Tri-College University
Educational Leadership Course Syllabus
EDUC 630/730
Leadership, Planning, and Organizational Behavior

Spring Semester
Sixteen weeks beginning Monday, January 10, 2011

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| Instructor:  Thomas Hall, Ed. D. | Office:  210 FLC - NDSU |
| E-mail:  thomas.e.hall@ndsu.edu | Credit Hours:  3 semester hours |
| Office Telephone:  (701) 231-8589 | Class Time: Hybrid (Online/IVN-ITV) check class schedule (on page 3) for more detail.  EML 170 (NDSU Campus) will be used from 7:00-9:50 p.m. on Monday's (January 10, February 7, March 7, April 4, and May 2). |

Required Texts:

Owens, R. G., & Valesky, T. C. (2010). *Organizational behavior in education: Leadership and school reform* (10th ed). Boston, MA: Pearson.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership* (4th ed). San Francisco, CA: Jossey-Bass.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Special Note: The instructor of this course reserves the right to change, alter, and/or  adjust the contents of this syllabus – assignments made – and/or course schedule in any way, shape, or form he deems appropriate during the semester.

A. *Course Description*
This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs.

B. *Purpose*
The purpose of this course is to study leadership as it affects the planning and the operations of school organizations. Further, this course will develop students' knowledge and personal skill in leadership by planning and involving others in setting direction for schools. This course draws from literature that defines leadership as setting and maintaining direction for a group or project. Persons who lead do so with a vision and a purpose. They encourage others to participate in the process so decisions are shared and create change in schools that complements the culture and values of the community it serves. Leaders

delegate tasks appropriately and follow-up to ensure that the tasks are completed. Leaders are effective in planning, developing, implementing, and assessing organizations. They exercise appropriate judgment to define a problem, identify what criteria are relevant, determine what criteria is most important, search for alternative solutions, determine the timeline to be followed to complete the task, and rank alternative solutions.

C. *Course Objectives*
Upon completion of this course, students are expected to be able to:
1. Define personal leadership strengths and opportunities.
2. Analyze the impact leadership has on organizations.
3. Identify competencies that contribute to leadership success.
4. Create a personal leadership vision.

D. *Performance Outcomes*
This course is organized to improve leader effectiveness using several intended outcomes. A range of assigned readings, lectures, class activities, and practical assignments have been planned to assist in achieving the identified objectives of the course. It is expected that acceptable performance on all of the organized course activities will lead to satisfaction of the following ELCC Standards:

| Standard | Element | Sub-element/ Course Objectives | Assessment/ Artifact |
|---|---|---|---|
| 1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. | 1.1 Develop a Vision | a. Develop a vision of learning for a school that promotes the success of all students. [4.2] | Leadership Essay and Leader Interviews/observation |
| | 1.2 Articulate a Vision | a. Demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. | Leadership Essay and Leader Interviews/observation |
| | 1.3 Implement a Vision | a. Formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. | Leadership Essay and Leader Interviews/observation |
| | 1.4 Steward a Vision | c. Assume stewardship of the vision through various methods. | Leadership Essay and Leader Interviews/observation |
| 2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. | 2.1 Promote Positive School Culture | a. Assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. | School Culture & Climate Assessment and Paper |
| 3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. | 3.1 Manage the Organization | a. Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision making with attention to indicators of equity, effectiveness, and efficiency. | Leadership Essay and Leader Interviews/observation |
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| | 3.2 Manage Operations | a. Demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. | Leadership Essay and Leader Interviews/observation |
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| 4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. | 4.2 Respond to Community Interests and Needs | c. Provide leadership to programs serving students with special and exceptional needs. | Leadership Essay and Leader Interviews/observation |
| 6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. | 6.1 Understand the Larger Context | h. Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities | Leadership Essay and Leader Interviews/observation |

