

Syllabus

The University of Oklahoma
College of Education
Educational Administration, Curriculum and Supervision
EACS 6233: Leadership in a Postmodern World
OU-Tulsa – Room 3104
Summer, 2007

Marvin H. Jeter, III, Ph.D.

Director of Staff Development and Leadership Training, Tulsa Public Schools

jeterma@tulsaschools.org 918-925-1100 (W) 601-953-3114 (C)

Beverly Edwards, Ph.D.

The University of Oklahoma - Schusterman Center

Educational Administration, Curriculum and Supervision

bedwards@ou.edu 918-660-3986 (W)

College of Education Mission:

The mission of the college of education is to promote inquiry that fosters democratic life and is fundamental to productive activity in the interrelated areas of teaching, research and service in a multicultural society.

EACS Mission:

The “Leadership in a Postmodern World” course is aligned with the Educational Administration, Curriculum and Supervision (EACS) area beliefs that PK-12 schools are complex organizations that need leaders who understand: 1) the theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the EACS knowledge bases; 3) the integration of theory, research, and practice as a means of grounding new best practices.

The EACS curriculum is under-girded by a dynamic knowledge base that reflects current and recommended practices as examined through basic and applied research. The EACS graduate should be able to transfer theory and research into practice and to analyze practice through theory and research. To this end, theory, research, and practice are viewed as reciprocal and equal in developing and refining program area offerings. The curriculum is vertically and horizontally articulated, allowing students the opportunity to study both the broader area of leadership and an area of emphasis as they become proficient in understanding, applying, and conducting research - both formally, as scholar leaders, and informally, as informed practitioners through action research. The curriculum provides the conceptual and philosophical bases of continuing education as students develop specified competencies.

The EACS faculty recognizes the unique learning needs of our adult students. Accordingly, the faculty encourages learning through the utilization of a variety of instructional approaches (e.g., lecture, discussion, large and small group work, computer and non-computer simulation, site visitations, and interactions with practitioners in order to properly engage students in learning. Further, the faculty of EACS recognizes that as an outgrowth of its conceptual framework there are knowledge bases accepted by learned societies such as ELCC, NPBEA, and UCEA.

Within these accepted but evolving knowledge bases there are competencies and skills that may also be applied in regulated field experiences such as internships and practica. The competencies and skills evolve (broadly) around the following: societal and cultural influences on schooling; teaching and learning processes that are responsive to individual differences among students, teachers, administrators, and families; theories of organizations and organizational change; policy analysis and studies (e.g., legal and economic; leadership and professional development; moral and ethical dimensions of schooling in a pluralistic society; instructional and administrative technologies available to support effective school leadership and decision-making.

Religious Holidays

“It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.”

Students with Special Needs

“ Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

The goals of this course are directly served by the required text:

Bass, B.M., & Riggio, R.E. (2006) *Transformational Leadership*. Mahwah, NJ: Lawrence Erlbaum Associates. ISBN: 0-8058-4762-6

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*. Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 0-13-149484-8

- Study the variety of leadership theories
- Understand the styles effective in schools and school districts
- Distinguish between topics of:
 - leadership and power
 - leadership and command
 - reform leadership
 - intellectual leadership
 - leadership in a multicultural society
 - moral leadership
 - leadership from organizational learning
 - leadership for educational change
- Realize the perils of leadership in a world of instant analysis and communication where the implications of an action immediately are apparent and critiqued from a variety of perspectives
- Understand the effects of these nearly instantaneous and universal critical analyses and build skills for responding effectively

Assignments:

- Class Participation Activities – (100 points)
 - Regular attendance (40points)
 - Class presentations-Weekend One (30 points)
 - Class presentations-Weekend Two (30 points)
- Journal (100 points)
 - Reflections (25 entries @ 4 points each)
- Annotated Bibliography – (100 points)
 - Journal Articles-Recent 5 yrs (10 articles @ 10 points each:
 - 3pts-summary; 2pts-research alignment;
 - 2pts-ELCC alignment; 3pts-implications for practice)
- Paper on Transformational Leadership – APA Style (100 points)

Grading Scale:

360-400 points	A
320-359 points	B
280-319 points	C
0-279 points	F

**Pre-Work: Read Yukl, G. (2006). *Leadership in Organizations (6th Edition)*. Ch 1-8.
Read Chapters below for Group Presentations on Saturday, June 23:**

Chapters 4, 5, 6, 7, 8

<u>Group 1-Elementary</u> Yukl Ch. 9 + Bass Ch. 1-2		<u>Group 2-Combined</u> Bass & Riggio, Ch. 3-6		<u>Group 3-Secondary</u> Bass & Riggio, Ch. 7-10		<u>Group 4-District-Level</u> Bass & Riggio, Ch. 11-14	
Baldwin		Jeter	Reusser	Cross	Curry	Bayles	Burchfield
Davenport	Hoskin	Serna	Shipley	Garland	Kiker	Butterfield	Keeton
Junger		Unrau		Tennison		Pittman	Williams

Chapter 10, 11

Bullock, Fichtner

Weekend One

It should be noted that the times are estimates for pacing; however, some guest have been invited to participate in presentations and the times may flex to maintain content while including the testimonials of experts in the field.

