

GEORGE MASON UNIVERSITY
College of Education and Human Development
Graduate School of Education

EDLE 620.001 ORGANIZATIONAL THEORY & LEADERSHIP DEVELOPMENT

Spring 2015, 3 credit hours

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Office Hours: Tuesdays, 12:00 to 2 p.m., Wednesdays, 2:00 to 4:00 p.m., and by appointment (please make appointments by email, even for times during office hours)
Meeting Times: Wednesdays, 4:30 – 7:10 p.m. (January 21 – May 13, 2015)
Meeting Location: GMU Fairfax Campus, Thompson Hall Room 1020

Course Description

This course introduces students to a range of leadership and organizational theories with a focus on Bolman & Deal's (2013) four-frame model of reframing organizations and the practice of reframing as tools for understanding and leading complex schools organizations.

Nature of Course Delivery

This course will be delivered on ground to include lectures, videos, small group work, peer-reviewed writing activities, case studies, and oral presentations, with supplemental learning activities and resources available online via Blackboard.

Required Texts:

- Bolman, L., & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.
- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Required Technology:

- **Email:** Your GMU e-mail account will serve our primary mode of communication outside of class (i.e., announcements, breaking news, schedules changes, etc.); so make sure to

check it daily. Per university policy, in compliance with federal law, the professor must only communicate with students via their GMU email, and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.).

- **Taskstream:** Taskstream is the online assessment system used by GMU's College of Education and Human Development to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be given a Taskstream account and expected to use Taskstream to submit your Performance-Based Assessment (PBA). Each M.Ed. licensure course has at least one as required by the program. The PBA for this course is the Reframing Paper.
- **Blackboard (Bb):** A Blackboard (Bb) site is available to all students enrolled in the course at: <http://mymason.gmu.edu>. Selected course content will be delivered on GMU's Blackboard platform, so students must have access to Blackboard and their GMU username and password to log on.
- **Video/Screencasting Tools:** We may use Kaltura, Jing, or Camtasia to record videos for selected on-line activities and asynchronous discussions. I will provide instructions on how to download and use these tools for class use.

Course Learning Objectives

1. Understand the meaning and significance of the education leader's personal vision and core beliefs in schools organizations.
2. Explore and differentiate traditional and critical leadership and organizational theories and their relationship to the study and practice of education leadership.
3. Engage multiple conceptual and theoretical tools and strategies for observing, describing, and analyzing leadership cases for organizational change and school improvement.

Course Learning Outcomes

Students who successfully complete this course will be able to:

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.

EDLE Program Learning Objectives

The Education Leadership program is designed to prepare candidates for leadership and management positions in a variety of educational settings, emphasizing an understanding of the complexities of change in schools, communities, and organizations.

As the first class in the licensure sequence, this course introduces students to theory and practice in school leadership – theory to be used and applied throughout the program to frame each 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 **ELCC 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.

GMU Policies and Resources for Students

- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c) 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, and program will be sent to students solely through their Mason email account.
- d) 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/>].
- e) 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 [See <http://ods.gmu.edu/>].
- f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

Course Requirements and Grading

Students can earn a total of 100 points in this course. Graded assignments account for 80 points while class participation (on-ground and on-line) account for 20 points as follows:

| | |
|---|-----------|
| Assignment 1 – Platform of Beliefs Paper & Presentation | 20 points |
| Assignment 2 – Leadership Case Analysis | 20 points |
| Assignment 3 – Reframing Paper (PBA) | 40 points |
| Class Participation Grade | 20 points |

TOTAL POSSIBLE POINTS

100 points

This section briefly describes assignment and class participation expectations. Detailed instructions and grading rubrics are provided at the end of this syllabus. Please review these items carefully before you begin your work.

Graded Assignments (80 points of total grade)

1. Platform of Beliefs Paper (20 points)

The Platform of Beliefs assignment serves to help you “locate your compass” by identifying and reflecting on the core values and beliefs that will inform your leadership practice. For this assignment, you will prepare and a 2 to 3-page paper that explains the type of school leader you want to be and why. It is a document that will be developed throughout your program of study and revisited as part of your final internship submission and informed by the following process:

- Identify three or so *core beliefs* that are important to you in terms of *teaching, learning, and leadership*.
- For each core belief, explain why it is critically important to you, and how it relates to the other core beliefs.
- Expand on each core belief by defining it, describing the principles associated with it, and how it is reflected in in school leadership behavior and action. In other words, *what does this belief look like when manifested in practice?*

You will also be expected to present your paper to your classmates (using visual presentation software) followed by an in-class discussion of shared and competing leadership values and beliefs within the group. The paper is worth 20 points and your in-class 3-minute presentation will count toward your class participation grade.