E. *Class Schedule* (Subject to Change):

| Week | Weekly Assignments |
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| Pre-Class | Prior to class, enrolled students will be asked to craft an initial draft of their Leadership Essay and bring it with them to the Opening Session. |
| Opening Session **"Face-to-Face"** January 10 from 7:00-9:50 p.m. Week of Jan. 10-16 <br><br><br><br><br><br><br> *Online – group discussion #1* | Course Overview & Syllabus Review <br> Guest Lecture – Dr. Ann Clapper – Myers Briggs Type Indicator (MBTI) <br>     *What's your "personality type"? <br> Class Lecture – Lewin's *Eight Major Leadership Theories* and *Three Leadership Styles* <br> Assignments for this week: <br> *Leadership Essay* – Initial Draft due this week. <br> Read Chapter 8 – *Leadership* - Owens & Valesky text. <br> Read: Classics in Org. Theory (**by Feb. 7**) <br> Take two online assessments – Personality Type (MBTI) and Leadership Style (Lewin) <br> Respond to the posted question by 11:59 p.m. Sunday Jan. 16 and to the posts of two of your peers by 11:59 p.m. Wednesday Jan. 19. |
| Unit 1 Week of Jan. 17-23 <br><br> *Online – group discussion #2* | Assignments for this week: <br> Read Chapter 1- *In Search of a Vision* - Owens & Valesky text. <br> Read Chapter 2 – *Guiding Concepts of Practice* - Owens & Valesky text. <br> Respond to the posted question by 11:59 p.m. Sunday Jan. 23 and to the posts of two of your peers by 11:59 p.m. Wednesday Jan. 26. |

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| Unit 2<br>Week of<br>Jan. 24-30<br><br>*Online – group discussion #3* | Assignments for this week:<br>Read Chapter 3 – *Mainstreams of Organizational Thought* - Owens & Valesky text.<br>Read Part One – *Making Sense of Organizations* -Bolman & Deal text.<br>Respond to the posted question by 11:59 p.m. Sunday Jan. 30 and to the posts of two of your peers by 11:59 p.m. Wednesday Feb. 2. |
| Unit 3<br>Week of<br>Jan. 31-Feb. 6<br>*Online – group discussion #4* | Assignments for this week:<br>Read Chapter 4 – *Organizational Theory* - Owens & Valesky text.<br>Read Part Two – *The Structural Frame* - Bolman & Deal text.<br>Respond to the posted question by 11:59 p.m. Sunday Feb. 6 and to the posts of two of your peers by 11:59 p.m. Wednesday Feb. 9. |
| Unit 4<br>**"Face-to-Face"**<br>February 7 from<br>7:00-9:50 p.m.<br>Week of Feb. 7-13<br>\*\*No online discussion this week. | Discuss course readings and assignments to this point.<br>Leadership Essay Discussion<br>Classics in Org. Theory Discussion<br>*Real Colors*<br>Assignments for this week:<br>Read Chapter 5 – *The Human Dimension of Organization* - Owens & Valesky text.<br>Read Part Three – *The Human Resource Frame* - Bolman & Deal text. |
| Unit 5<br>Week of<br>Feb. 14-20<br><br>*Online – group discussion #5* | Assignments for this week:<br>Read Chapter 6 – *Organizational Culture & Organizational Climate* - Owens & Valesky text.<br>Read Part Four – *The Political Frame* - Bolman & Deal text.<br>Respond to the posted question by 11:59 p.m. Sunday Feb. 20 and to the posts of two of your peers by 11:59 p.m. Wednesday Feb. 23. |
| Unit 6<br>Week of<br>Feb. 21-27<br>*Online – group discussion #6* | Assignments for this week:<br>Read Chapter 7 – *Organizational Change* - Owens & Valesky text.<br>Read Part Five – *The Symbolic Frame* - Bolman & Deal text.<br>Respond to the posted question by 11:59 p.m. Sunday Feb. 27 and to the posts of two of your peers by 11:59 p.m. Wednesday March 2. |
| Unit 7<br>Week of<br>Feb. 28-Mar. 6<br>*Online – group discussion #7* | Assignments for this week:<br>Read Part 6 – *Improving Leadership Practice* - Bolman & Deal text.<br><br>Respond to the posted question by 11:59 p.m. Sunday March 6 and to the posts of two of your peers by 11:59 p.m. Wednesday March 9. |
| Unit 8<br>**"Face-to-Face"**<br>March **7** from<br>7:00-9:50 p.m.<br>Week of March 7-13<br>\*\*No online discussion this week. | Discuss course readings to this point.<br>*Managerial Grid* –Blake & Mouton<br>Assignments for this week:<br>Read Chapter 9 – *Decision Making* - Owens & Valesky text.<br>Read: *Leading in a Culture of Change* – by Michael Fullan |

