

**GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program**

**EDUC 802, Section 002, Spring 2010
Leadership Seminar**

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Schedule Information

Meeting Times: Thursdays, 7:20 pm – 10:00 pm

All students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

Location: Krug Hall 3

Course Description

EDUC802 – Leadership Seminar – Credits 3, Prerequisites: Admission to the PhD Program. *Intensive study of leadership, emphasizing decision and change processes, and assessment and development of leadership skills.*

Course Objectives

This course is one of three “general culture” classes in the doctoral program. Students taking this class 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.

General Goals

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.

Nature of course delivery

We will engage in a variety of learning activities in class, including exercises, debates, oral presentations, and analyses of cases. Students will serve as critical friends for each other, including providing periodic feedback on written assignments. Consistent with what we know about effective leadership practice, students will have a chance to exercise leadership in the context of preparing at least one group assignment.

The activities and assignments devised for this semester focus on connecting theory to practice. Since an important component of any leader's learning involves balancing action and reflection, [and because this is a critical proficiency for doctoral students, as well], assignments will emphasize using theory as a lens for reflecting on leadership practice, and on sharing thoughts and opinions about the ways leaders impact the organizations in which they work.

In addition, each class will mirror as much as possible effective leadership practice and will reflect good management. We will:

- start and end on time;
- maintain and follow a written agenda for each class;
- listen first to understand, then seek to be understood; and
- work toward common goals in a professional and cordial manner.

We will work together to create a classroom climate that approximates what we know about effective leadership dispositions and the attributes of learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:

- Come fully prepared to each class;

- Demonstrate appropriate respect for one another;
- Voice concerns and opinions about class process openly;
- Recognize and celebrate each other's ideas and accomplishments;
- Show an awareness of each other's needs.

Course Materials

Required and optional books:

- Bolman, L. & Deal, T. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed.). San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- 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. (2008). *Fertilizers, pills & magnetic strips: The fate of public education in America*. Charlotte, NC: Information Age Publishers. (recommended)
- The American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). Washington, D.C.: American Psychological Association. (recommended)

Outside-of-Class Resources:

Online access is vital for the distance learning aspects of the course and is important if we experience shutdowns because of the weather or other problems. **All students are required to activate and monitor their GMU e-mail accounts.** You will need to be fully competent to send and receive e-mail messages **with attachments**. If your computer at school/work or home has spam or pop-up blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use Taskstream (<http://www.taskstream.com>) as part of this course to submit papers and access information posted for the course and for communication from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment. All students should 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. **If you must be absent, please notify me by e-mail or phone.**

General Expectations

Assessment 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
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 and small group discussions. The overall weights of the various performances are as follows:

Class participation [10 points]

Students are expected to participate actively in class discussions (in class and online), in group activities, and in serving as critical friends to other students. Additionally, small groups will periodically “co-teach” as we move into work on the various leadership and organizational theorists.

Attendance is one component of “participation” (see rubric at end of this syllabus). 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.

Written assignments [90 points]

Several different types of assignments will be completed during the semester. Each assignment relates to the application of theory in school or other organization settings. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

Papers are due as indicated on the reading schedule that follows. **ALL ASSIGNMENTS** must be submitted electronically, and will be graded 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.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. **I will not accept any written assignments after the due date.**¹

Rewrites: Time permitting, and at my discretion, students may revise and re-submit papers (other than the final paper) to improve their performance. (Students with a grade of 3.5 or higher are discouraged from resubmitting.) Such revisions are due **not later than one week after receiving feedback on the previous draft.** I may re-consider an assignment

¹ At my discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated.

grade, but I will not negotiate grades with students. If you wish to discuss your work, I am willing to do so at a time of mutual convenience.

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

- 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 or call 703-993-2474 to access the DRC.

Proposed class schedule:

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.