Thursday, June 21, 2007

4:30 P.M.

- Introductions

5:00 P.M.

Research Strategies & Resources

Computer Lab #3110 -OU Education Librarian: Lynn Yeager

Students will explore the research options available through the University of Oklahoma System. This opportunity will avail students the opportunity to identify additional resources that will be included in the Annotated Bibliography and Final Paper.

*****Break*****

6:45 P.M.

- Review Syllabus
- Set Norms
- Model of Leadership Development
- Discussion of the Postmodern Movement

7:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 1 – Introduction: The Nature of Leadership
Chapter 2 – The Nature of Managerial Work
Chapter 3 – Perspectives of Effective Leadership Behavior

ELCC Standards for Educational Leaders

Group Meetings to Plan for Saturday presentations

Reflections Journal:

- 1) Compare and contrast leadership and management behaviors and subsequent effectiveness. Include various definitions/theories of leadership, criteria for evaluating effectiveness, and the alignment of the ELCC standards.
- 2) Case Study Questions, Yukl, p.49 & Implications for Education
- 3) Case Study Questions, Yukl, p.79 & Implications for Education

Friday, June 22, 2007

4:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 4 – Participative Leadership, Delegation, & Empowerment

*****Break*****

6:00 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 5 – Dyadic Role Making, Attributions, & Followership

Reframing the Path to School Leadership: A Guide for Teachers & Principals

Lee G. Bolman & Terrance Deal

*****Break*****

7:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 6 – Power & Influence

Reflections Journal:

- 4) Case Study Questions, Yukl, p.114 & Implications for Education
- 5) Case Study Questions, Yukl, p.115 & Implications for Education
- 6) Case Study Questions, Yukl, p.142 & Implications for Education
- 7) Case Study Questions, Yukl, p.144 & Implications for Education
- 8) Case Study Questions, Yukl, p.178 & Implications for Education
- 9) Case Study Questions, Yukl, p.179 & Implications for Education

Saturday, June 23, 2007

9:00 A.M. (Topic may be moved to Weekend Two based upon Supplemental Presentation)

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 7 – Managerial Traits & Skills

*****Break*****

10:30A.M. (Topic may be moved to Weekend Two based upon Supplemental Presentation)

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.

Chapter 8 – Early Contingency Theories of Effective Leadership

Educational Leadership Behaviors that Motivate Teachers

Marvin H. Jeter, III

*****Lunch*****

1:30 P.M.

Group 1 Presentation

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.

Chapter 9 – Charismatic & Transformational Leadership

Bass, B.M., & Riggio, R.E. (2006) *Transformational Leadership*.

Chapter 1 – Introduction

Chapter 2 – The Measurement of Transformational Leadership

*****Break*****

3:00 P.M.

Group 2 Presentation

Bass, B.M., & Riggio, R.E. (2006) *Transformational Leadership*.

Chapter 3 – Commitment, Loyalty, & Satisfaction of Followers

Chapter 4 – Transformational Leadership & Performance

Chapter 5 – Stress & Transformational Leadership

Chapter 6 – Contingencies of Transformational Leadership

*****Break*****

4:30 P.M.

Group 3 Presentation

Bass, B.M., & Riggio, R.E. (2006) *Transformational Leadership*.

Chapter 7 – Transformational Organizational Cultures

Chapter 8 – Transformational Leadership of Men & Women

Chapter 9 – Implications of Transformational Leadership for Org Policy

Chapter 10 – The Development of Transformational Leadership

*****Break*****

6:00 P.M

Group 4 Presentation

Bass, B.M., & Riggio, R.E. (2006) *Transformational Leadership*.

Chapter 11 – Predictors and Correlates of Transformational Leadership

Chapter 12 – Rank, Status, & Transformational Leadership

Chapter 13 – Empowerment & Transformational Leadership

Chapter 14 – Substitutes for TL & Teams as Substitutes

Reflections Journal

10) Case Study Questions, Yukl, p.211 & Implications for Education

11) Case Study Questions, Yukl, p.213 & Implications for Education

Homework:

Collect 10 Journal Articles related to some topic of personal interest in the area of diversity leadership. These journals will be used as each student constructs a Review of the Literature to support the final project

Weekend Two

Thursday, June 28, 2007 or July 26, 2007

4:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 10 – Leading Change in Organization

*****Break*****

6:00 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 11 – Leadership in Teams & Decision Groups

Five Dysfunctions of a Team

*****Break*****

7:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 12 – Strategic Leadership by Executives

Reflections Journal:

- 12) Case Study Questions, Yukl, p.246 & Implications for Education
- 13) Case Study Questions, Yukl, p.247 & Implications for Education
- 14) Case Study Questions, Yukl, p.280 & Implications for Education
- 15) Case Study Questions, Yukl, p.283 & Implications for Education
- 16) Case Study Questions, Yukl, p.316 & Implications for Education
- 17) Case Study Questions, Yukl, p.317 & Implications for Education

Friday, June 29, 2007 or July 27, 2007

4:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 13 – Developing Leadership Skills

*****Break*****

6:00 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 14 – Ethical Leadership & Diversity

*****Break*****

7:30 P.M.