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| Mar. 14-18<br>**No online discussion this week. | Spring Break<br>No assignments this week |
| Unit 9<br>Week of<br>Mar. 21-27<br>*Online – group discussion #8* | Assignments for this week:<br>Read Chapter 10 – *Conflict in Organizations* - Owens & Valesky text.<br>Respond to the posted question by 11:59 p.m. Sunday March 27 and to the posts of two of your peers by 11:59 p.m. Wednesday March 30. |
| Unit 10<br>Week of<br>Mar. 28-Apr. 3<br>*Online – group discussion #9* | Assignments for this week:<br>Read Chapter 11 – *Motivation* - Owens & Valesky text.<br>Respond to the posted question by 11:59 p.m. Sunday April 3 and to the posts of two of your peers by 11:59 p.m. Wednesday April 6. |
| Unit 11<br>**"Face-to-Face"**<br>Apr. 4 from<br>7:00-9:50 p.m.<br>Week of April 4-10<br>**No online discussion this week. | Discuss course readings to this point.<br>**Leadership Observation papers due April 4**<br>**Leader Interview papers due April 4**<br>Assignments for this week:<br>Read Chapter 12 – *School Reform* - Owens & Valesky text. |
| Unit 12<br>Week of<br>April 11-17<br>**No online discussion this week. | Assignments for this week:<br>Work on Critical Assignments |
| Unit 13<br>Two weeks -<br>April 18-May 1<br><br>*Online –group discussion #10* | Assignments for this week:<br><ul><li>**Organizational Culture & Climate Inventory/paper due April 20**</li><li>**"Great Name" (or selected leadership book) paper due April 20**</li></ul><br>Respond to the posted question by 11:59 p.m. Tuesday April 26 and to the posts of two of your peers by 11:59 p.m. Friday April 29.<br><br>**Note: This Timeframe Includes Easter Break (April 22-25).** |
| Closing Session<br>**"Face-to-Face"**<br>**May 2** from<br>7:00-9:50 p.m. | Mastery Quiz: Multiple Choice & short answer - 40 questions worth 20 points.  The quiz will be opened on Blackboard at 5:00 p.m. Sunday, May 1st.  It will remain open until 5:00 p.m. Monday, May 2nd.<br><br><ul><li>**Final Leadership Essay due**</li><li>**Journaling Activity due**</li></ul> |

| F. *Course Requirements* |  |
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| 1. | Ten (10) times during the semester students will be asked to post an answer(s) to question(s) provided by the instructor and respond to two peer postings. These "discussions" will be facilitated using the course Blackboard site. Each posting will be worth one point for a total possible of 10 points. Late posts will be subject to point reduction. |
| 2. | Five (5) times during the semester we will meet face-to-face or over the ITV/IVN system. Students will receive 2 points for each session attended for a total possible of 10 points. All sessions will be streamed for those who are unable to attend. See *Important Information Regarding Missed Classes* on page 9 for more information. |
| 3. | *Journaling Activity* – For over a century educational scholars and philosophers have written of the importance of reflection in our lives. In that spirit, I want you to keep a weekly journal. In one page each week, please write what you found to be the most useful, meaningful, and/or relevant information you came across in your weekly reading assignment(s). Conclude each journaling activity with how you feel you can use this information in your professional life. The final journal should be between 12-15 pages long and be submitted to the instructor on the final day of class (**May 2**). This activity is worth a possible 10 points. |
| G. *Critical Assignments* |  |
| 1. | *Leadership Essay* – Each student will be asked to craft an initial draft (12 font, double spaced) of a *Leadership Essay* the first week of class. During the semester, as students grow in their understanding of leadership, they will work to reframe their essay into its final form (due **May 2**). An outline of how to draft the Leadership Essay and an assessment rubric can be found in Appendix A. Proper references are expected – APA (6th edition) format required. The final *Leadership Essay* will be worth a possible 15 points. |
| 2. | *Clinical Experience* (Leader Interviews) – Each student will identify and interview (approx. one hour) two community leaders. At least one of these will be an educational administrator. A sample questioning format is provided in Appendix B (feel free to expand on the sample questions provided). Following each interview you are to complete a two page reflection (4 pages total - 12 font, double spaced) detailing what you learned about leadership from this individual and how you can use this information in your own professional development. The two (2 page) Leader Interview papers are due **April 4**. Each interview will be worth a possible 5 points or 10 total. |