	Topic	Required Readings
Jan. 21	Introduction & <ul style="list-style-type: none"> • Overview – Leadership, change, & organizations • Discussion: If you could ask just 1 question to discover another person’s potential to be a leader.... 	Robinson et al., <i>The impact of leadership...</i> Charles Perrow, <i>The short and glorious history of organizational theory</i>

	Topic	Required Readings
Jan. 28	<p>Theory, research & practice</p> <ul style="list-style-type: none"> • Characteristics of successful doctoral students • Morgan: Theory, research & puzzle solving (jigsaw) <p>Field trip: Connecting what we're doing to your goal</p>	<p>ASQ Forum: -Sutton & Staw, <i>What theory is not</i>; -DiMaggio, <i>Comments on what theory is not</i>.</p>
Feb. 4	<p>Leadership theory - from <i>classical</i> to <i>transformational</i> to <i>distributive</i></p>	<p>Bolman & Deal (B&D), Part 1</p> <p>Fullan, chapters 1, 2</p> <p>Analysis: Personal Best case</p>
Feb. 11	<p>Exploration: What kind of leadership do we need for today's schools?</p> <ul style="list-style-type: none"> • Causal modeling: How do leaders impact instruction? • Distributing leadership... [CO-TEACHING] 	<p>Harris (2008) – <i>Distributed leadership according to the evidence</i>.</p> <p>Leithwood et al., (2004) -- <i>How school leaders impact instruction</i>.</p> <p>Waters & Grubb (2004) – <i>Leading schools...</i></p> <p>[Leithwood (2005) – <i>Understanding successful principal leadership...</i>]</p>
Feb. 18	<p>Electronic assignment: Read <i>The Prince</i>, chapters 15-23 (available online), and post a response to the following online: <i>Are there circumstances under which Machiavelli's definition of power or leadership would be most appropriate for a leader? Why or why not?</i> Peruse others' responses, as well, and post comments.</p>	
Feb. 25	<p>The leader's role in change</p> <ul style="list-style-type: none"> • Theories of change • Case analysis: Gillian [CO-TEACHING] 	<p>Fullan, chapter 3</p>
March 4	<p>Take a break from theory: Developing your change case</p>	<p>Book Review: <u>Changing Minds</u></p>

	Topic	Required Readings
March 11	Spring Break	
March 18	Ways of seeing organization and leadership - Structural Frame <ul style="list-style-type: none"> • Taylor: Scientific Management (Film: Clockwork) • Weber: Bureaucracy • Mintzberg: Structure in five's [CO-TEACHING]	B&D: Part 2 Rowan: <i>Commitment and control...</i> (TS)
March 25	Ways of seeing organization and leadership - Human Resource Frame <ul style="list-style-type: none"> • MacGregor: Theory X and Theory Y • Maslow [CO-TEACHING]	B&D: Part 3 Fullan, chapter 4
April 1	Take a break from theory: Finalizing your change case	Group paper: Leadership Case
April 8	Ways of seeing organization and leadership - Political Frame <ul style="list-style-type: none"> • French & Raven: Bases of social power • Resource dependence theory [CO-TEACHING]	B&D: Part 4 Fullan, chapter 5
April 15	Ways of seeing organization and leadership – Symbolic Frame <ul style="list-style-type: none"> • Schein: Leadership & Culture • Institutional & neo-institutional theory • Martin: Three faces of culture [CO-TEACHING]	B&D: Part 5

	Topic	Required Readings
April 22	Reframing leadership & change	B&D: Part 6 (chapters 15, 17, 20) Fullan, chapter 6, 7 Analysis: Reframing Leadership case
April 29	Wrap-up discussion: Leading to make a difference?	Personal Platform of Beliefs

Assignments

(1) Personal Best (20%)

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 in your specialization who you believe to be an effective leader, and interview this leader about his or her leadership best. 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, and 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 case description, which you should write-up based on your interview. 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 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 show 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 the greater implications of your paper.

This is a short paper (6 +/- pages), which should be typewritten, double-spaced with ample margins. Come to class prepared to **share** your case!