DUE: Wednesday, February 4 at 11:59 p.m.

Submission Instructions:

In Blackboard, use the “Assignments” link to submit your final Platform of Beliefs paper. You will be expected to present your paper (no more than 3 minutes) in class.

2. Leadership Case Analysis (20 points)

For this assignment, you will work collaboratively in small groups to create and analyze a leadership case provided by the instructor. Informed by the theories discussed in the course, group members will be required to address the following in their case analysis:

- Clearly describe the context of the leadership case, to include student and faculty demographics; social, cultural, economic, and political forces; and the surrounding community
- Clearly describe the leadership challenge central to the case and any key details essential to understanding the case
- Describe how you would address this leadership challenge supported by relevant theories, readings, and professional experience that have informed your proposed leadership approach and actions

Expected length for this assignment is one collaborative document – 8 to 10 typewritten, doubled-spaced pages using 12 pt. font and 1-inch margins.

DUE: Wednesday, March 25 at 11:59 p.m.

Submission Instructions:

In Blackboard, use the “Assignments” link to submit your small group Leadership Case Analysis (one per group). You will be expected to present your case analysis as a group (using visual presentation software) in class on Thursday, February 19. Your in-class presentation will count toward your class participation grade.

3. Reframing Paper (40 points)

In this assignment, you will write a paper that demonstrates your ability to use multiple frames from the four-frame model to analyze a school improvement project that has taken place at your school within the last two years. **This assignment 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. Expected length: 8-10 pages. You will receive detailed guidelines for this assignment in a separate document, which we will review together in class.

Submission Instructions:

In Blackboard, use the “Assignments” link to submit your Reframing Paper to the Blackboard course site and Taskstream.

DUE: Wednesday, May 13 at 11:59 p.m.

Class Participation Grade (20 points of total grade)

Students are expected to participate actively in class discussions, group activities, and serving as critical friends to other students. Attendance is expected for all classes and only those students who attend and contribute to class regularly (on-ground and on-line) will receive maximum possible discussion and participation points. Weekly readings should be completed **prior** to the class meeting for which they are assigned. **If you must be absent, please notify me in advance by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving to class more than 30 minutes late or leaving more than 30 minutes before the end of class also may result in loss of points.

Grading Scale

The grading scale for the final course grade is as follows:

- A = 100 points
- A = 95-99 points
- A- = 90-94 points

B+ = 87-89 points
B = 83-86 points
B- = 80-82 points
C = 75-79 points
F = below 75 points

Grading is based heavily on both student performance and written assignments using the following criteria: (1) application of concepts reflected in class discussions and readings, (2) original thinking and persuasiveness, and (3) ability to communicate (both in written and oral form) in a clear, concise, and organized fashion.

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Spring 2015 Weekly Course Schedule

Note: Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule. Readings must be completed PRIOR to class and Assignments are due by the date listed no later than 11:59 p.m. Additional readings may be added as needed throughout the course.

