

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT  
Ph.D. IN EDUCATION PROGRAM**

**EDUC802, Section 002, Fall 2010  
Leadership Seminar**

**Instructor:** Robert G. Smith

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**Office hours:** Tuesdays and Wednesdays, 1:00-4:00 p.m. or by appointment

**Schedule Information**

**Location:** Krug Hall, 205

**Meeting times:** 4:30-7:10 p.m., 8/31/10-12/07/10

**Catalog Course Description: EDUC 802 (3:3:0)**

Intensive study of leadership, emphasizing decision and change processes, and assessment and development of leadership skills.

**Nature of Course Delivery**

A variety of instructional methods are used in this course, including large-and small-group instruction, cooperative learning activities, media use, guest practitioner presentations, group presentation, individual research, case studies, simulations, and written and oral assignments.

**General Goals**

*Content*

This class is intended to provide students with an opportunity to explore meanings of leadership in schools and other organizations; leaders' role in change; and ways leaders make sense of the organizations they lead. 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.

*Teaching and Learning*

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage high quality, ethical leadership. 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 scholar leaders. Students are expected to:

- a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
- b. lead class when called upon to do so and prepare diligently for class leadership;
- c. participate actively in class discussions in a manner that challenges the best thinking of the class; and
- d. 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. It is therefore 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 will:

- Analyze the concept of leadership in a variety of forms, venues, and styles.
- Understand the evolution of philosophical orientations that have defined the concept of leadership.
- Practice writing with cogency about leadership and related academic issues.
- Identify individual orientations and dispositions associated with effective leadership of others in the broader education community.

**Student Outcomes**

At the conclusion of this course, successful students should be able to:

- Connect major leadership theories, and apply these to the understanding of real-world puzzles associated with leadership practice;
- Analyze leadership issues using four major theoretical frameworks for analyzing organizational behavior and outcomes;
- Articulate their beliefs about leadership, and relate these to their vision of effective leadership;
- Articulate the leadership role(s) they aspire to take during and at the conclusion of their program of study.

**Relationship of Course Goals to Program Goals** As a General Culture course in the Ph.D. in Education Program, EDUC 802 is intended to develop students' scholarly abilities and perspectives. In that vein, it helps to develop students' capacity to conduct independent research by the time they complete course work in the Program. **Course Materials Required Texts:** Bolman, L.G., & Deal, T.E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

Burns, J.M. (1978). *Leadership*. New York: HarperCollins. Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass. *Recommended Texts:* American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, D.C.: Author. Gardner, H. (2006). *Changing minds: The art and science of changing our own and other people's minds*. Cambridge, MA: Harvard Business School Press. Glass, G.V. (2008). *Fertilizers, pills, and magnetic strips: The fate of public education in America*. Charlotte, NC: Information Age Publishing, Inc. The required and recommended texts are available in the GMU Bookstore in the Johnson Center.

#### *Other Required and Recommended Readings*

Required and recommended readings are listed in the tentative schedule below. Required readings may be accessed on Taskstream.

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

Online access is vital for the potential distance learning aspects of the course and is important if we experience a university shutdown because of the weather or other problems. **All students are 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 we will communicate from time to time. 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** *General Expectations* Consistent with expectations of the Ph.D. in Education Program, grading is based heavily on student performance on written assignments. Overall, written work will be assessed using the following broad criteria:

1. application of concepts reflected in class discussion and readings;
2. original thinking and persuasiveness; and
3. clarity, concision and organization.

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows: *Written Assignments: 85 Points*

Four papers are required in this course, one of which is written as a small group. I expect students to edit their papers carefully, meaning that two or more drafts will be necessary to create a well-polished final product. There will be opportunities in class to engage in peer review of written work. To take full advantage of this

review, students must come to class with complete drafts on the dates indicated in the tentative class schedule. *Class Participation: 15 Points* Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. 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. *Submitting Written Work* 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. Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. I recognize that sometimes emergencies arise, so I allow papers to be submitted **up to 48 hours late**. I will not assess a paper submitted more than 48 hours late and the student will earn a zero for that assignment. Papers due on a day when you are absent must be submitted via TaskStream by the due date. Rewrites: Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.6 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. The re-write option is not available for papers submitted more than 48 hours late for the first submission. *Grading Scale:*

