

## COURSE SYLLABUS

**Course/Title** EDL 731 Leadership Theory and Applications

**College** Education

**Department** Educational Leadership and Counseling

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**Course Description** Examination of many leadership theories, models, and processes with emphasis on the results of the applications of various theories, models, and processes to educational leadership.

**Learning Activities** Class divides into cooperative learning groups (CLGs) which meet periodically, identify key points in the readings, research/field components, assignments, videos, and lectures and raise points for group discussion. Groups will routinely present its findings to the entire class. Case studies, simulations, panels, and role playing may also be used. Debriefings by the professor may follow.

**Suggested Equipment** A three-ring binder and/or laptop computer may be helpful for taking and recording class notes on task (not required).

### Required Materials

Texts:

1. Blanchard, Ken, & Shula, Don. (1995). *Everyone's a coach*. New York: HarperCollins/Zondervan, 197 pp. ISBN: 0-310-20818-7.
2. Bolman, Lee G., and Deal, Terrence E. (2003). *Reframing organizations: Artistry, choice, and leadership*, 3rd ed. San Francisco: Jossey-Bass, 484 pp. ISBN: 0787964263.
3. Covey, Stephen F. (1992). *Principle-centered leadership*. New York: Simon & Schuster, 334 pp. ISBN: 9-780671-792800.
4. Lunenburg, Fred C., & Ornstein, Allan C. (2008). *Educational administration: Concepts and practices*, 5th ed. Belmont, CA:

Wadsworth/Thomson Learning, 554 pp. ISBN: 13:978-0-495-115854.

5. Peters, Thomas J., and Waterman, Robert H. (2004). *In search of excellence: Lessons from America's best run companies*. New York: Collins Business Essentials, 362 pp. ISBN: 0-06-054878-9.
6. Senge, Peter M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Currency, 464 pp. ISBN: 978-0-385-51725-6.

All six books can be purchased through Amazon.com. Audiotapes of five of the six books are also available through Amazon.com. Other materials may include: journal articles, Dissertation Abstracts, ERIC documents, CD, videotapes, and materials available on Internet.

### **Expectations:**

- \* All classes and activities require active student participation. Therefore, class attendance is required. Because of the participatory nature of the class, even excused absences will result in point deductions for participation. ATTENDANCE POLICY: Your final grade will be reduced one letter grade for each class missed, i.e., miss one class = B, miss two classes = C, miss three classes = F.
- \* Please attend class prepared, having completed the readings, written assignments, and research/field components Assignments are due on the date scheduled (see Class Schedule).
- \*Students will not get behind in class assignments. No incompletes will be given for this course.
- \* Please arrive on time for each class session unless professional or personal emergencies arise.
- \* Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in a CLG to learn what they missed when late or unavoidably absent due to an emergency.
- \* The class may require students to meet outside of class, develop mini-presentations on assigned topics, to make off-campus school visit(s), and to read additional references in leadership.

### **Content/Topics**

### **Learner Outcomes**

### **Research/Field Components**

Introduction

Have an overview of the course content, requirements, operational procedures. Form CLGs of 4 members. Begin participating

CLGs will view the VT: Senge and from that viewing engage in a discussion of the meaning of the contents for

	as an effective team member in theory-based discussion.	for schools. Begin/finish reading Senge.
Administrative Theory	Be familiar with the development of administrative thought, contributors thereof, and an overview of systems theory	Write a one-page reflection on (a) the extent to which your school/school district operates from a theory framework, (b) indicate what theories are used. Continue reading Senge.
Change	Have knowledge of open systems theory, pressures for change, resistance to change, individual approaches to change: job enrichment, laboratory training, behavior modification, TA; group approaches to change: RAT, intergroup problem solving, process consultation, survey feedback, strategic planning	(A) Write a one-page reflection, including: (1) how you would determine what changes are needed in your school, (2) what approaches you would use to implement change. (Bring to class your school district's strategic plan.) Begin reading Blanchard & Shula. (B) Write a one-page reflection on <b>Senge</b> .
Leadership	Have knowledge of and use current leadership theories to analyze existing organizational practices: power, traits, assessment centers, behavior: Iowa, Ohio State, Michigan studies, contingency, path-goal, leadership continuum, grid, 3-dimensional, situational leadership	(A) Write a one-page reflection: (1) analyze your leadership style using at least three theories in L & O; (2) develop a statement of your leadership vision. (B) Write a one-page reflection on <b>Blanchard &amp; Shula</b> .
Organizational Structure	Have knowledge of models of organizational structure: basic, bureaucratic, immaturity-maturity, system 4, transformational, value-added leadership, SBDM, TQM, compliance, mechanistic-organic strategy-structure, social systems	Determine model(s) of organizational structure operating in in your school/school district. (A) Write a one-page reflection describing the model(s). (B) Write a one-page reflection on <b>Bolman &amp; Deal</b> .
Organizational Culture	Acquire knowledge of characteristics and uniformity of culture; developing, maintaining, changing organizational culture; effects of organizational culture: excellence, theory z; typology of organizational	(A) Write a one-page reflection: (a) culture phenotype of a school (b) the organizational climate of a school. Finish reading Peters. (B) Write a one-page reflection on <b>Peters &amp;</b>

