

George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 620, Section 602: Organizational Theory and Leadership Development
3 credits, Spring 2020

Wednesdays, 4:45 to 7:45 pm – Kelly Center Room 203
1/22/20-4/22/20

Faculty

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Prerequisites/Corequisites

Application to the Education Leadership Program.

University Catalog 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.

Course Overview

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.

Course Delivery Method

Class sessions will consist of lectures, discussions, collaborate work, problem-based learning, role-playing, case studies, and student presentations. Candidates should see themselves as my partners in creating a valuable and memorable educational experience. Class activities and assignments will emphasize connecting theory and research on leadership and school organization with the realities of professional educator's work in schools. Since an important component of any leader's learning involves balancing action and reflection, assignments will emphasize using theory and research as a lens for reflecting on leadership practice, and on sharing thoughts and opinions about the ways leaders impact teaching and learning in schools. Students will collaborate with each other, including providing periodic feedback on written assignments.

Teaching and Learning

- 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 an agenda for each class;
 - listen first to understand, then seek to be understood; and
 - work toward common goals in a professional and cordial manner.
- As they develop and refine oral presentation skills, students will
 - work individually and in groups to develop strategies for addressing organizational problems or challenges;
 - engage in a variety of learning activities, including case studies and simulations, and present their analysis orally; and
 - assess the oral effectiveness of peers.
- Students are expected to apply what they have learned previously to the writing assignments for this course and to their self-assessments and assessments of peers.
- We will endeavor 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.
 - Maintain strict confidentiality regarding any information shared in the class.
 - Limit the use of electronic devices except for learning and

Course Objectives

This course 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. This course is designed to enable students to do the following:

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.

Student Outcomes

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

- refine their perspectives on education administration as they hone their leadership skills;
- develop a personal philosophy of education and a personal vision relating to their leadership practice;
- assess their leadership strengths and areas for development;
- understand leadership roles in schools and school districts in settings characterized by diversity;
- use various social science perspectives as the foundation for advocacy and change;
- learn how to work with the larger community;
- develop oral and written communication skills; and
- develop leadership savvy by deepening understanding of how organizations function and how leaders influence school change and improvement. To accomplish that end students will
 - review meanings of leadership and the role leaders play in school change and improvement;
 - articulate a vision for effective school leadership and beliefs about leadership, teaching, and learning;
 - learn four major frameworks for analyzing organizational behavior and outcomes;
 - clarify which framework(s) students find most useful for informing their own leadership styles and choices;
 - apply skills, knowledge, and dispositions gained through the Education Leadership Program to the analysis of case studies and in role-playing exercises involving leadership behavior and school change.

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

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: 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.

Required texts:

- Bolman, L. & Deal, T. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). San Francisco: Jossey-Bass.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Recommended texts:

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

Resources, Cancellation, Deadlines, TK20, and Course Performance Evaluation Criteria

Outside of-Class Resources

All students are required to use <http://www.mymason.gmu.edu> as part of this course. This is GMU's Blackboard platform where information for the course will be posted. All students are expected to have access to a personal computer that is linked to the Internet and the ability to use word processing, spreadsheet, and web-browsing software.

Cancellation Policy

If a cancellation is necessary, the class will be made up via an electronic activity. Specifically, candidates are expected to log-on to the computer in order to participate in an electronic discussion/activity as directed, which will replace the missed class.

Deadlines

All work must be submitted on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically.

Tk20 Performance-Based Assessment Submission Requirement

The Reframing Paper 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. This assignment must be submitted via Tk20 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. The rubric used to assess this performance is included as Appendix A at the end of this document. 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.