A+	100	A	95-99	A-	90-94	B+	
87-89	B	83-86	B-	80-82	C	75-79	F

0-74 **College of Education and Human Development Statement of Expectations**

- Students are expected to exhibit professional behavior and dispositions.  
<http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>
- Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/> for the full honor code
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

**Tentative Weekly Schedule (subject to change)**

Class #	Date	Topics	Reading/Writing Assignments
1	8/31	Introductions NGT inventory of needs and apprehensions Course expectations and procedures A review of leadership theories	Vroom, V. H. & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i> , 62, 17–24. doi: 10.1037/0003066X.62.1.17
2	9/ 7	Leadership: Power and Moral Purpose Preparing for Paper #1	Burns, Prologue-Part I (1-46) Fullan, Preface – Chapter 2 (v-29)
3	9/14	Origins of Leadership	Burns, Part II (49-137)
4	9/21	Change and Relationships Jigsaw: Leadership that gets results Clocking Procedure for peer review of Personal Best paper	Fullan, Chapters 3 –4 (31-76) Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i> , 78 (2), 78-90. Draft of Personal Best
	9/24		<b>Paper #1: Personal Best due</b>
	9/ 28	Critique of Fullan’s model Talk Around: Analysis of Sternberg’s Model Group Work: Preparing for Paper #2	Fullan, Chapters 5-7 (77-137) Sternberg, R.J. (2008). The WICS approach to leadership: Stories of leadership and the structures and processes that support them. <i>The Leadership Quarterly</i> , 78 (2), 78-90.
6	10/ 5 10/12	Transforming Leadership <b>Columbus Day Recess: No Class</b>	Burns, Part III, (141-254)
7	10/19	Peer Review of Leadership Cases Group Investigation: The Effects of School Leadership Behaviors Preparing for Paper #3 Formative evaluation of class	Draft of Leadership Case Read one of the following : Heck, R. & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. <i>American Educational Research Journal</i> , 46, 659- 689. doi: 10.3102/0002831209340042 Leithwood, K. (2005). Understanding successful principal leadership: Progress on a broken front. <i>Journal of Educational Administration</i> , 43, 619-629. doi 10.1108096782305106257 19 Hord, S.M. & Hall, G.E. (1987). Three images: What principals do in curriculum

**Paper #1: Personal Best 20 Points Due Friday, September 24, 2010 via TaskStream Rationale** Students in the doctoral program come from a variety of disciplinary backgrounds, and have a variety of professional interests. To discover attributes of effective leadership in these varied disciplines, and perhaps some attributes that effective leaders share across disciplines, we will borrow a research activity from a classic leadership work. **Process** This assignment borrows from James Kouzes and Barry Posner's book, *The Leadership Challenge*. As a part of their studies of leaders and followers, they asked leaders to write a **personal best case**, which they then discussed to discover themes about leader behavior. For this paper, identify one person who works in your specialization who you believe to be an effective leader. Interview this person about a **personal best** experience involving **leadership**. Some questions included in the K&P study included the following:

- What characterized the situation? Who was involved? Where and when did it take place? Who initiated the situation?
- What motivated you to get involved? How did you challenge yourself and others?
- How did you build enthusiasm and excitement? How did you involve others and foster collaboration? How did you build trust and respect?
- What principles and values guided you and others? How did you set an example?

**Product** The first part of this paper is the personal best description, which you should write-up based on your interview. Include a brief description of your method for learning about the personal best case (i.e., how you chose the participant, whether or not you interviewed her/him, etc.). To complete the paper, use the leadership model Fullan presents in chapter 1 of his book as an analytic tool to examine the case. In Fullan's terms, in what ways did this leader excel in the situation you described above, and what leadership attributes or behaviors most contributed to making this a "best?" Finally, in conclusion, what lessons did **you** learn about leadership in your specialization from analyzing the experience, and how useful did you find the Fullan model as a tool for analysis? **Structure your paper in the following way:**

1. Write an introductory paragraph that starts out broadly and narrows down to a one-sentence thesis that is the last sentence of the paragraph. Your thesis states your main argument (i.e., what you plan to demonstrate or prove in your paper).
2. Write each body paragraph such that the topic sentence relates directly to your thesis and that the significance of the paragraph in terms of your thesis is clear.
3. Conclude with a paragraph that begins with your re-worded thesis and broadens out to explain what you learned and the usefulness of the Fullan model.

This is a short paper (6 +/- pages), which must conform to APA format in all respects. Come to class prepared to **share** your case!



