EDLE 620.DL1 Organizational Theory &
Leadership Development

Fall 2014, 3 credit hours

Instructor:	Sonya Douglass Horsford, Ed.D.
Email:	shorsfor@gmu.edu (preferred)
	sonyahorsford@me.com (alternate)
Phone:	(702) 339-7407 (preferred)
	(703) 993-3634 (alternate)
Office Hours:	Online - Mondays and Thursdays, 4:30-6:30 p.m., and by appointment
	In person – by appointment only (Thompson Hall, Room 1305)
Course Term:	September 2 – December 6, 2014

Nature of Course Delivery

This is a 100% online course. Instruction will be delivered in an asynchronous fashion, although some learning activities such as small group work will require occasional synchronous meetings with classmates and/or the instructor.

Course Description

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

Required Readings

Course Texts:

Bolman, L., & Deal, T. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.). San Francisco: Jossey-Bass.

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

Course Learning Objectives

1. Understand the meaning and significance of the education leader's personal vision and core beliefs in school organizations.

2. Explore and differentiate traditional and critical leadership and organizational theories and their relationship to the study and practice of education leadership.
3. Engage multiple conceptual and theoretical tools and strategies for observing, describing, and analyzing leadership cases for organizational change and school improvement.

Course Learning Outcomes

Students who successfully complete this course will be able to:

1. Define, identify, and articulate the meaning and significance of the education leader's personal vision and core beliefs in school organizations.
2. Construct and articulate a vision of effective school leadership as supported by their personal values and core beliefs around leadership, teaching, and learning.
3. Demonstrate knowledge of traditional and critical leadership and organizational theories and their relationship to the field of education leadership.
4. Compare and contrast the theoretical assumptions and traditional organizational theories that inform Bolman & Deal's four-frame model for analyzing organizational behaviors and outcomes.
5. Develop leadership cases that reflect connections between leadership and organizational theory, research, and practice.
6. Analyze leadership cases and scenarios through the practice of framing and reframing.

Program Learning Objectives

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

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the Reframing Paper.
The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.1, 1.2, 1.3, 1.4, and corresponding components of the Virginia Standards for School Leaders:

1. The program in administration and supervision preK-12 shall ensure that the candidate has demonstrated the following competencies:
   a. Knowledge understanding, and application of planning, assessment, and instructional leadership that builds collective professional capacity, including:

(7) Identification, analysis, and resolution of problems using effective problem-solving techniques;

(8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

b. Knowledge, understanding and application of systems and organizations, including:

(1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models; (2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

e. Knowledge, understanding and application of the purpose of education and the role of professionalism in advancing educational goals, including;

(3) Reflective understanding of theories of leadership and their application to decision-making in the school setting;

(5) Intentional and purposeful effort to model continuous professional learning and to work collegially and collaboratively with all members of the school community to support the school's goals and enhance its collective capacity.

f. Knowledge understanding and application of basic leadership theories and influences that impact schools including;

(1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;

(2) Historical leadership theories including organizational theory, motivational theory, political and social systems theory to practical situations;

(3) Identify and respond to internal and external forces and influences on a school.

Professional Dispositions

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

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Technology Requirements

Blackboard: This course will be delivered on GMU's Blackboard platform, so students are required to have access to Blackboard. A Blackboard site is

available to all students enrolled in the course at: http://mymason.gmu.edu. You need to long on using your GMU user name and password.

Video/Screencasting Tools: You will use Kaltura, Jing, or Camtasia to record your introduction videos and Platform of Beliefs assignment.

Group Work: You will use **Google Docs** to complete your Collaborative Leadership Case assignment and Blackboard Discussion Boards to participate in various learning activities throughout the semester.

Bb Collaborate: You will communicate with your colleagues and instructor using Bb Collaborate for both group collaborate sessions and the instructor's virtual office hours. We may also use Skype and Google Hangout as possible video communication platforms when needed.

Email: Students are also required to activate and monitor their GMU e-mail accounts, which will serve as the primary mode of communication outside of Blackboard. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., gmail, yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account. I will respond to emails within 48 hours, excluding weekends.

Grading

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points).

Assignment Descriptions **(75% or 375 points of total grade)**

The three graded assignments required for this course are as follows:

1. *Platform of Beliefs (15% or 75 points)*

   The Platform of Beliefs assignment serves to help you "locate your compass" by identifying and reflecting on the core values and beliefs that will inform your leadership practice. For this assignment, you will prepare and post a 2 to 3-minute video presentation (using PowerPoint, Keynote, Prezi, Powtoon, or other presentation software to create the presentation and Kaltura or Jing to share a screencast of your presentation) that explains the type of school leader you want to be and why. You will also be expected to view your colleagues' Platform of Beliefs videos and offer feedback on the similarities and differences you observed between their Platform of Beliefs and your own according to the assignment rubric.

