EDLE 620.DL1 Organizational Theory & Leadership Development

Spring 2016, 3 credit hours

Instructor:	Anne-Marie Balzano, Ed.D.
Email:	alohse@gmu.edu (preferred)
	balzano.am@gmail.com (alternate)
Phone:	(650) 740-5228 (cell)
	(703) 993-5699 (alternate)
Office Hours:	Online - Mondays, 4:30 – 6:30 p.m. and by appointment via Skype
	In person – by appointment only (Thompson Hall, Room 1301)
Course Term:	January 19 – May 2, 2016

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

EDLE 620: *Organizational Theory and Leadership Development* (3:3:0) Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.

Corequisite(s): Application to the Education Leadership Program.

General Goals: Organizational Theory and Leadership Development is intended to provide students with an opportunity to explore meanings of leadership in schools, leaders' role in school change and restructuring; and ways school leaders make sense of school organization. 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 and situate this practice within a perspective of how school organizations work.

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; and
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.

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 – Feb 6, 11:59 p.m.; Part 2 – Feb 9, 11:59 p.m.

2. *Leadership Case Analysis* **(20% of 100 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 - 5 to 7 typewritten, double-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, March 15, 11:59 p.m.

3. *Reframing Paper* **(40% or 200 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: No later than Monday, May 2, 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.

Course Introduction (10 pts.)
- Syllabus Quiz

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

Unit 2 (30 pts.)
- Activity: Article Review
- Group Presentation
- 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.

TK20 Performance-Based Assessment Submission Requirement
Every student registered for any EDLE course with a required performance-based assessment is required to submit this assessment, **the Reframing Paper assignment**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/
- 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.
- 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/].
- 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/].
- 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/].

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.

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.

Professional Dispositions

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

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

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

EDLE 620.DL1 Weekly Course Schedule (Spring 2016)

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

WEEK	DATE	UNIT	LESSON	ACTIVITIES/READINGS/ ASSIGNMENTS
1	Jan 20 - 26	1	Course Overview; Lesson 1: Vision, Beliefs, and Values	Course Syllabus Syllabus Quiz Personal Leadership Vision and Discussion
2	Jan 27 – Feb 2	2	Lesson 1: Defining and Theorizing Leadership	**Assignment 1 Due: Platform of Beliefs** (Part 1: Feb 6, Part 2: Feb 9)
3	Feb 3 - 9	2	Lesson 2: Organizational Theory and Schools Leadership	Readings: The Short and Glorious History of Organizational Theory; The School as a Social System **Small Group Activity**: Article Review Part 1 – Post to Small Group
4	Feb 10 - 16	2	Lesson 2: Organizational Theory and Schools Leadership (cont.)	**Small Group Work Activity:** Article Review Part 2 – Post to Class Discussion Board
5	Feb 17 - 23	2	Lesson 3: Bridging Theory and Practice	JCEL Case Study
6	Feb 24 – Mar 1	3	Lesson 1: Making Sense of Organizations	B&D Ch. 1, 2 Leadership Quiz
7	March 2 - 8	3	Lesson 2: The Structural Frame	B&D Ch. 3, 4, 5 Organize into Small Groups
8	**Spring Break!**			
9	March 16 - 22	3	Lesson 3: The Human Resource Frame	B&D Ch. 6, 7, 8 **Assignment 2 Due: Leadership Case Analysis** (March 15)
10	March 23 - 29	3	Independent Research – SIP for Reframing Paper	Review Reframing Paper description and rubric
11	Mar 30 – Apr 5	3	Lesson 4: The Political Frame	B&D Ch. 9, 10, 11
12	April 6 - 12	3	Lesson 5: The Symbolic Frame	B&D Ch. 12, 13, 14 Upload School Symbols
13	April 13 -19	4	Lesson 1: Reframing Leadership and Change	B&D Ch. 15, 16, 17, 18
14	April 20 - 26	4	Lesson 2: Change and Leadership in Action	B&D Ch. 19, 20 Work on Reframing Paper
15	April 27 – May 2	4	Writing Week	**Assignment 3 Due: Reframing Paper**