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6	10/5 10/12	Transforming Leadership <b>Columbus Day Recess: No Class</b>	Burns, Part III, (141-254)
7	10/19	Peer Review of Leadership Cases Group Investigation: The Effects of School Leadership Behaviors Preparing for Paper #3 Formative evaluation of class	Draft of Leadership Case Read one of the following : Heck, R. & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. <i>American Educational Research Journal</i> , 46, 659- 689. doi: 10.3102/0002831209340042 Leithwood, K. (2005). Understanding successful

**Personal Best Assessment Rubric**

**Classroom Research Conducted by Students** “Classroom research” usually takes the form of within-course assignments that are intended to provide students an opportunity to practice various research methods such as interview, observation, and survey techniques, as well as data analysis. Classroom research projects are often limited in scope and time (e.g., within one academic semester), and do not lead to generalizable knowledge. Such projects should not put the subjects at more than minimal risk, and data generated as a result of such projects must be recorded confidentially by the students (i.e., with no names, social security or I.D. numbers, or any other codes that can be linked to a list of names). Classroom research projects are considered "classroom exercises" and are not subject to review by the HSRB. They do not require review unless the student researcher or faculty supervisor anticipates publishing the results or presenting the research at a professional meeting.

**Standards of Ethical Research for Classroom Research** Regardless of the status of our work (i.e., it is not considered “research” under federal guidelines), standards of ethical research are still quite relevant. Federal policy (**the Common Rule**) is designed to ensure minimal standards for the ethical treatment of research subjects. The major goal is to limit harm to participants in research. That means that no one should suffer harm just because she or he became involved as subjects or respondents in a research project. ETHICAL RESEARCH rests on three principles:

- RESPECT for persons’ autonomy, meaning the researcher gives adequate and comprehensive information about the research and any risks likely to occur, understandable to the participant, and allows the participant to voluntarily decide whether to participate.
- BENEFICENCE, meaning the research is designed to maximize benefits and minimize risks to subjects and society.
- JUSTICE, meaning that the research is fair to individual participants and does not exploit or ignore one group (e.g., the poor) to benefit another group (e.g., the wealthy). (cf: [The Belmont Report](#))

Research produces benefits valued by society. Regulatory oversight seeks to ensure that any potential harm of the research is balanced by its potential benefits. The nature of this project does not involve any circumstances that could harm an individual involved, though procedures to ensure confidentiality are warranted. We will not ask participants to sign a formal informed consent document, although you should be aware that informed consent is a process, not a piece of paper. As such, you are expected to adhere to the following guidelines:

- Identify yourself as a GMU student who is performing an activity to fulfill a course requirement. Identify the course specifically.
- Provide the name of the supervising faculty member to contact for questions.
- Identify how you will record notes from the conversation, and provide assurance that you are the only person who will have access to these data. (DO NOT record the name of the interviewee on any written document; assign a pseudonym.)
- Discuss the process you will follow with the participant (i.e., you will conduct the interview using a set of questions, which you may share; you will record notes to use as evidence in the write up of their case;

you will use this case as data to analyze in a paper about leadership behavior; you may include some illustrative quotes or paraphrased comments in your paper, but will not use their name or the name of the school or work setting). The paper will be shared only with the instructor and possibly students in this class. Research notes will not be shared.

- Participants must be informed that their participation is completely voluntary, that they can skip any questions they do not wish to answer, and that they can stop answering questions at any time.

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1	8/31	Introductions NGT inventory of needs and apprehensions Course expectations and procedures A review of leadership theories	Vroom, V. H. & A.G. (2007). of the situation in leadership. <i>American Psychologist</i> , 62, 1' doi: 10.1037/0003 066X.62.1.17
2	9/ 7	Leadership: Power and Moral Purpose Preparing for Paper #1	Burns, Prologue-Pa (1-46) Fullan, Pre Chapter 2 (v-29)
3	9/14	Origins of Leadership	Burns, Part II (49-1
4	9/21	Change and Relationships Jigsaw: Leadership that gets results Clocking Procedure for peer review of Personal Best paper	Fullan, Chapters 3 - (31-76) Goleman, D. (2000 Leadership that get results. <i>Harvar Business Review</i> , 7, 78-90. Draft of Pers Best
	9/24		<b>Paper #1: Persona due</b>
	9/ 28	Critique of Fullan's model Talk Around: Analysis of Sternberg's Model Group Work: Preparing for Paper #2	Fullan, Chapters 5- (77-137) Sternber (2008). The WICS approach to leadership: Stories leadership and the structures and processes that supp them. <i>The Leadersl Quarterly</i> , 78 (2), 7
6	10/ 5 10/12	Transforming Leadership <b>Columbus Day Recess: No Class</b>	Burns, Part III, (14
7	10/19	Peer Review of Leadership Cases Group Investigation: The Effects of School Leadership Behaviors Preparing for Paper #3 Formative evaluation of class	Draft of Leadership Read one of the fol : Heck, R. & Hallin (2009). Assessing t contribution of dist leadership to schoo improvement and g in math achieveme <i>American Educatio Research Journal</i> , 4 659- 689. doi: 10.3102/00028312( 42 Leithwood, K. (. Understanding succ principal leadership Progress on a broke <i>Journal of Educatio Administration</i> 43

