

TEXAS WOMAN'S UNIVERSITY
ELDR 5003/5103 COURSE SYLLABUS
INTRODUCTION TO LEADERSHIP/LEADERSHIP IN EDUCATIONAL SETTINGS
Professor JoAnn Danelo Barbour, Ph.D.

Class Meets: Thursday, 5:00pm to 7:50pm, Denton Campus, Room(s): TBA.

First Day of Class: Thursday, January 17, 2008.

Final Day of Class: Thursday May 1, 2008.

Final Exam: Thursday May 1, 2008.

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Office Hours: To be announced in class and by appointment, Rm. 310, Stoddard Hall.

Course Rationale

This course is designed as an introductory course to develop educators as future leaders of our schools. Students should take this course as the first or one of the first courses in their program. Because we know that a leader first has to understand himself or herself, one underpinning will of the course will be the understanding of self and one's leadership abilities. In addition, students ought to have the opportunity to learn several types of leadership theories so that they may be able to choose the most appropriate given the variety of leadership situations and contexts they will encounter. The students will have opportunities to observe and/or practice the various theories of leadership in order to develop their range of abilities. The theory and practice of leadership will be focused on schools and schooling.

Course Goals

There are four goals of this course. First, the student will achieve understanding and practice of several Competencies contained in the TEXES Exam. Specific competencies are noted below. Second, the student will develop a philosophy of leadership. Third, students will develop an enhanced awareness and understanding of a variety of theories and models of leadership that theoretically ground and conceptually undergird the phenomenon of leadership. Finally, in order to relate leadership theory to schools and schooling, the students will have opportunities to observe and practice the various theories and models of leading and leadership.

Course Objectives and Student Outcomes

Goal One: TEXES Competencies. Students will achieve understanding and practice of several competencies contained in the state TEXES Exam. Competencies specific to this course are noted below.

001.The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. * "School Community" includes students, staff, parents/caregivers, and community members.

003.The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Goal Two: Students will develop their individual, work-in-progress philosophy of leadership.

1. Students will adopt a reflective approach to leading others as they develop insight into their own behavior and leadership style, in part, through the analysis and interpretation of several inventories taken in class.
2. Students will develop and adopt a professional philosophy of leadership to be a work-in-progress until the end of the semester, and to continue, in part, throughout their program.

3. Throughout the course, students will undertake critical exploration of such questions as:
 - a. What is leadership?
 - b. What is the relationship between leadership and management?
 - c. How do leaders learn and change or acquire special attributes, talents, skills and so forth?
 - d. Would organizations differ with women and people of color in senior leadership positions? How?
 - e. How do differences in cultural contexts change the nature of leadership?
 - f. What do social science disciplines have to contribute to an understanding of leadership?
 - g. What is the relationship between power and authority?
 - h. How does organizational culture influence leadership and vice-versa?
 - i. What are the dark sides of leadership?

Goal Three: Students will develop an enhanced awareness and understanding of a variety of theories and models of leadership that theoretically ground and conceptually undergird the phenomenon of leadership.

4. Students will read a variety of scholars from different disciplines. They will participate in class lectures and discussions, as well as individual and small group activities.
5. With case analyses, group, and class discussion, students will develop a broadened perspective and appreciation of the relationship of theory to practice and dynamics of leadership in an increasingly complex and technologically advanced environment.

Goal Four: Students will observe and practice various theories and models of leading and leadership.

6. Students will analyze cases from various theoretical perspectives. Students will apply their understandings to their former and current experiences in schools.
7. Students will observe and interview school administrators in the field and bring findings and understandings back to class in both written and verbal form.
8. Students will demonstrate a more thoroughly developed understanding of leadership frameworks, evolving notions of leadership practice in a contemporary and diverse society, and the relationship of theory, research and practice in informing conceptions of leadership

Pedagogical Methods

There are a variety of methods used to help students accomplish the above goals/objectives. The student will accomplish the goals and outcomes noted above through personal effort and through . . .

- Reflective oral and written exercises, thought-pieces, papers & analyses.
- Class participation and group discussions.
- Collaborative projects and exercises.
- Individual projects and exercises; consensus-building exercises.
- A variety of readings, case studies, quizzes, and evaluations.
- Small group presentations to class members.
- Evaluation and discussion of classmates' work.
- Observations and interviews; collecting stories (war stories, administrator knowledge, histories).

Expectations and Requirements

Readings: Students are expected to do any required reading in advance of the lectures and discussions and should be prepared to ask and answer questions in class and participate in class discussions.

Writing/Communicating Ideas: All "written" assignments and papers must be typed or word-processed. On all written work, papers will be evaluated (in part, at least) on content, analysis and synthesis of the topic, and organization, clarity, neatness, and use of language. Because it is particularly important for school leaders to know how to communicate effectively and concisely, it is suggested that students seek help if they have particular difficulty in writing or communicating their ideas effectively. For help in writing, you may wish to consult *Elements of Style* by Strunk and White or *On Writing Well* by William Zinsser which can be purchased at major bookstores. A scoring guide or rubric will be included with each project or assignment.

Assignments: Assignments are due when specified. This professor may refuse to accept a late paper. If the late paper or project is accepted, it will incur a lower grade. This professor reserves the right to decide whether to accept the late assignment or to not accept the late assignment.

Participation: Students are expected to fully participate in all aspects of group work and/or class work. As future leaders, it is important to refine skills in speaking and active listening. This includes learning to effectively share one's own ideas, listening to the ideas of others, and helping others to expand, refine and enhance their ideas.