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| 3. | *Clinical Experience* (Leadership Observation) – Each student is asked to spend time observing, and analyzing "Leadership in Action". You will do this by selecting a particular situation in your professional life whereby you can be the observer of a "real life" leadership experience. Three to Four hours of observation should be recorded. A sample "observation" sheet is provided in Appendix C for your use and edification (please feel free to add to the items listed). As an example, you might ask to spend a half day shadowing your school district superintendent or college dean. Observe your "leader" in a formal setting (such as a school board or faculty meeting) and use what you have learned in this class to write a 3-5 page (12 font, double-spaced) paper describing important leadership elements you observe, such as: a) the culture & climate of the organization, b) what leadership style the observed leader exhibits, c) how decisions are made, d) how the leader facilitates the decision making process and/or, e) how the leader handles conflict, etc. Make sure that you relate leadership elements you observe back to your course readings using proper APA (6<sup>th</sup> edition) format. A minimum of five reference citations should be included. The Leadership Observation paper is due **April 4** and will be worth a possible 15 points. |
| 4a. | *Clinical Experience* (Organizational Culture & Climate Inventory) – Those students employed in a K-12 setting will conduct a Organizational Culture & Climate Inventory (approximately 2-3 hours) on their respective school and then submit a 4-6 page reflective summary on the cumulative results and what was learned from the exercise (due **April 20**). Sample information gathering forms can be found in Appendix D. <br> ***Climate Inventory*** <br> Go to http://www.waynekhoy.com/ocdq-re.html on the upper right click on Research Instruments – then Org Climate. If you are in an elementary school your instrument is OCDQ-RE; if you are in a middle school your instrument is OCDQ-RM; and if you are in a secondary school your instrument is OCDQ-RS. Ask several of your co-workers to complete the survey – and complete one yourself. Information on how to interpret the survey's results can be found by reading the description page for each instrument. This exercise will be worth a maximum of 10 points. |
| 4b. | Each student working outside of a K-12 setting will research a "Great Name in Leadership" that you have not studied previously. The individual selected must have been prolific enough in their writings for location of five-eight written items (books, journal articles, etc.). The subject is expected to produce a well-researched 4-6 page paper (12 font, double spaced). A sample organizational form can be found in Appendix E. Research means the analysis of relevant books, newspapers, and journal articles. This is not to be a report on the individual's life. Rather, the paper should focus on the way in which the chosen individual addresses the major themes of leadership as presented and discussed in this course. The "great name" paper is due **April 20** and is worth a possible 10 points. An |

*alternative* to the "Great Name" paper would be to read a book on leadership and write your paper on that.

Possible *alternative* book titles include:

- Becoming a Resonant Leader, by A. McKee, R. Boyatzis, & F. Johnston

- America's Competitive Secret: Women Managers, by Judy Rosener

- Leadership: Theory and Practice, by Peter Northouse

- Leadership for the 21$^{st}$ Century, by Joseph C. Rost

- Good to Great: Why Some Companies Make the Leap and Others Don't, by Jim Collins

- Drive: The Surprising Truth About What Motivates Us, by Daniel H. Pink

- The 7 Habits of Highly Effective People, by Stephen R. Covey

- Servant Leader, by Ken Blanchard

- On Becoming a Leader, by Warren Bennis

- The Leadership Challenge, by Jim Kouzes and Barry Posner

- RESULTS: The Key to Continuous School Improvement, by Mike Schmoker

- Schools of FISH!: Welcome Back to the Reason You Became an Educator, by Philip Strand

- Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn, by Richard DuFour

- School Leadership that Works: From Research to Results, by Robert Marzano

- What Great Principals Do Differently: Fifteen Things That Matter Most, by Todd Whitaker

**Note: Please inform the instructor by Feb. 1 what book you will be reading.**

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| 5. | Mastery Quiz: Multiple Choice & short answer - 40 questions worth 20 points. The quiz will be opened on Blackboard at 5:00 p.m. Sunday, May 1$^{st}$. It will remain open until 5:00 p.m. Monday, May 2$^{nd}$. |

H. *Grading System*

| Grading Format: | |
|---|---|
| Points Earned | Grade |
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 69 or below | F |

Note: Any student earning between 70-79 points will have an opportunity to re-submit deficient work in an attempt to increase their grade from a C to a B.  This however will not apply to students earning 80 points or above.