EDUC  
802—Student  
Class Project

**Paper #2: Leadership Case 20 Points Due Friday, October 22, 2010 via TaskStream 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 describe some of these situations thoroughly as cases for analysis in leadership education and development. **Process** With a small number of collaborators (ideally peers who share your interests in leadership in your specialization), you will be crafting a case involving a leader's role in organizational change. 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 (on APA-formatted cover page)
- **Abstract** - A short 100 word abstract describing the topic(s) of the case and a brief synopsis of the case. (The abstract is not included in the word limit.)
- **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 a one (1) page "Teaching Notes" that outlines how the material might be used in professional preparation programs for leaders. (Not included in the word limit.)
- **References** - References should follow the style in the fourth edition of the *Publication Manual of the American Psychological Association*. (Not included in the word limit.)

The paper must not exceed 2,000 words, the limit set by JCEL.

Class #	Date	Topics	Reading/Writing Assignments
1	8/31	Introductions NGT inventory of needs and apprehensions Course expectations and procedures A review of leadership theories	Vroom, V. H. & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i> , 62, 17–24. doi: 10.1037/0003066X.62.1.17
2	9/ 7	Leadership: Power and Moral Purpose	Burns, Prologue-Part I (1-46)
3	9/14	Preparing for Paper #1	Fullan, Preface – Chapter 2 (v-29)
4	9/21	Origins of Leadership	Burns, Part II (49-137)
		Change and Relationships	Fullan, Chapters 3 –4 (31-76)
		Jigsaw: Leadership that gets results	Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i> , 78 (2), 78-90.
		Clocking Procedure for peer review of Personal Best paper	Draft of Personal Best
	9/24		<b>Paper #1: Personal Best due</b>
	9/ 28	Critique of Fullan’s model	Fullan, Chapters 5-7 (77-137)
		Talk Around: Analysis of Sternberg’s Model	Sternberg, R.J. (2008). The WICS approach to leadership: Stories of leadership and the structures and processes that support them. <i>The Leadership Quarterly</i> , 78 (2), 78-90.
		Group Work: Preparing for Paper #2	Burns, Part III, (141-254)
6	10/ 5	Transforming Leadership	
	10/12	<b>Columbus Day Recess:</b>	
		<b>No Class</b>	
7	10/19	Peer Review of Leadership Cases	Draft of Leadership Case
		Group Investigation:	Read one of the following

### Leadership Case Assessment Rubric

**Paper #3 Book Review of *Fertilizers, Pills, and Magnetic Strips* OR *Changing Minds: The Art and Science of Changing our Own and Other People's Minds* 20 Points Due Friday, November 19, 2010 via TaskStream Rationale** One skill that is important to doctoral work is 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 Glass's *Fertilizers, Pills, and Magnetic Strips* or Gardner's *Changing Minds: The Art and Science of Changing our Own and Other People's Minds* from the perspective of a leader in your field. This paper has dual goals: To help you hone your skills in summarizing and analyzing literature, and to practice communicating this in writing to an academic audience. **Process** Think about how the book you have chosen contributes to the knowledge base, the technical soundness of the work, and its contribution to your understanding of issues involving leadership in your specialization. (Ask yourself: In what ways does this book help leaders in my field?)

As a guide, structure your review as if you were planning on submitting it to an academic journal such as the *Education Review*, an online journal of book reviews (<http://edrev.asu.edu/>). **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: How useful was the book, and to whom? Touch on questions such as:

- 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 believe should have been addressed?
- Would you recommend the book to others? To whom? Why?

