

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

EDLR 7460 Leadership Styles (2-2-3)

E. Wayne Lord, Assistant Professor

elord@aug.edu

706-667-4499

Office Hours 1:00 p.m.–4:00 p.m. (MTWR)

Course Description

This course provides the opportunity for students to study leadership theory and effective management practices in American and International organizations. School/District-level performance-based field/lab exercises required.

Textbooks/Required Readings/Recommended Readings

The Jossey-Bass Reader on Educational Leadership, second edition (2007) San Francisco:
Jossey-Bass.

LiveText

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives

The Candidate will:

1. define and demonstrate an understanding of leadership (present, past, and future).
2. describe and explain the influence of culture and change on leadership.
3. describe standards, systems, and diversity as issues affecting leadership.
4. demonstrate an understanding of current leadership theory and practice.
5. analyze and apply strategies related to leadership and sustainability.

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

For each of the three sections below, include the elements that are addressed in your particular course and delete those that are not applicable. When complete, delete this italicized text.

Element: Prepared (PD)

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course

ELCC Standards One, Two, Three, Four, Five, Six

Georgia Professional Standards Commission Standards One, Two, Three, Four, Five, Six

ISLLC Standards One, Two, Three, Four, Five, Six

Method of Instruction

Readings, discussions, research

Course Schedule

NOTE: Candidates must complete readings **prior to each class** in order to participate fully in class discussions and activities.

Class One

The Principles of Leadership (JB Reader)

Read pages 3 through 62 PRIOR to our first class meeting.

Class Two

The Principles of Leadership and Moral Leadership (JB Reader)

Read pages 63–72; 75–92; 99–113; 135–156 PRIOR to our class meeting.

Class Three

Culture and Change (JB Reader)

Read pages 159–196; 211–218 PRIOR to our third class meeting.

Interview papers due.

Class Four

Standards and Systems (JB Reader)

Read pages 221 through 247 PRIOR to our fourth class meeting.

Class Five

Diversity and Leadership (JB Reader)

Read pages 289–347 PRIOR to our fifth class meeting.

Class Six

The Future of Leadership

Read pages 351–420, 445–470 PRIOR to our sixth class meeting.

Leadership styles paper due.

Class Seven

Philosophy of Educational Leadership simulation exercise.

Performance Assessment**ACTIVE PARTICIPATION IN CLASS DISCUSSION (18 points)**

The ability of candidates to demonstrate critical reflection on the assigned readings will be assessed during the following classes (one, two, three, four, five, and six) by the professor.

LEADERSHIP STYLES (60 points)

Candidates will research a leadership style or theory citing a minimum of four sources other than those addressed in our text. Your selected leadership style or theory must be approved by the instructor at the second class meeting. Your paper will summarize the leadership style or theory and then compare it to ideas from class readings in Principles of Leadership, Moral Leadership, Culture and Change, Standards and Systems, and Diversity. This paper must be submitted using APA style (6th edition).

INTERVIEW (12 points)

Select an educational leader, school building level or district office, and a leader outside the field of education to interview regarding his/her style of leadership. The interview must be conducted face to face, not via e-mail or any other impersonal process. The leader outside the field of education does not have to be a CEO and may be someone who leads a department, a work group, a church group, or a volunteer organization. Include the following questions in your interview:

1. What was your path to your current leadership position?
2. How long have you been in this position?
3. What is your vision/mission for this group?
4. How do you get people to do what needs to be done?
5. What individual skills and abilities does it take to be successful in your position?
6. What do you like best about your position? Least?
7. Would you recommend this position to others? Why or why not?
8. **Three additional questions** of interest to you for your understanding the application of leadership styles to specific problems of practice.

Candidates will prepare a narrative paper following the interviews. Your paper must be organized with the section headings below in the paper. A discussion is not stating the question you asked and the answer you received; that information will be in the appendix of your paper. **Your discussion should summarize, identify themes or key ideas, and present affirmations and unexpected findings.**

Part One Discussion of interview with a leader in education

Part Two Discussion of interview with a leader in _____

Part Three Analysis of the two interviews. **Your analysis should link findings from your interview with concepts and principles from part one (The Principles of Leadership) and part two (Moral Leadership) of our text; compare/contrast the two interviews with ideas from our readings as well as your personal experiences.**

Part Four Implications for school leaders. Your implications must address school leadership **at both the school and district level.**

Appendix Include the questions posed and responses from interview. You may include actual notes taken from the interview.

References

PHILOSOPHY OF EDUCATIONAL LEADERSHIP

Drawing from class readings and discussion, each candidate will develop a personal philosophy of educational leadership. This philosophy will be presented in an oral presentation at the last class (10 points). While role playing a simulated interview, the candidate will respond to questions asked by the interview team.

