

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

**EDUC 802, Section 003, Fall 2011
Leadership Seminar**

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By leadership, I mean influencing others' actions in achieving desirable ends. Leaders are people who shape the goals, motivations, and actions of others. Frequently they initiate change to reach existing and new goals . . . Leadership . . . takes . . . much ingenuity, energy and skill. Managing is maintaining efficiently and effectively current organizational arrangements. While managing well often exhibits leadership skills, the overall function is toward maintenance rather than change. I prize both managing and leading and attach no special value to either since different settings and times call for varied responses. (Cuban, 1988, p. xx)

Schedule Information

Location: Science and Technology II, room 258
Meeting times: Thursdays, August 30 – December 6, 7:20 – 10:00 p.m. All students are expected to attend every class session. If you have a personal problem that will prevent you from attending class, please contact me by telephone or e-mail ahead of time.

Course Description: EDUC 802 Leadership Seminar (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 presentations, case studies, simulations, and written and oral assignments.

Program vision: *The Education Leadership Program is dedicated to improving the quality of pre-K – 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.*

Content

This class is intended to provide students with an opportunity to explore meanings of leadership in schools and other organizations; leaders' roles 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. Furthermore, students will view contemporary issues in education through the prism of leadership theory and practice.

Process

One of the critical purposes of General Culture classes is to teach students how to write well at the doctoral level. As a result, I will read and assess all of the assignments for this course very carefully. Students will also have opportunities to receive peer feedback. I expect students to take peer and instructor feedback with an open mind and improve the quality and persuasiveness of their writing through the semester.

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 leaders, including the skills and motivation to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. Consequently, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. come fully prepared to each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about class process openly;
 - d. engage in genuine inquiry;

- e. recognize and celebrate each other's ideas and accomplishments;
- f. show an awareness of each other's needs; and
- g. **maintain strict confidentiality** regarding any information shared in the classroom.

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) to which they aspire 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* (4th ed.). San Francisco: Jossey-Bass.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Recommended:

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

One of the following three:

Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books.

Glass, G.V. (2008). *Fertilizers, pills, and magnetic strips: The fate of public education in America*. Charlotte, NC: Information Age Publishing, Inc.

Ravitch, D.R. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.

Classroom Materials

Additional readings will be made available electronically.

I expect all students to maintain a binder that contains all reading notes, class notes, student products, and class handouts.

Outside-of-Class Resources

Online access is vital for the distance learning aspects of the course and is important if we experience problems with the classroom facility. **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. I **strongly recommend** that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily.

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.

It is my expectation that all students have access to Microsoft Office. We will be using Word or an equivalent word processor for this course. If you do not have access to this software, you are required to obtain it within the first two weeks of the course. It is best to have the most recent version of the software.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

All students are expected to attend every class on time and to remain in class until it ends. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, you arrive late to multiple classes, and/or you leave class early multiple times, you will lose participation points.

General Expectations

Consistent with expectations of the Ph.D. in Education Program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with doctoral level analysis and writing. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. The quality of analysis, synthesis, and application

3. The ability to write in a clear, concise, and organized fashion

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

Class participation 10 points

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points. Students absent for their own group presentation will **lose participation points that cannot be made up.**

Written assignments 90 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 weekly schedule that appears below.

Submitting papers: All papers must be submitted **on time**, electronically via TaskStream. I will provide assessments of your work and specific feedback on your papers via TaskStream. TaskStream will be set up to allow submission of any given assignment only up until 12:00 midnight on the date it is due. All completed paper submissions are final and may not be revised at a later time.

Submitting drafts: As a way of helping you to achieve at a higher level, I will review drafts of your work that are submitted to me no later than the **Wednesday** prior to the due date. (Due dates are all on Sunday.) It is best for you to submit pieces of work (e.g., an introductory paragraph, a thesis statement, a sample table, a few paragraphs of analysis) because **I cannot review entire papers prior to all students making their final submissions.**

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. **I cannot accept late papers because of my heavy teaching load,** consequently TaskStream is set up to reject a paper that a student would attempt to submit late. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. ¹

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

Grading Scale

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

CEHD/GSE Expectations for All Students

The College of Education and Human Development (CEHD) and the Graduate School of Education (GSE) expect that all students abide by the following:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Weekly Schedule (Subject to Change)