The review should not exceed eight (8 +/-) typewritten, double-spaced pages. (As a guideline, the summary of the book itself should be about a third of the paper.)

Class #	Date	Topics	Reading/Writing Assignments
1	8/31	Introductions NGT inventory of needs and apprehensions Course expectations and procedures A review of leadership theories	Vroom, V. H. & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i> , 62, 17–24. doi: 10.1037/0003066X.62.1.17
2	9/ 7	Leadership: Power and Moral Purpose	Burns, Prologue-Part I (1-46) Fullan, Preface – Chapter 2 (v-29)
3	9/14	Preparing for Paper #1	Chapter 2 (v-29)
4	9/21	Origins of Leadership	Burns, Part II (49-137)
	9/21	Change and Relationships	Fullan, Chapters 3 –4 (31-76)
	9/24	Jigsaw: Leadership that gets results	Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i> , 78 (2), 78-90. Draft of Personal Best
	9/ 28	Clocking Procedure for peer review of Personal Best paper	<b>Paper #1: Personal Best due</b>
		Critique of Fullan’s model	Fullan, Chapters 5-7 (77-137)
		Talk Around: Analysis of Sternberg’s Model	Sternberg, R.J. (2008). The WICS approach to leadership: Stories of leadership and the structures and processes that support them. <i>The Leadership Quarterly</i> , 78 (2), 78-90.
		Group Work: Preparing for Paper #2	Burns, Part III, (141-254)
6	10/ 5	Transforming Leadership	
	10/12	<b>Columbus Day Recess:</b>	
		<b>No Class</b>	

**Book Review Assessment Rubric**



**Paper #4: Personal Platform of Beliefs 20 Points Due Friday, December 3, 2010 via TaskStream Rationale** This exercise is derived from the Maine School Leadership Network, which developed the Platform of Beliefs exercise as a tool they use with leaders as a way of helping them identify the core beliefs that form the foundation of their decision-making and professional practice. We believe that it is important for you to identify and reflect on such beliefs as doctoral students.

**Process** Each person approaches a reflective exercise like this somewhat uniquely, based on past experiences, knowledge, and hopes for the future. To create your platform, consider the following as guiding questions:

- Identify three or so core beliefs that are important to you based on your examination of leadership this term.
- For each of these, explain why each belief is important, and how it relates to the other beliefs.
- Then for each belief, expand on it by including a few principles that describe what the belief means and how it appears in practice. What are people actually doing when this belief is manifested in behaviors?

**Products** Your Platform of Beliefs is a work in progress; as you progress in the program and in your leadership practice, you will return to it and continue to reflect on what it means to you to lead. The platform should include the following:

- Your core beliefs about effective leadership (situated in your area of specialization), with an explanation of why each belief is important; and
- Your specific leadership goals as a doctoral student.
- A discussion of how your beliefs and goals are grounded in theory and/or research.

This is a short reflection (3-4 pages), which must conform to APA format.

Class #	Date	Topics	Reading/Writing Assignments
1	8/31	Introductions NGT inventory of needs and apprehensions Course expectations and procedures A review of leadership theories	Vroom, V. H. & Jago, A.G. (2007). The role of the situation in leadership. <i>American Psychologist</i> , 62, 17–24. doi: 10.1037/0003066X.62.1.17
2	9/ 7	Leadership: Power and Moral Purpose Preparing for Paper #1	Burns, Prologue-Part I (1-46) Fullan, Preface – Chapter 2 (v-29)
3	9/14	Origins of Leadership	Burns, Part II (49-137)
4	9/21	Change and Relationships Jigsaw: Leadership that gets results Clocking Procedure for peer review of Personal Best paper	Fullan, Chapters 3 –4 (31-76) Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i> , 78 (2), 78-90. Draft of Personal Best
	9/24		<b>Paper #1: Personal Best due</b>
	9/ 28	Critique of Fullan’s model Talk Around: Analysis of Sternberg’s Model Group Work: Preparing for Paper #2	Fullan, Chapters 5-7 (77-137) Sternberg, R.J. (2008). The WICS approach to leadership: Stories of leadership and the structures and processes that support them. <i>The Leadership Quarterly</i> , 78 (2), 78-90.

**Platform of Personal Beliefs Assessment Rubric**

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		9/21		Paper #1 Personal Best

**Participation Rubric 15 points**