Yukl, G. (2006). *Leadership in Organizations (6th Edition)*.
Chapter 15 – Overview & Integration

Pathwise: Behaviors for Effective Educational Leadership

Charlotte Danielson

Reflections Journal:

- 18) Case Study Questions, Yukl, p.350 & Implications for Education
- 19) Case Study Questions, Yukl, p.352 & Implications for Education
- 20) Case Study Questions, Yukl, p.383 & Implications for Education
- 21) Case Study Questions, Yukl, p.385 & Implications for Education
- 22) Case Study Questions, Yukl, p.416 & Implications for Education
- 23) Case Study Questions, Yukl, p.439 & Implications for Education
- 24) Review Question, Yukl, p.458 #2, & Implications for Education

Saturday, June 30, 2007 or July 28, 2007

9:00 A.M. (Topic based upon scheduling of Supplemental Presentations)

*****Break*****

10:30A.M. (Topic based upon scheduling of Supplemental Presentations)

Developing Teacher Leaders

Frank Crowther, Stephen S. Kaagan, Margaret Ferguson, Leonne Hann

*****Lunch*****

1:30 P.M.

Individual Presentations* - Elementary Applications of Leadership

*****Break*****

3:00 P.M.

Individual Presentations* - Secondary Applications of Leadership

*****Break*****

4:30 P.M.

Individual Presentations* - District-Level and Other Applications of Leadership

* Weekend Two Class Presentations will involve the alignment of Leadership Styles/Theories with the student’s current role, the influence of the ELCC Standards, the implications of recent research, and the overall moral/ethical implications.

*****Break*****

6:00 P.M.

- National Institute in School Leadership
- Southern Regional Education Board Leadership Modules

Reflections Journal:

- 25) One page Philosophy of Effective Leadership

Homework:

Paper on Transformational Leadership – APA Style

Reflective Journals, Annotated Bibliographies, & Papers must be submitted to jeterma@tulsaschools.org by 5:00P.M., Friday, July 27, 2007**.

** Sunday, July 29, 2007, if the class votes to change the dates of Weekend Two.

Supplementary Resources:

- Arbinger. (2002). *Leadership and Self-Deception – Getting Out of the Box*. San Francisco, CA: The Arbinger Institute, Inc.
- Bolman, L.G., & Deal, T. (2003). *Reframing Organizations Artistry, Choice, and Leadership*. San Francisco, CA: Jossey-Bass.
- Bolman, L.G., & Deal, T. (2002). *Reframing the Path to School Leadership: A Guide for Teachers & Principals*. San Francisco, CA: Jossey-Bass.
- Covey, S.R. (1991). *Principle-Centered Leadership*. New York, NY: Freedom Press.
- Crowther, F., Kaagan, S.S., Ferguson, M., & Hann, L. (2002). *Developing Teacher Leaders*. Thousand Oaks, CA: Corwin Press.
- Danielson, C. (). *Pathwise: Behaviors for Effective Educational Leadership*
- Deal, T.E., & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.
- Educational Leadership Constituencies Council (ELCC) & the National Policy Board for Educational Administration. (2002). *Standards for Educational Leaders*. <http://www.unep.edu/soe/teach/standards/msa.htm>.
- Goodlad, J.I. (2003). *The Moral Imperative of School Leadership*. Thousand Oaks, CA: Corwin Press.
- Harris, S. (2004). *Bravo Principal! Building Relationships with Actions that Value Others*. Larchmont, NY: Eye on Education.
- Jeter, III, M.H. (2004). *An Exploration of Leadership Behaviors that Impact Teacher Motivation*. Dissertation-Jackson State University.
- Kotter, J.P. (1996). *Leading Change*. Boston, MA: Harvard Business School Press.
- Lencioni. (2002). *Five Dysfunctions of a Team*. San Francisco, CA: Jossey-Bass.
- National Center on Education and the Economy. (2003). *National Institute in School Leadership*. Washington, D.C. ncee.org.
- Peterson, K.D. & Deal, T.E. (2002). *Shaping School Culture Fieldbook*. San Francisco, CA: Jossey-Bass.

Southern Regional Education Board Leadership Modules