I. *Important Information Regarding Missed Classes*

If you have to miss a class you must do the following:  1) view the archive of the class missed on Blackboard and 2) write a one page summary and one page reflection (12 font, single spaced) of the missed session.  This summary & reflection will be due to the instructor (e-mail) by the Thursday following the missed class session.  Failing to comply with this component of the class will result in a 5 point subtraction of total points earned.

To view the class stream go to

 http://www.ndivn.nodak.edu/IVNWebNew/streaming/viewstreaming.aspx

 scroll down and near the bottom of the page under the heading *classes* - select spring 2011, find your class name and number, click on it then click on proceed.   If you are asked to provide a password it is our class number (730).

On the course/event page, select the class or meeting you wish to view and click on "Watch".  IVN recommends using Quick Time for viewing streamed events.  Select Quick Time from the drop down "Media" box, then click "Start Streaming".

 Further information on how to view streamed classes can be found at

 https://webmail.ndsu.nodak.edu/squirrelmail/src/webmail.php

J. *Professional Ethics*

All work in this course must be completed in a manner consistent with NDSU Senate Policy, Section 335:  Code of Academic Responsibility and Conduct: http://www.ndsu.nodak.edu/policy/335.htm

> The academic community is operated on the basis of honesty, integrity, and fair play.  Occasionally, this trust is violated when cheating occurs, either inadvertently of deliberately . . . .  Faculty members may fail the student for the particular assignment, test, or course involved, or they may recommend that the student drop the course in question, or these penalties may be varied with the gravity of the offense and the circumstances of the particular case.
> *Rights and Responsibilities of Community:  A Code of Student Conduct*,
> 1993, pp. 29-30.

As members of the community of educators, students in EDUC 718 are expected to support the code of professional ethics.  Plagiarism and other acts of academic dishonesty will not be tolerated.

**Academic dishonesty** can be divided into four categories and defined as follows:

- Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitation academic dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- Plagiarism:  Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

**Disabilities or other special needs:**  Any student who requires special accommodations for success in this course is invited to share these concerns or request with the professor as soon as possible

## Appendix A
Critical Assignments #1: Leadership Essay
Initial draft due Thursday, January 20th
Final version due Monday, May 2

Your Leadership Essay should include the following components:

1.  Define Leadership – especially in the context of an educational setting.

2.  Craft a "vision statement" for your school or organization (see definition below).

3.  Using the results of the self-assessment inventories you completed during this course (MBTI, Colors, Leadership and Management Style) how would you describe yourself as a leader?  What are the particular leadership skills and capabilities you tend to rely on?  What do you perceive as particular strengths and possible weaknesses?

4.  Describe the research and theories (e.g. authors & their work) that have contributed to your development as an educational leader (proper APA citation will be important here).

5.  Describe how you have used your leadership abilities to promote a positive culture in your school or organization.

6.  Describe a time in your life when you had an opportunity to show your leadership ability in developing others **within** your school or organization.
    In what ways did you apply your leadership skills and abilities in this situation?

7.  Describe a time in your life when you had an opportunity to show your leadership ability in developing others **outside** of your school or organization.
    In what ways did you apply your leadership skills and abilities in this situation?

8.  Describe how you show "moral purpose" in leadership.  Share how ethics, fairness, and integrity are an integral part of who you are as an educational leader.

**Vision Statement:** Defines the desired or intended future state of an organization or enterprise in terms of its fundamental objective and/or strategic direction. Vision is a long term view, sometimes describing how the organization would like the world in which it operates to be. For example a charity working with the poor might have a vision statement which read "A world without poverty"

Assessment Rubric for Critical Assignment #1: Leadership Essay

| Element | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 |
|---|---|---|---|---|
| #1 – Defining Leadership | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #2 - Craft a "vision" statement | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #3 - Your leadership style, skills, and capabilities | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #4 - Research and theories | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #5 - Promote a positive culture | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #6 - Developing others **within** | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #7 - Developing others **outside** | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |
| #8 - "moral purpose" | Description reflecting beginning level of performance | Description reflecting movement toward mastery of performance | Description reflecting achievement of mastery level of performance | Description reflecting highest level of performance |