| | Date | Unit | Lesson | Readings/Activities/Assignments Due |
|----|-------------|-----------------------------------|---|---|
| 1 | Jan 21 | 1 | Course Introduction and Overview | Syllabus ISLLC Standards Bring Bolman & Deal (B&D) text and APA manual |
| 2 | Jan 28 | 1 | Vision, Beliefs, and Values; What is Theory? | Via Blackboard |
| 3 | Feb 4 | 2 | Defining and Theorizing Leadership; Intro to Four-Frame Model | B&D Ch. 1 and 2 In-Class Platform of Belief Presentations Assignment #1 Due: Platform of Beliefs |
| 4 | Feb 11 | 2 | Organizational Theory and Schools | Perrow article; Hoy & Miskel Chapter 1, pp. 9-22 |
| 5 | Feb 25 | 2 | Leadership Theory | Via Blackboard |
| 6 | Mar 4 | 2 | Bridging Theory and Practice | JCEL Case Study |
| | Mar 11 | NO CLASS: GMU Spring Break | | |
| 7 | Mar 18 | 3 | The Structural Frame | B&D Ch. 3, 4, 5 |
| 8 | Mar 25 | 3 | The Human Resource Frame | B&D Ch. 6, 7, 8 Group Presentations: Leadership Case Analysis Due: Leadership Case Analysis |
| 9 | Apr 1 | 3 | E-Session | Review School Improvement Plans (SIPS) for Reframing Paper |
| 10 | Apr 8 | 3 | The Political Frame | B&D Ch. 9, 10, 11 |
| 11 | Apr 15 | 3 | The Symbolic Frame | B&D Ch. 12, 13, 14 |
| 12 | Apr 22 | 4 | Framing and Reframing | B&D Ch. 15 and 16 |
| 13 | Apr 29 | 4 | Reframing Leadership and Change | B&D Ch. 17 and 18 |
| 14 | May 6 | 4 | Change and Leadership in Action | B&D Ch. 19 and 20 |
| 15 | May 13 | 4 | Course Wrap-Up | Due: Reframing Paper (PBA) |

EDLE 620 Assessment Rubric

Platform of Beliefs (20 points)

| Criteria | Exceeds Expectations (4) | Meets Expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
|--|---|---|--|---|
| Identification and definition of three or more core beliefs in terms of teaching, learning, and leadership (3 pts) | Three or more core beliefs are identified and defined clearly in terms of teaching, learning, and leadership | Three or more core beliefs are identified and defined in terms of teaching, learning, and leadership, but some details are unclear. | Identification and definition of three or more core beliefs is incomplete or poorly constructed. | Identification and definition of core beliefs is largely missing or inadequate. |
| Explanation of personal importance of each core belief and linkages to other core beliefs (5 pts) | Three or more core beliefs are explained and discussed clearly and skillfully in terms of personal importance and linkages to other core beliefs. | Three or more core beliefs are explained in terms of personal importance, but linkages to other beliefs are unclear. | Explanation of personal importance of core beliefs and linkages to other beliefs are incomplete or poorly constructed. | Explanation of personal importance of core beliefs and linkages to other beliefs is largely missing or inadequate. |
| Description of each core belief according to its associated principles and manifestation in leadership practice. (10 pts) | Each core belief is described skillfully, including its associated principals and manifestation in leadership practice. | Description of each core belief's associated principals and manifestation in leadership practice is thorough, but some details are unclear. | Description of each core belief's associated principals or manifestation in leadership practice is incomplete or poorly constructed. | Description of each core belief's associated principals or manifestation in leadership practice is largely missing or inadequate. |
| Organization, mechanics, and APA (2 pts) | The paper is powerfully organized, fully developed, and nearly error-free in terms of grammar, spelling, and APA format. | The paper uses a logical progression of ideas aided by clear transitions; few grammatical, APA errors. | The paper lacks a logical progression of ideas; has several errors in grammar, spelling, APA format. | The paper lacks organization and clarity, frequent errors in spelling, grammar, punctuation, and APA format. |

EDLE 620 Assessment Rubric

Leadership Case Analysis (20 points)

| Criteria | Exceeds Expectation (4) | Meets Expectations (3) | Approaches Expectations (2) | Falls Below Expectations (1) |
|--|--|--|--|--|
| Description of leadership case and context (2 pts) | The case and its context are described skillfully, including details that concisely and effectively communicate the scenario. | The case and its context are described thoroughly, but some details are unclear. | Description of the case and its context are incomplete or poorly constructed. | Description of the case and/or context are largely missing or inadequate. |
| Definition of leadership and the leadership challenge (2 pts) | The definition of leadership the author offers a clear is strongly defended and clearly connected to the case and leadership challenge. | The author offers a definition of leadership and connects the definition to the case and leadership challenge. | The author offers a definition of leadership, but it is unclear how the definition is connected to the case or leadership challenge. | No definition of leadership or discussion of the leadership challenge is in the paper. |
| Analysis of leadership case (12 pts) | Leadership case is analyzed clearly and thoughtfully and supported by relevant theories, readings, and professional experiences. Author presents a clearly articulated leadership approach and action to address the leadership challenge and a clear rationale for this approach. | Leadership case is analyzed and supported by relevant theories, readings, and professional experiences. Author presents some possible approaches to address the leadership challenge with limited rationale for this approach. | Leadership case is analyzed, but with limited research support and inadequate rationale for proposed leadership approach and action. | Leadership case is inadequate, reflects little to no research support, or rationale for proposed leadership approach and action. |
| Organization, mechanics, and APA (2 pts) | The paper is powerfully organized, fully developed, and nearly error-free in terms of grammar, spelling, and APA format. | The paper uses a logical progression of ideas aided by clear transitions; few grammatical, APA errors. | The paper lacks a logical progression of ideas; has several errors in grammar, spelling, APA format. | The paper lacks organization and clarity, frequent errors in spelling, grammar, punctuation, and APA format. |