Course Performance Evaluation Criteria

Preparation, Participation, and Attendance (15 points)

Work in this class is completed both individually and in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you must be absent, please notify me by e-mail or phone. If you are unprepared or absent for an oral activity, there will be no alternative way to engage in the activity, resulting in a loss of participation points regardless of your overall attendance record. Participation through online activities have expiration dates and should be completed within the week assigned to avoid the loss of participation points. Candidates are expected to attend every class for its entirety. Part of your course grade is earned through ongoing assessment of your attendance, performance, communication and professional disposition in class and online discussions. Punctual attendance and regular class participation are vital to your success in this course. Participation includes, but is not limited to the following:

- Coming to class prepared
- Demonstrate respect and civility (**avoid side conversations, multi-tasking, phone, etc...**)
- Professional behavior and presentation
- Willingness to volunteer for class activities
- Contribute to collaborative learning teams
- Initiate and extend class and online discussions through critique and clarification
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem-solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Individual Chapter Presentation (10 points)

Each student will be given a chapter from Bolman & Deal to present to the class. Students should prepare an interactive presentation that extends the knowledge from the chapter. Presentations should be no longer than 30 minutes. Below are the expectations for chapter presentations:

<i>To what extent did the presentation represent the following features?</i>	2	1	0
1. Organized and easy to follow presentation that pull the high points from the chapter			
2. Strong understanding of the topic			
3. Presentation was interactive			
4. Slides enhanced presentation			
5. Presentation was done in a way that help extend the knowledge gained from the chapter.			

Written Assignments (75 points)

Since this is a graduate-level class, high quality work on all assignments is expected. Candidates should refer to the Blackboard course site for rubrics and specific guidance on the preparation of assignments. Candidates are expected to submit all assignments on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Autoethnography	25 points
Platform of Beliefs	20 points
Reframing	30 points

Submitting papers

Papers are due as indicated on the tentative schedule that follows. All assignments must be submitted as hard-copy and/or electronically, through Blackboard.

Late work

Students' work is expected on time, meaning no later than by 11:59 pm of the due date. All late assignments will result in two (2) points' reduction per day.

Course Performance Evaluation Weighting

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

Professional Dispositions

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

See: <https://cehd.gmu.edu/students/polices-procedures/>

Plagiarism

Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment. 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.

See: <https://cehd.gmu.edu/students/polices-procedures/>

Proposed Class Schedule

To accommodate the learning needs of the class, the topic and reading schedule will be amended during the semester. Revisions will be posted on our Blackboard course site as the tentative weekly schedule is revised.

SESSION	DATE	TOPIC	REQUIRED PREPARATION	EXERCISES/ASSIGNMENTS
1	1/22	Introduction & Course Overview Leadership & Vision	Syllabus Ensure GMU email account Access to Blackboard	
2	1/29	Leadership Theories	Fullan, Chapters 1 & 2	
3	2/5	Organizational Theories and Change	Fullan, Chapters 3, 4, 5	
4	2/12	Bridging Theory and Practice	Fullan, Chapter 6	
5	2/19	Making Sense of Organizations	Bolman & Deal (B&D) Chapters 1& 2	Assignment #1: Autoethnography paper due Blackboard (25 points)
6	2/26	The Structural Frame	B&D Chapters 3, 4, 5 Chapter Presentations	
7	3/4	The Human Resource Frame	B&D Chapters 6, 7, 8 Chapter Presentations	
8	3/11	The Political Frame	B&D Chapters 9, 10, 11 Chapter Presentations	Assignment #2: Platform of Beliefs Part 1, submitted to Blackboard by 11:59 pm 10 points

SESSION	DATE	TOPIC	REQUIRED PREPARATION	EXERCISES/ASSIGNMENTS
9	3/18	The Symbolic Frame	B&D Chapters 12, 13, 14 Chapter Presentations	Due 3/18: Identify and bring samples of School Symbols
10	3/25	School Improvement Plan Research Reframing Leadership and Change	Local SIP B&D Chapters 15 & 16 Oral Presentations	Due: 3/25 Secure an electronic copy/hard copy of your School Improvement Plan (SIP) Assignment #2: Platform of Beliefs Part 2, submitted to Blackboard by 11:59 pm 10 points
11	4/1	Reframing Leadership and Change	B&D Chapters 17, 18 Chapter Presentations	
12	4/8	SPRING BREAK		
13	4/15	Improving Leadership Practice Class Evaluations	B&D Chapters 19, 20 Chapter Presentations	Assignment #3: Reframing paper due – posted to TK-20 by 11:59 pm (30 points)
15	4/22	Improving Leadership Practices Next steps Wrap-up, conclusions		

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: <https://cehd.gmu.edu/values/>. For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code <https://catalog.gmu.edu/policies/honor-code-system/>
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20/>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Other Reminders

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.

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 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.

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