Submission Instructions:
Part 1 - You will upload your final Platform of Beliefs video presentation to the class discussion board by Saturday, Sept. 20, 11:59 p.m. Part 1 - You will provide your feedback on three other videos on the class discussion board by Tuesday, Sept. 23, 11:59 p.m.

==DUE DATES: Part 1 – Sept. 20, 11:59 p.m.; Part 2 – Sept. 23, 11:59 p.m==.

2. *Leadership Case Analysis* **(30% of 150 points)**

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

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

Submission Instructions:
This assignment will be developed using Google Docs to facilitate collaboration in the case analysis. The expected length for this assignment is one collaborative document - 3 to 4 typewritten, single-spaced pages using 12 pt. font and 1-inch margins on all sides OR a video presentation no more than 5 minutes long that addresses all assignment requirements.

==DUE DATE: Tuesday, October 28, 11:59 p.m.==

3. *Reframing Paper* **(30% or 150 points)**

In this assignment, you will write a paper that demonstrates your ability to use multiple frames from the four-frame model to analyze a **school improvement project** that has taken place at your school within the last two years. **This assignment is the Performance-Based Assessment (PBA) for this course and should reflect your understanding of the key theories and assumptions that support each of Bolman & Deal's four frames** and their application to school leadership practice. Expected length: 8-10 pages.

Submission Instructions:
Upload your paper into the course site.

DUE DATE: Tuesday, December 3, 11:59 p.m.

Participation Requirements **(25% or 125 points of total grade)**

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade. Please refer to the Course Participation Rubric for details.

Orientation (20 pts)
- "Introduce Yourself" Video and Responses
- Syllabus Quiz

Unit 1 (20 pts)
- Discussion Board: Personal Leadership Vision
- Blog Post: Beliefs v. Values

Unit 2 (20 pts)
- Activity: Article Review
- Discussion Board: Who Inspires You?

Unit 3 (45 pts)
- Activity: Leadership Quiz
- Activity: The Structural Frame
- Activity: The Human Resource Frame
- Activity: The Political Frame
- Activity: The Symbolic Frame

Unit 4 (20 pts)
- Activity: Integrating Frames
- Discussion Board: Final Reflection

Grading Scale

A+	500 points
A	475 – 499
A-	450 – 474
B+	435 - 449
B	415 - 434
B-	400 - 414
C	375 - 399
F	Below 375 points

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

GMU Policies and Resources for Students

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Students with Disabilities: All students with questions or concerns about this class are encouraged to set up a time to meet with the professor, preferably during the first 2 weeks of the semester. Students with disabilities should work with the Disabilities Resource Center (DRC) to identify appropriate accommodations and communicate those with the professor.

Honor Code: This course will be conducted in accordance with the GMU Honor Code, which can be found in the University catalog. All students are expected to abide by it, so make sure to familiarize yourself with the code here:

http://catalog.gmu.edu/content.php?catoid=15&navoid=1039&returnto=search#Honor

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does

not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please come see me and talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

EDLE 620.DL1 Weekly Course Schedule

Spring 2014

Note: Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the Course Schedule.

	DATE	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	Sept 3-9	0	Orientation and Introductions	"Introduce Yourself" Video due Sat., Sept 6; responses due by Tues. Sept 9
2	Sept 10-16	1	Vision, Beliefs, and Values	Personal Leadership Vision and Discussion
3	Sept 17-23	2	Defining and Theorizing Leadership	**Assignment 1 Due: Platform of Beliefs (75 pts)** (Part 1: Sept 20, Part 2: Sept 23)
4	Sept 24-30	2	School Leadership and Org Theory	Readings: The Short and Glorious History of Organizational Theory; The School as a Social System
5	Oct 1-7	2	Bridging Theory and Practice	JCEL Case Study
6	Oct 8-14	3	Making Sense of Organizations	B&D Ch. 1, 2 Leadership Quiz
7	Oct 15-21	3	The Structural Frame	B&D Ch. 3, 4, 5 Organize into Small Groups
8	Oct 22-28	3	The Human Resource Frame	B&D Ch. 6, 7, 8 **Assignment 2 Due: Leadership Case Analysis (150 pts)** (Oct 28)
9	Oct 29-Nov 4	3	Independent Research – SIP for Reframing Paper	Review Reframing Paper description and rubric
10	Nov 5-11	3	The Political Frame	B&D Ch. 9, 10, 11
11	Nov 12-18	3	The Symbolic Frame	B&D Ch. 12, 13, 14 Upload School Symbols
12	Nov 19-25	4	Reframing Leadership and Change	B&D Ch. 15, 16, 17, 18
13	Nov 26-Dec 3	4	Change and Leadership in Action	B&D Ch. 19, 20 **Assignment 3 Due: Reframing Paper (150 pts)** (Dec 3)