Appendix B
Critical Assignment #2: Leader Interviews
Due April 4

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| Each student will identify and interview two community leaders (approximately 1-2 hours per interview). At least one of these will be an educational administrator. | |
| Leaders Name: | |
| Leaders Job Title: | |
| Date of the Interview: | |
| 1. | Please tell me of your professional and academic background and how you happened to become involved with…(the organization they work for). |
| 2. | How would you define leadership? |
| 3. | Please describe for me what you feel are the qualities of an effective leader. |
| 4. | How would you describe your leadership style? |
| 5. | How would you describe your vision for your (building, district, department, organization)? |
| 6. | How do you motivate those that work for you? |
| 7. | How do you manage conflict when it arises within your organization? |
| 8. | How would you describe the culture of your organization? |
| 9. | How do you promote a positive climate within your organization? |
| 10. | How are decisions made within your organization? |
| 11. | (Your question here) |
| 12. | (Your question here) |

## Appendix C
### Critical Assignment #3: Leadership Observation
### Due April 4

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| Each student is asked to spend time observing, and analyzing "Leadership in Action". You will do this by selecting a particular situation in your professional life whereby you can be the observer of a "real life" leadership experience. Three to Four hours of observation should be recorded. | |
| Leaders Name: | |
| Leaders Job Title: | |
| Date of observation: | |
| Observation setting/situation: | |
| 1. | Describe the culture & climate of the organization |
| 2. | Leadership style exhibited/observed |
| 3. | How are decisions made? |
| 4. | How does the leader facilitate the decision making process? |
| 5. | Does conflict arise and if so how is it handled? |
| 6. | Other leadership elements observed |
| 7. | Other leadership elements observed |

## Appendix D
### Critical Assignment #4a: Organizational Culture & Climate Inventory
### Due April 20

Those students employed in a K-12 setting will conduct a Organizational Culture & Climate Inventory (approximately 3-4 hours) on their respective school and then submit a 4-6 page reflective summary on the cumulative results and what was learned from the exercise.

### Step I

### Diagnosing a School's Culture

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| A school's culture includes its heroes, values, & networks. In corporate cultures, Deal and Kennedy (2000) describe how to analyze a company's culture. You will be surprised how much you can learn about the culture of an organization in a limited amount of time. In this assignment, you are to analyze the culture of a school and then write up a report and a brief reflective statement about the application of what you have learned. Use the following six points to guide you in this process. | |
| 1. | Study the physical setting. That's right. An organization's investment in bricks and mortar says something about the culture. Consistency among all the sites is important. If the school has more that one site, how do they compare? Now look at consistency across classes of employees. Are all employees treated alike? |
| 2. | Read what the school says about itself. Look at the web site, flyers, news releases, PER reports, results of academic and interscholastic competitions. |
| 3. | How does the school greet strangers? Look at the reception area. Is it formal or informal? Relaxed or busy? While you are waiting, observe what is happening around you. Strike up a conversation with the receptionist. Ask what the school is like and if it is a good place to work. |
| 4. | Interview a teacher or other employee. Ask that person to tell you the history of the school. Why is the school or district a good one? What kind of people work there? Who gets ahead? What kind of place is this to work in? How do things get done here? How long do people stay in jobs here? Are people promoted if there is an opportunity? |
| 5. | What are the subjects of internal communications or memos? What is discussed in meetings – who talks and to whom? How much time is spent on various subjects? What kinds of stories pass through the cultural network? |

| 6. | Are there any sign of a culture in trouble?  Things to look for in this area include any signs of differing beliefs in different parts of the school, a lack of common understanding about what is important, disorganized daily routines, or contrary messages.  Some other symptoms of cultural malaise include:<br><br>• Inward focus – look for over emphasis on internal routines and no talk of students needs and real world issues and trends.  Is the emphasis on internal politicking and not enough on communicating with significant publics (parents, business community, empty nesters, external agencies/organizations, etc)<br>• Short-term focus - Are performance goals and activities all focused on short term targets with no vision for the future?<br>• Morale problems - Look for high turnover.  What are the reasons for leaving employment at this school?<br>• Destructive subcultures - Look for ingrown cultures and/or clashes between exclusive cultures within the school. |
|---|---|

Deal, T. E., & Kennedy, A. A. (2000). *Corporate cultures: The rites and rituals of corporate life.*

Cambridge, MA: Perseus Books Publishing.