Session	Topics	Reading/Writing Assignment
August 30	<ul style="list-style-type: none"> • Introduction • Syllabus review • Using TaskStream • Leadership—“What am I doing in this course?” • APA cover page and headings • Identifying advising needs • Preparing for Paper # 1 	
September 6	<ul style="list-style-type: none"> • Essential questions: <ul style="list-style-type: none"> ➤ What professional activity takes place outside of organizations? ➤ What changes in your organizations have occurred without leadership? • What is a model and what is it good for? <ul style="list-style-type: none"> ➤ Research ➤ Practice • Operationalizing Fullan 	Fullan, Preface – ch. 4
September 13	<ul style="list-style-type: none"> • Essential question: Is Fullan’s model actionable? • Peer editing Personal Best • Leadership strengths and needs in your worlds 	Fullan, chs. 5 - 7
Sunday, September 18		Paper # 1—Personal Best due
September 20	<ul style="list-style-type: none"> • Essential question: Why do organizations have disasters? • Sharing Personal Best cases • Analyzing the Columbia disaster • Defining “organizations” 	Langewiesche, “Columbia’s Last Flight” Bolman and Deal, Part One

Session	Topics	Reading/Writing Assignment
September 27	<ul style="list-style-type: none"> • Essential question: What are the strengths and pathologies of the organizations in which you work? • Differentiating types of leadership <ul style="list-style-type: none"> ➤ Who can transform the organization? ➤ Who are the instructional leaders? • Bounded rationality • Preparing for Paper # 2 	<p>Bolman and Deal, Part Two</p> <p>Robinson, Lloyd, & Rowe, “The Impact of Leadership on Student Outcomes”</p>
October 4	<ul style="list-style-type: none"> • Essential question: How do we balance the needs of people with the needs of the organization? • Maslow’s hierarchy • Douglas McGregor—Theory X and Theory Y • Kurt Lewin on change • Weisbord and making sense of human relations 	<p>Bolman and Deal, Part Three</p>
October 11	Class does not meet. Monday classes meet on Tuesday	
October 18	<ul style="list-style-type: none"> • Essential question: How do we make sense of complex leadership situations? • Building cases with concepts: <ul style="list-style-type: none"> ➤ The Fullan model ➤ Organizational failure ➤ Transformational vs. instructional leadership • Structural, Human Resource, and Political frames 	<p>Bolman and Deal, Part Four</p>

Session	Topics	Reading/Writing Assignment
Sunday, October 23		Paper #2—Leadership Case due
October 25	<ul style="list-style-type: none"> • Essential question: What is the nature of leadership in our working worlds? • Preparing for Paper #3 • Presenting Leadership Cases and discussion 	<p>Bolman and Deal, Part Five</p> <p>Brazer, “A Review of <i>Managing to Change: How Schools Can Survive (and Sometimes Thrive) in Turbulent Times</i>”</p>
November 1	<ul style="list-style-type: none"> • Guest speaker: Dean Mark Ginsberg—making change (7:20) • Essential question: What is the difference between a vision and a slogan? • Your default frame and stretching to others • The meaning of reframing 	<p>Bring school/organization visions to class for discussion</p> <p>Bolman and Deal, chs. 15 – 17</p>
November 8	<ul style="list-style-type: none"> • Essential questions—Who are: <ul style="list-style-type: none"> ➤ Howard Gardner, ➤ Gene Glass, and ➤ Diane Ravitch? • Leadership: Art, Science, or combination? <ul style="list-style-type: none"> ➤ How do people “know” how to lead? <p>Peer review of Paper #3</p>	<p>Members of your book group must come prepared to inform the class about their author’s identity in the field of Education</p> <p>Bolman and Deal, chs. 18 – 21</p>
Sunday, November 13		Paper #3—Book Review due
November 15	<ul style="list-style-type: none"> • Essential question: Who is a leader and how do you know? • Preparing for Paper #4 • Group presentation and discussion of <i>Leading Minds</i> 	
November 22	<ul style="list-style-type: none"> • Essential question: If not accountability and testing, then what? • Group presentation and discussion of <i>The Death and Life of the Great American School System</i> 	
November 29	<ul style="list-style-type: none"> • Essential question: How can we reconstruct political support for public education? 	

	<ul style="list-style-type: none"> • Group presentation and discussion of <i>Fertilizers, Pills, and Magnetic Strips</i> • Education as a public good • Peer review of Paper #4 	
Sunday, December 4		Paper #4—Reframing Leadership Case due
December 6	<ul style="list-style-type: none"> • Conclusions and wrap-up 	

Paper #1: Personal Best
20 Points
Due Sunday, September 18, 2011 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 are 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, the circumstances under which 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.