EDLR 7460	Un-Satisfactory	In Progress	Proficient	Exemplary
Ideas and Content (1, 25%)	There are serious and frequent errors in reasoning with little development of ideas. There is a general lack of critical thinking and no knowledge of the topic. The purpose and central idea lack development.	The purpose of the essay is reasonably clear. Ideas could be more fully developed. Conclusions are unclear. Little critical thinking evident and limited knowledge of the topic.	The purpose of the essay is communicated. The main ideas are supported with a fair amount of specificity. Conclusions are clear and appropriate. The essay demonstrates knowledge of the topic.	The purpose of the essay is clearly communicated. The writer's own labor, critical judgment, and rhetorical shaping are evident. Clear, orderly thinking with substantial depth (fullness, and completeness of thought) is present. The ideas are insightful and original.
Organization (1, 25%)	There is little sense of direction in the essay. Paragraphs do not connect, and transitions are weak or missing. Details do not relate to the topic, and there are noticeable gaps in information.	Although there is some disjointedness and lack of focus, the reader can follow the essay with relative ease. Paragraphs are coherent most of the time. The logical sequence could be improved.	There is no serious weakness in organization. The essay has a clear, precise beginning, development of ideas, and conclusion.	The writing is organized effectively and efficiently. The sequence enhances the understanding of the topic. Paragraphs are coherent with smooth transitions. Details enhance the presentation of ideas effectively.
Response to Assignment Prompt (1, 25%)	Not completed enough for scoring; writing shows no relationship between ideas and their application to leadership. The essay does not come to terms with the assignment.	Poorly developed writing that contains little idea density and little analytical thinking about the topic; writing shows little relationship between ideas and their application to leadership. The essay addresses few aspects of the assignment.	Developing writing that contains some idea density and some analytical thinking about the topic; writing shows some relationship between ideas and their application to leadership. The essay addresses most aspects of the assignment in a clear and systematic manner.	Well-developed writing that contains idea density and analytical thinking about the topic; writing shows clear and compelling relationship between ideas and their application to leadership. The essay completely addresses all aspects of the assignment in a clear and systematic manner.
Writing (1, 25%)	Errors in sentence structure, usage,	Some errors in sentence	The writing is largely free of errors in	The writing demonstrates an

EDLR 7460	Un-Satisfactory	In Progress	Proficient	Exemplary
	mechanics, and APA style interfere with readability.	structure, mechanics, and APA style but not to the point of distracting the reader from the content. There are three or more APA style errors.	mechanics, grammar, sentence structure, and APA style. There are one or two APA style errors.	exemplary understanding of style, grammar, and mechanics. There are no APA style errors.

Grading

90>	A
80 – 89.99	B
70 – 79.99	C
60 – 69.99	D
59.99<	F

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: class begins at 4:30 p.m. on the 30th, and you cannot attend, you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero. All assignment must be loaded into LiveText.

Other Important Information

Attendance

Augusta State University requires class attendance. Roll will be taken each class. The Augusta State University Catalog allows a professor to withdraw a student from a class should a student be absent for more than 10 percent of the class time, regardless of the cause. In our case, since we meet just eight times, **a student can not miss more than ONE class**. Given the rigor of graduate work, there are no excused absences in this course. Students are responsible for signing in at each class and for signing out if leaving before the class is concluded.

APA Style

All written work is to follow the American Psychological Association (APA) style manual, sixth edition (2009). APA style addresses the mechanics of writing as well as the format for citation of references. There are significant changes in APA style with the new edition. Candidates are responsible for learning and using APA style as presented in the sixth edition.

General assistance with APA style is available online at the APA website through videos. Also, resources are online at <http://www.aug.edu/elcse/>

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography

BIBLIOGRAPHY

- Collins, J. (2001). *Good to great*. New York: HarperCollins.
- Collins, J. (2005). *Good to great and the social sectors*. Boulder, CO: Jim Collins.
- Covey, S.R. (1989). *Seven habits of highly effective people*. New York: Simon & Schuster.
- Covey, S.R., Merrill, A.R., & Merrill, R.R. (1995). *First things first*. New York: Fireside.
- Fisher, R. & Ury, W. (1981). *Getting to yes*. Boston: Houghton Mifflin.
- Fullan, M. G. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.
- Fullan, M. G. (1991). *The new meaning of educational change*. New York: Teachers College Press.
- Hersey, P. (1984). *The situational leader*. New York: Warner Books.
- Naisbitt, J. (2006). *Mind set!* New York: HarperCollins.
- Naisbitt, J. & Aburdene, P. (1985). *Re-inventing the corporation*. New York: Warner Books.
- Peters, T.J. & Waterman, R.H., Jr. (1982). *In search of excellence*. New York: Harper and Row.

- Peters, T.J. & Austin, N. (1985). *A passion for excellence*. New York: Harper and Row.
- Sergiovanni, T. J. (2007). *Rethinking leadership*. Thousand Oaks, CA: Corwin Press.
- Sergiovanni, T. J. (2005). *Strengthening the heartbeat: Leading and learning together in schools*. San Francisco: Jossey-Bass.
- The Arbinger Institute. (2000). *Leadership and self-deception*. San Francisco: Berrett-Koehler.
- Ury, W. (1993). *Getting past no: Negotiating your way from confrontation to cooperation*. New York: Bantam Books.