3/9	School Improvement Plan Research	Local SIP	
10	3/16	The Political Frame	B&D Ch. 9, 10, 11	Case Study Analysis
11	3/23	The Symbolic Frame	B&D Ch. 12, 13, 14 Identify and bring samples of School Symbols Case Study: <i>The End of the Year</i>	Case Study Analysis
12	3/30	Reframing Leadership and Change	B&D Ch. 15, 16, 17, 18	
13	4/6	Independent Study		Reframing SIP
4/9		<b>Reframing papers posted (by midnight)</b>		
4/13		LCPS SPRING BREAK		
14	4/20	Wrap-up, conclusions		A Letter to Yourself

### 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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

## EDLE 620 Reframing Project Rubric

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<b>Thesis and introduction</b>	<b>9 - 10 points</b> The introduction 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.	<b>8 – 8.9 points</b> 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.	<b>7 – 7.9 points</b> 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.	<b>0 – 6.9 points</b> There is no clear introduction or purpose.
<b>Description of school improvement case (ELCC 1.2)</b>	<b>13.5 – 15 points</b> The case is described thoroughly, with clear delineation of the critical events relating to the school improvement effort, including the data and/or information that drove school change, demonstrating candidate’s thorough knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an understanding of the variables that affect student achievement.	<b>12 – 13.4 points</b> The case is described generally with reference to important data or information that drove school change, demonstrating candidate’s adequate knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an understanding of the variables that affect student achievement.	<b>10.5 – 11.9 points</b> Description of the case is incomplete or poorly constructed, demonstrating candidate’s inadequate knowledge of the use of evidence for learning and improvement; tactical and strategic planning; and an understanding of the variables that affect student achievement.	<b>0 – 10.4 points</b> Description of the case is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.
<b>Case analysis - Framing (ELCC 1.1)</b>	<b>13.5 – 15 points</b> The frame used to initially describe the case is accurately identified, characteristics of the frame are clearly explained, and the frame is used to articulate the effectiveness of data use for school improvement in relation to school vision	<b>12 – 13.4 points</b> The frame used to present the case initially is identified, discussed, and applied as a conceptual lens for understanding the case, demonstrating candidate’s adequate knowledge of theories relevant to building, articulating, implementing and stewarding school	<b>10.5 – 11.9 points</b> Analysis is weak or incomplete, or superficially considers the application of the frame to the analysis, demonstrating candidate’s inadequate knowledge of theories relevant to building, articulating, implementing and stewarding school vision and	<b>0 – 10.4 points</b> Analysis is unrelated to the case, is largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

Criteria	exceeds expectations	meets expectations	approaching expectations	falls below expectations
	and goals, demonstrating candidate's thorough knowledge of theories relevant to building, articulating, implementing and stewarding school vision and improvement.	vision and improvement.	improvement.	
<b>Case analysis - Reframing (ELCC 1.3)</b>	<b>18 – 20 points</b> At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case, demonstrating candidate's thorough knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.	<b>16 – 17.9 points</b> At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case, demonstrating candidate's adequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.	<b>14 – 15.9 points</b> Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame, demonstrating candidate's inadequate knowledge of continual and sustained improvement processes; school change processes; and the role of professional learning in school improvement.	<b>0 – 13.9 points</b> Re-analysis is unrelated to the case, is largely missing, or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.
<b>Reflection (ELCC 1.4)</b>	<b>18 – 20 points</b> Specific lessons derived from frame analysis are presented. Compelling arguments regarding the success of the improvement effort analyzed and how school plans might be revised are presented. Reflection demonstrates candidate's thorough knowledge of effective strategies for monitoring plans to	<b>16 – 17.9 points</b> General lessons derived from frame analysis are presented. Reflection demonstrates candidate's adequate knowledge of effective strategies for monitoring plans to achieve school improvement goals.	<b>14 – 15.9 points</b> Suggested actions are superficial or weakly related to the analysis and re-analysis. Reflection demonstrates candidate's inadequate knowledge of effective strategies for monitoring plans to achieve school improvement goals.	<b>0 to 13.9 points</b> Suggested actions are largely missing or wholly inadequate, hence provides no evidence related to candidate knowledge on standards.

<b>Criteria</b>	<b>exceeds expectations</b>	<b>meets expectations</b>	<b>approaching expectations</b>	<b>falls below expectations</b>
	achieve school improvement goals.			
<b>Support</b>	<b>9 - 10 points</b> Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.	<b>8 – 8.9 points</b> Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.	<b>7 – 7.9 points</b> The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.	<b>0 – 6.9 points</b> Few to no solid supporting ideas or evidence are presented.
<b>Organization of paper</b>	<b>4.5 - 5 points</b> Paper is powerfully organized and fully developed	<b>4 – 4.4 points</b> Paper includes logical progression of ideas aided by clear transitions	<b>3.5 – 3.9 points</b> Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	<b>0 – 3.4 points</b> Paper lacks logical progression of ideas
<b>Mechanics</b>	<b>4.5 - 5 points</b> Nearly error-free which reflects clear understanding of APA format and thorough proofreading	<b>4 – 4.4 points</b> Occasional APA and/or grammatical errors and questionable word choice	<b>3.5 – 3.9 points</b> Errors in grammar, APA format, or punctuation, but spelling has been proofread	<b>0 – 3.4 points</b> Frequent errors in spelling, grammar, format and/or punctuation