	<p>culture: family, machine, cabaret, little shop of horrors; organizational climate: open-closed, CASE, healthy-sick schools, PCI</p>	<p><b>Waterman.</b></p>
Curriculum	<p>Have knowledge of curriculum approaches: behavioral, managerial, systems, humanistic; curriculum models, curriculum components, roles, implementation.</p>	<p>(A) Write a one-p. reflection on your philosophy of curriculum using at least two curriculum approaches/models. (Bring to class your school's campus improvement plan (CIP).)</p>
Teaching	<p>Have knowledge of research on teaching: teacher styles, teacher interaction, teacher characteristics, teacher effects, teacher contexts, assisting beginning teachers, evaluation</p>	<p>(A) Write a one-page reflection: how you would assist teachers to maximize performance and AEIS indicators. (Bring to class your school/school district's teaching manual or content objectives, benchmarks, TAKS item analyses, etc.)</p>
Decision Making	<p>Have knowledge of models of decision making: classical, behavioral, normative, shared decision making; problems: groupthink, risky shift, escalation of commitment; shared decision making techniques: brainstorming, nominal group technique, delphi, devil's advocacy, dialectical inquiry</p>	<p>Write a one-page reflection: (A) Develop a scenario and run through the classical model; (B) discuss limits to rationality in your scenario; (C) discuss how your school makes decisions including problems and techniques.</p>
Communication	<p>Have knowledge of the importance of communication, the communication process, non-verbal communication, communication flows, networks, barriers, overcoming barriers</p>	<p>Write a one-page reflection on your analysis of your school/school district in terms of (A) communication process, flow, networks, barriers; (B) How you improve communication in your school/school district? Write a one-page reflection on <b>Covey.</b></p>
Workshop in School	<p>Acquire knowledge from the topics provided in all general</p>	<p>Write a one-page reflection on all workshop general sessions</p>

Administration (TBA) (Not all classes)	sessions and break-out sessions you choose to attend.	and break-out sessions in Which you participated.
Final Performance Event	Provide a synthesis of content from readings, videotapes, CLG presentations, research papers, etc.	Present an oral synthesis as a CLG which covers all of the course content and makes connections among content and topics covered.

**Course Requirements**

1. *Leadership Research Paper.* Submit an outline of the paper including: a) purpose, b) list of references, and c) contribution by the fifth class session. All papers should be typed, double-spaced, and should follow the style in the fifth edition of the *Publication Manual of the American Psychological Association*. Each paper should include: a) abstract, b) introduction, c) body (with subheadings), and d) summary. **(Now in EDL 787.)**
2. *Attendance is mandatory for all classes* (i.e., daily CLG/LG discussions and presentations).
3. *Several one-page written reflections on each of the books:* Blanchard, Bolman & Deal, Covey, Peters & Waterman, and Senge.
4. *Several one-page reflections on each of the topics:* organizational change, leadership, organizational structure, organizational culture, curriculum, teaching & learning, decision making, and communication.
5. *Final performance event.* "The student who can begin early in life to think of things connected has begun the life of learning." Mark Van Doren, 1947 (See Appendix C and Appendix D). Provide a synthesis of course content (readings, research/field components, lecturettes, cooperative learning group discussions and presentations, large group discussions, books, empirical research articles, leadership research papers, videotapes, case study, simulations, role playing, etc.)

**Criteria for Evaluation and Determination of Grade**

1. Attendance is mandatory for all classes. The final grade will be affected. Absences not only affect participation, but essential material, presentations, and experiences are missed which cannot be duplicated outside the classroom setting. (I do not lend videos.)
2. Participation in classroom activities will be observed.
3. Requirements (above).

*Written assignments:* Each of the papers must be completed with doctoral quality work. If not satisfied with the quality, a paper may be rewritten for reevaluation by the instructor, but with a 50% reduction in the final points earned. A conference with the instructor should pre-date the rewriting of the paper if desired (**NA: now in EDL 787**).

*Assessments:* For the draft chapter, a student will be judged upon the style manual used by the APA, 5th ed. The assignments will be assessed with the following designations:

- A - Excellent work at the graduate level
- B - Acceptable work at the graduate level
- C - Unacceptable work at the graduate level - should consult with the instructor and perhaps re-do the assignment.
- F - Work indicates vast discrepancy between expectation and performance; student strongly advised to consult with the instructor.

An "A" Paper:

- 1 - Addresses the assigned task
- 2 - Has fluency of message and is cohesive
- 3 - Is typed, double-spaced and neat
- 4- Consistently follows suggested format
- 5 - Is free of mechanical and spelling errors.

*Oral Presentations.* Each student will become the "resident expert" on the topic he/she selects or is assigned. (**NA: now EDL 787**.)

**Standards for an A in the Course:**

- (a) Always hands in work on time
- (b) Completes all work assigned in a credible manner (doctoral level)
- (c) Completes more than the assigned work (value added)
- (d) Shows some creativity in mastering the work
- (e) Has an excellent record of attendance (no absences)

**Course Grades/Requirements:**

1. CLG/LG Discussions/Presentations (12.5 points per day)	112.5 points
2. Written Reflections Topics (9)	45 points
3. Written Reflections Books (5)	50 points
4. FPE: Synthesis	87.5 points

Total Points -- 300

All assignments must be completed to receive credit for the course. No assignment may be omitted.

A=275-300 B=260-274 C=<260 A or B = Pass C = No Pass

**Quotes to Guide Your Career:**

“Ambition without knowledge is like a boat on dry land.”

“The more you learn, the more you realize the little you know.”

“You can be a lot smarter by just paying attention.”

“80% of success is merely showing up.” – Woody Allen.

“The world we create is the world we live in.”

“Imagination is more important than knowledge.” – Albert Einstein.

“Writing a dissertation or a book is the closest you can come to creating life.”

References

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**DISABILITY STATEMENT:** Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students are advised of the existence of the Committee for Continuing Assistance for Disabled Students and may request their services by calling (936) 294-1720.