EDLE 620 Assessment Rubric

Reframing Paper (Performance-Based Assessment)

| Criteria | Exceeds Expectation (4) | Meets Expectations (3) | Approaches Expectation (2) | Falls Below Expectations (1) |
|---|--|---|---|--|
| Thesis & Introduction (10%) | 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. | 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. |
| Description of school improvement case: Presenting information pertinent to the improvement of the school's educational environment (ELCC 1.2) 15% | 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. | The case is described generally with reference to important data or information that drove school change. | Description of the case is incomplete or poorly constructed. | Description of the case is largely missing or wholly inadequate. |
| Case analysis - Framing: Using theories relevant to building, articulating, implementing, and stewarding a school vision (ELCC 1.1) 15% | 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 and goals. | The frame used to present the case initially 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. |

| | | | | |
|---|---|--|--|--|
| <p>Case re-analysis - Reframing: Promoting continual and sustainable school improvement (ELCC 1.3) 20%</p> | <p>At least one additional theoretical frame is clearly and thoroughly described, and used to re-analyze the case. Analysis includes plans or processes for continuous improvement on the basis of the re-analysis.</p> | <p>At least one additional theoretical frame is briefly described and used as a conceptual lens for re-analyzing the case.</p> | <p>Re-analysis is weak or incomplete, or superficially considers the application of at least one additional theoretical frame.</p> | <p>Re-analysis is unrelated to the case, is largely missing, or wholly inadequate.</p> |
| <p>Reflection: Evaluation of school progress and ideas for revising school plans (ELCC 1.4) 20%</p> | <p>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.</p> | <p>General lessons derived from frame analysis are presented.</p> | <p>Suggested actions are superficial or weakly related to the analysis and re-analysis.</p> | <p>Suggested actions are largely missing or wholly inadequate</p> |
| <p>Support: Assessing organizational effectiveness 10%</p> | <p>Specific, developed ideas and/or evidence from theory or research are used to support analysis of school improvement effectiveness.</p> | <p>Supporting theory or research used to support analysis of school effectiveness lacks specificity or is loosely developed.</p> | <p>The paper presents some supporting ideas and/or evidence in analysis of the school improvement case.</p> | <p>Few to no solid supporting ideas or evidence are presented.</p> |
| <p>Organization of paper: 5%</p> | <p>The paper is powerfully organized and fully developed.</p> | <p>The paper includes a logical progression of ideas aided by clear transitions.</p> | <p>The paper includes skeletal structure (introduction, body, conclusion) but lacks transitions.</p> | <p>The paper lacks a logical progression of ideas.</p> |
| <p>Mechanics and APA: 5%</p> | <p>The paper is nearly error-free, reflecting clear understanding of mechanics and APA and thorough proofreading.</p> | <p>The paper contains occasional grammatical errors and questionable word choice.</p> | <p>Errors in grammar and punctuation are frequent, but spelling has been proofread.</p> | <p>The paper contains frequent errors in spelling, grammar, and punctuation.</p> |

EDLE Participation Rubric

| | Exceeds Expectations | Meets Expectations | Approaching Expectations | Falls Below Expectations |
|--|--|---|---|---|
| Attendance | Exemplary attendance, no tardies. | Near perfect attendance, few tardies. | Occasional (1-3) absences or tardies. | Frequent (>3) absences or tardies. |
| Quality of Questions, Interaction | 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, and directions or for help with little specificity. Little discussion of ideas. | Rarely asks questions of any quality. |
| Effort | 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. | Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others. | Actively avoids involvement when possible. Complains about others. Has large set of excuses. |
| Engagement | 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. |