<i>Criteria:</i>	4 exceeds expectations	3 meets expectations	2 approaching expectations	1 falls below expectations
Thesis & introduction (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.	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 method (10%)	The paper includes a brief but thorough description of the method, including a discussion of the subject interviewed; interview process; and analysis.	The paper includes a brief description of method, but details on some aspects of how the study was conducted are unclear.	The paper includes some discussion of method, but details on one or more aspect of how the study was conducted are omitted.	The methods section is omitted or wholly inadequate.
Description of personal best case (25%)	The case is described thoroughly, including an accounting of the "personal best" situation and details about why this was selected as a personal best case.	The case is described thoroughly, but detail is lacking on why the case represents a "personal best"	Description of the case is incomplete or poorly constructed	Description of the case is largely missing or wholly inadequate.
Case analysis (30%)	Fullan's model is summarized and then used to thoroughly assess how the case exemplifies effective leadership.	Fullan's model is used adequately to assess how the case exemplifies effective leadership.	Analysis is weak or incomplete, or superficially considers the Fullan model.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
Conclusion, implications (15%)	Clear and specific lessons are derived from the case relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice.	General lessons are presented relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice.	Lessons relating to the candidate's experiences and future leadership development are superficial	Lessons learned and implications of the case are largely missing or wholly inadequate.
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

(2) Book Review: Changing Minds (20%)

Rationale

One skill that is important to doctoral work is being able to analyze and critique 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 Gardner's Changing 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 this literature, and to practice communicating this in writing to an academic audience.

Process

Carefully read the book, with an eye toward understanding the contribution the work makes to the knowledge base and the technical soundness of the work and its contribution to your understanding of issues involving leadership in your specialization. [So, for instance, your eye should be guided by the question: How and 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/>). [In fact, it is my hope that one or more of you might consider actually submitting your review – I checked, and it has not yet been reviewed there.]

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 feel should have been addressed?
- Would you recommend the book, and 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.]

	Exceeds Expectations (4 points)	Meets Expectations (3 points)	Approaching Expectations (2 points)	Falls Below Expectations (1 point)
<u>Introduction (15%)</u> Introduction orients the reader to the purpose of the paper and introduces the book you are reviewing.	Introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	Introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	Introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of paper.	Introduction is either missing or insufficient; there is little consideration of reader's perspective.
<u>Summary of book (20%)</u> Review includes a brief summary of the contents of the book to help situate the reader	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.	Description of the book is largely ignored or wholly inadequate.
<u>Evaluation of the book (40%)</u> Review includes an evaluation of the merits of the book	An evaluation of the book is presented, discussing most of the evaluative questions outlined in a coherent and convincing manner.	An evaluation of the book is included that adequately touches on many of the important evaluative questions outlined.	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 (15%)</u> Paper closes with a restatement of the thesis, a brief summary of the review, and a recommendation to future readers.	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.	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 discernable conclusion.
<u>Organization of paper (5%)</u>	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
<u>Mechanics (5%)</u>	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

(3) Group paper: Leadership case (15%)

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

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
- ***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 a one (1) page "Teaching Notes" that outlines how the material might be used in professional preparation programs for leaders.
- ***References*** - References should follow the style in the fourth edition of the *Publication Manual of the American Psychological Association*.

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.]

<i>Criteria:</i>	4 exceeds expectations	3 meets expectations	2 approaching expectations	1 falls below expectations
Abstract (15%)	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 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.
Text of case (40%)	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
Teaching notes (25%)	A well thought out single page of teaching notes is provided, suggesting sound approaches on how the case may best be used to develop effective leadership in the specialization	A page of teaching notes is provided, suggesting approaches on how the case may best be used to develop effective leadership in the specialization	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.
References (10%)	Complete & nearly error-free, which reflects clear understanding APA format.	Missing one or more references, and/or minor APA errors.	Missing multiple references and/or difficulty conforming to APA rules.	Frequent omissions and errors in APA format.
Organization of case (5%)	Case is powerfully organized and fully developed	Case includes logical progression of ideas aided by clear transitions	Case is rough; writing is unclear and/or lacks transitions	Case is virtually impossible to understand; it lacks logical progression of events or ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

(4) Reframing leadership case (20%)

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 the last paper, using **multiple frames**.