Personal Best Assessment Rubric

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
Thesis & introduction	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Description of method	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	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	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	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 is discussed.	General lessons are presented relating to leadership in the specialization, and the efficacy of the Fullan model as a tool for assessing leadership practice is mentioned.	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	The paper is powerfully organized and fully developed.	The paper includes logical progression of ideas aided by clear transitions.	The paper includes a minimal skeleton (introduction, body, conclusion) but lacks transitions.	The paper lacks logical progression of ideas.
Mechanics	The paper is nearly error-free which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are evident.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, grammar, format and/or punctuation are evident.

Paper #2: Leadership Case (Completed as a Group)

20 Points

Due Sunday, October 23, 2011 via TaskStream

Rationale

There is 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 sixth 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.

Leadership Case Assessment Rubric

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
Abstract	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	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	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.
Support	Specific, developed ideas and/or evidence from theory or research are used to support the case and/or notes.	Supporting theory or research used to support the case lacks specificity or is only loosely developed.	The case uses some supporting ideas and/or evidence.	Few or no supporting ideas are provided.
Organization of paper	The case is powerfully organized and fully developed.	The case includes a logical progression of ideas aided by clear transitions.	The case is rough; writing is unclear and/or lacks transitions.	The case is virtually impossible to understand; it lacks a logical progression of events or ideas.
Mechanics	The paper is nearly error-free which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are evident.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread.	Frequent errors in spelling, format, grammar, or punctuation are present.

Paper #3: Book Review of *Fertilizers, Pills, and Magnetic Strips* OR *Leading Minds: An Anatomy of Leadership* OR *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*

25 Points

Due Sunday, November 13, 2011 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 *Leading Minds: An Anatomy of Leadership* or Ravitch's *The Death and Life of the Great American School System* 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 no more than quarter of the paper.)

Book Review Assessment Rubric

	Exceeds Expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
Introduction -	The introduction briefly describes the book reviewed, the purpose of the review itself, and foreshadows significant findings through a clear and well thought out thesis.	The introduction briefly describes the book reviewed, provides an adequate description of the purpose of the review, and/or an adequate thesis.	The introduction is vague and does not adequately orient the reader to the book reviewed or the purpose of paper.	The introduction is either missing or insufficient; there is little consideration of the reader's perspective.
Summary of book	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.
Evaluation 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.
Conclusions	The conclusion follows logically from the body of the paper and is persuasive. It summarizes main points made in the review, and includes a clear recommendation regarding the utility of the book for leaders in your field.	The conclusion is adequate; it provides a brief summary that is largely consistent with the body of the review, and a recommendation regarding the utility of the book.	The conclusion provides a summary of some of the main points offered in the paper, but is unclear and not especially persuasive.	The paper ends without a discernible conclusion.
Organization of paper	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes a minimal skeleton (introduction, body, conclusion) but lacks transitions	The paper lacks a logical progression of ideas.
Mechanics	The paper is nearly error-free, which reflects clear understanding of APA format and thorough proofreading.	Occasional APA and/or grammatical errors and questionable word choice are evident.	Errors in grammar, APA format, or punctuation are present, but spelling has been proofread	Frequent errors in spelling, grammar, format and/or punctuation are evident.

Paper #4: Reframing Leadership Case
25 Points
Due: Sunday, December 4, 2011, via TaskStream

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 Paper #2, 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, name each frame that you selected for analysis; describe and then apply what you believe to be the primary features of each frame (be brief, but let the reader know what’s unique and valuable about the frame as a way of seeing). In closing, reflect on what you learned about the case by using the frames, and the implications of this type of analysis for leaders in your field.

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

Reframing Leadership Case Assessment Rubric

	Exceeds expectations 4 pts	Meets Expectations 3 pts	Approaching Expectations 2 pts	Falls Below Expectations 1 pt
Thesis & introduction	The paper starts with a clear and concise statement of purpose and an introduction that draws the reader into the paper and ends with a clear and compelling thesis. The introduction provides a clear roadmap for the reader, foreshadowing what the paper is intended to cover.	The paper starts with a brief introduction that alludes to the purpose of the paper, contains a thesis, and provides a general foreshadowing of what is to be included.	The introduction provides some indication of the purpose of the paper, but lacks a thesis and/or provides inadequate or confusing information about what is to be shared.	There is no clear introduction or purpose.
Brief description of case	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	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 of the frame to the analysis.	Analysis is unrelated to the case, is largely missing or wholly inadequate.
Case re-analysis - Reframing	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.
Conclusions & Implications	The conclusion begins with a re-statement of the thesis. 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	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	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	Paper includes a minimal skeleton (introduction, body, conclusion) but lacks transitions.	Paper lacks a logical progression of ideas.
Mechanics	The paper is nearly error-free.	Occasional APA and/or grammatical errors and questionable word choice are evident.	Numerous errors in grammar, APA format, or punctuation are present.	Frequent errors are present.