**NOTE:  Step I - Diagnosing a School's Culture is continued on the next page with the School Culture Inventory**

Step I (cont.)

School Culture Inventory:

Identifying Guiding Beliefs

| Before a school's culture can be understood, evaluated, or changed, it needs first to be described. Try evaluating a school with which you are familiar using the following scale: Always (A), Most of the time (M), Part of the time (P), Never (N). | | | | |
|---|---|---|---|---|
| **School Purpose:** To what extent does the school… | | | | |
| 1. Communicate a set of purposes that provide a sense of direction and a basis for evaluating? | A | M | P | N |
| 2. Value the importance of teachers and students understanding the purpose? | A | M | P | N |
| 3. Want decisions to be made which reflect purpose? | A | M | P | N |
| **Empowerment:** To what extent does the school… | | | | |
| 4. Value empowering teachers to make decisions that are sensible given circumstances they face? | A | M | P | N |
| 5. Link empowerment to purpose by requiring that decisions reflect the schools shared values? | A | M | P | N |
| 6. Believe the teachers, supervisors, and administrators should have equal access to information and resources? | A | M | P | N |
| 7. Believe power to be an expanding entity which increases when shared? | A | M | P | N |
| **Decision Making:** To what extent does the school… | | | | |
| 8. Believe that decisions should be made as close to the point of implementation as possible? | A | M | P | N |

| | | | | |
|---|---|---|---|---|
| 9. Believe that value decisions should be made by those directly affected by them? | A | M | P | N |
| 10. Believe that decisions should be made by those who are most expert, given the circumstances or problem being considered, regardless of hierarchical level? | A | M | P | N |
| **Sense of Community:** To what extent does the school… | | | | |
| 11. Value a "we" spirit and feeling of ownership in the school? | A | M | P | N |
| 12. Consider teachers and other employees as shareholders and stakeholders in the school? | A | M | P | N |
| 13. Demonstrate commitment to helping and developing school members? | A | M | P | N |
| **Trust:** To what extent does the school… | | | | |
| 14. Believe that given the opportunity teachers will want to do what is best for the school? | A | M | P | N |
| 15. Have confidence in the ability of teachers to make wise decisions? | A | M | P | N |
| **Quality:** To what extent does the school… | | | | |
| 16. Value high standards and expectations for teachers and students? | A | M | P | N |
| 17. Believe in a "can do" attitude in teachers and students? | A | M | P | N |
| 18. Value an atmosphere of sharing and encouraging within which school members "stretch and grow". | A | M | P | N |

Step II

Assessing Organizational Climate

| Go to http://www.waynekhoy.com/ocdq-re.html on the upper right click on Research Instruments – then Org Climate.  If you are in an elementary school your instrument is OCDQ-RE; if you are in a middle school your instrument is OCDQ-RM; and if you are in a secondary school your instrument is OCDQ-RS.  Ask several of your co-workers to complete the survey – and complete one yourself.  Information on how to interpret the survey's results can be found by reading the description page for each instrument.  Use the prompts below to organize this part of your paper. |
|---|
| Instrument used: (i.e. OCDQ - RE, RM, or RS) |
| Number of Surveys completed: |
| Survey Findings: |
| Discussion of Results Found: |
| What have you learned for this activity that strengthens you as an educational leader? |
| How can you use this experience to enhance student learning? |

Appendix E
Critical Assignment #4b: "Great Name in Leadership"
Due April 20

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|---|
| Each student working outside of a K-12 setting will research a "Great Name in Leadership" that you have not studied previously.  The individual selected must have been prolific enough in their writings for location of four to six written items (books, journal articles, etc.).  The subject is expected to produce a well-researched 4-6 page paper (12 font, double spaced).  This is not to be a report on the individual's life.  Rather, the paper should focus on the way in which the chosen individual addresses the major themes of leadership as presented and discussed in this course.  Please use the following elements to guide you in the writing of your paper. |
| Leader Selected: |
| Rationale for this selection: How does this individual fit your definition of leadership. |
| Consider the leadership, managerial, personality, and temperament inventories you have taken during this course.  If you were to give this leader those inventories, what would you say the results would show?  What is it about this individual that makes you certain that this would be the case? |
| Discuss how this leader would fit into Lewin's leadership styles. |
| Please discuss how the chosen individual addresses the major themes of leadership as presented and discussed in this course. |