Process

This paper builds on your group paper, which provides the **case description** you will 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 (or better put, which analytic frame might be best used to “fit” the case description)? 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 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 -- these may provide you with the best opportunities to see different things in the same case.

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, develop and 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 leaders in your field.

This is a longer paper (8-10 pages) than the others assigned in this class. It should be typewritten, double-spaced with ample margins.

<i>Levels:</i>	4 exceeds expectations	3 Meets expectations	2 approaching expectations	1 falls below expectations
<i>Criteria:</i>				
Thesis & introduction (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.	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.
BRIEF description of case (15%)	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
Case analysis – Framing (20%)	The frame used to initially describe 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 frame used to initially present 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 the frame to the analysis	Analysis is unrelated to the case, is largely missing or wholly inadequate
Case re-analysis – Reframing -- (20%)	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
Conclusion & implications (15%)	Specific lessons for leaders in your specialization 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
Support (10%)	Specific, developed ideas and/or evidence from theory or research are used to support analysis	Supporting theory or research used to support analysis lacks specificity or is loosely developed	Uses some supporting ideas and/or evidence in analysis of case	Few to no solid supporting ideas or evidence
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

(5) Personal platform of beliefs – 15 %

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 practices. 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.

This is a short reflection (3-4 pages), which should be typewritten, double-spaced with ample margins.

<i>Criteria:</i>	4 exceeds expectations	3 meets expectations	2 approaching expectations	1 falls below expectations
Description of core beliefs (40%)	The platform includes a clear and thorough description of your core beliefs about effective leadership in your specialization.	The platform includes a description of core leadership beliefs that are at least loosely related to leadership in your specialization.	The platform includes description of at least some leadership beliefs, but these are generic or somewhat vague	Core beliefs are missing or so poorly stated that they are hard to discern
Reflection on importance (20%)	The platform includes a clear and thorough reflection on why these beliefs are important to you personally, and/or to leaders in your specialization field.	The platform includes a reflection on why these beliefs are important that at least loosely relates to your core beliefs.	The reflection on why these beliefs are important is evident, but vague or insufficient in detail.	The reflection is missing, poorly developed, or hard to connect to the beliefs presented.
Delineation of goals (20%)	The platform includes specific, well thought out leadership goals to guide your development as a doctoral student (and beyond)	Leadership goals for doctoral study are presented.	Leadership goals are evident, but they are poorly developed or vague	Goals are missing or so poorly stated that they are hard to discern
Support (10%)	Specific, developed ideas and/or evidence from theory or research are used to support your platform	Supporting theory or research is used to support some elements of the platform but is weakly developed in spots	Platform uses supporting ideas and/or evidence sparsely, or includes claims that are weakly supported by available evidence	Few to no solid supporting ideas or evidence, or inclusion of claims that are directly contradictory to available evidence
Organization of paper (5%)	Paper is powerfully organized and fully developed	Paper includes logical progression of ideas aided by clear transitions	Paper includes brief skeleton (introduction, body, conclusion) but lacks transitions	Paper lacks logical progression of ideas
Mechanics (5%)	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Class Participation Rubric (10%):

	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 1
Attendance	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (2-3) 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, 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.	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.
Preparedness	Comes well prepared for class; assigned readings are completed and class material reviewed thoroughly beforehand.	Generally prepared for class; most assigned readings are completed and class material is in hand and reviewed.	Occasionally unprepared for class, with readings not completed and/or material for class missing or not reviewed.	Generally unprepared for class. Seldom does reading in a timely fashion. Often without class materials.
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.