Attendance Policy: Because a large part of each class is participatory, class attendance is mandatory. Attendance will be taken during each class period and during team meeting periods. If a student wishes to earn a grade of A- or better for the course, he or she must attend the course/group meetings at least 90% of the time the course meets. When a student has attended less than 80% of class time/team time, then the student's name will be submitted to the academic vice president; at this point, the professor also has the option of dropping the student from the course. If the student wishes to remain in the course, she or he must submit in writing (typing) a request to remain in the course, plus a detailed explanation of how the time and work will be made up. It is then up to the discretion of the professor to suggest the student drop the course or allow the student to remain in the course. After a student has attended less than 70% of the course, then he or she has earned an "F" grade unless the student drops the course.

Summary of Expectations:

Show up on time. Be prepared. Listen. Participate. Think. Challenge. Submit your best work. Grow.

Evaluation

*Course evaluation is based on the following components: Attendance (see above), Assignments (in and out of class), Projects, Quizzes and Exams. Final grade is based on total points over the entire session in the following percentages:

(Total Points Possible By Semester's End, e.g. "200") X (Percentage Below) = (Pts. Needed to Earn Grade)

100% - 98% = A+	97% - 94% = A	93% - 90% = A-
89% - 88% = B+	87% - 84% = B	83% - 80% = B-
79% - 78% = C+	77% - 74% = C	73% - 70% = C-
69% - 60% = D	59% - 0% = F	

*Note: Points, directions, evaluative criteria and a scoring guide are specified for each assignment and/or project.

Course Outline and Readings: See Handout first night of class.

Required Materials

Jenkins, M. & Jenkins, D.B. (1998). *The character of leadership: Political realism and public virtue in nonprofit organizations*. San Francisco: Jossey-Bass.

Machiavelli, N. (any copy). *The prince*. Any edition or complete copy will be fine.

****Harvard Business Review On Leadership*. (1998). Boston, MA: Harvard Business Review.**

***Contains chapters by Mintzberg, Kotter, and Zaleznik.**

*****American Psychological Association*. (2001). *Publication manual of the American psychological association* (5th Ed.). Washington, DC: American Psychological Association. OR Latest Edition.**

**It is the expectation of the program, the department and the college that all written work, including class work, professional papers, theses and dissertations, follow APA style. Therefore, it is the expectation of this professor that you have either purchased or have access to the latest edition of the APA manual of style, and you follow style guidelines in all written work. The website for APA has some helpful information if you choose not to purchase the manual.

Class packet of readings, inventories, handouts and case studies will be provided by the department. Readings and handouts relating to class lectures and discussions will either be distributed before class lectures and discussions or be posted on Blackboard (BB).

TWU: Academic Mission Statement

Texas Woman's University is a notable institution, primarily for women, dedicated to excellence through academic achievement, research and creativity, innovation and collaboration and committed to fiscal accountability. The academic and social environment of TWU empowers students by inspiring intellectual curiosity and lifelong learning, embracing scholarship and research, developing leadership and personal responsibility, and promoting diversity and respect for all individuals. TWU educates students to succeed as they pursue careers, research or graduate study in the liberal arts and health, education and business professions. By setting high expectations and high ideals, TWU prepares its graduates to lead personally and professionally fulfilling lives.

University Policies

TWU seeks to provide reasonable appropriate academic adjustments for all qualified individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations and guidelines, specifically Section 504, of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determine by the coordinator. The student must also contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD) or visit CFO 105.

Academic Dishonesty/Misconduct

Academic dishonesty includes cheating, plagiarism, collusion, fabrication, falsification, and falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student, and/ or the attempt to commit such acts. ***Cheating*** includes, but is not limited to, intentionally giving or receiving

unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct. Dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s) also constitutes cheating. **Plagiarism** occurs when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as her or his own academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism. Students are responsible for following guidelines of the appropriate course or discipline (ie; MLA, APA). **Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment. **Fabrication** occurs when a student makes up data or results and records or reports them. **Falsification** occurs when a student manipulates research materials, equipment or processes or changes or omits results such that the research is not accurately reflected in the research record. **Falsifying academic records** includes, but is not limited to, altering grades or other academic records. Altering or assisting in the altering of any official record of the University, and/or submitting false information or omitting requested information that is required for or related to any academic record of the University. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. Forgery allegations, such as forging a signature on add/drop forms, may be separate from academic dishonesty. Forgery charges are adjudicated following the [Student Code of Conduct](#) procedures in the [Student Handbook](#). A tutorial can be found at <http://www.twu.edu/as/engspfl/writesitehome.htm>,

Department Mission

The Department of Teacher Education is committed to teacher preparation that focuses on a learner-centered climate in which the learners, teachers, administrators, parents, and the community all have responsibility for the learner's success.

Program Mission

The Educational Administration Program is committed to the development of leaders and educators skilled in promotion of learning in a culturally diverse, democratic society.

Bibliography of Course Readings

Bennis, W. (1989). *On becoming a leader*. Reading, MA: Addison-Wesley.

Burns, J.M. (1978). *Leadership*. New York: Harper and Row.

Jenkins, M. & Jenkins, D.B. (1998). *The character of leadership: Political realism and public virtue in nonprofit organizations*. San Francisco: Jossey-Bass.

Locke, J. (1991). *The essence of leadership*. NY: Lexington Books.

Machiavelli, N. (any copy). *The prince*.

Nanus, B. (1992). *Visionary leadership*. San Francisco: Jossey-Bass.

Schein, E. H. (2004). *Organizational culture and leadership*, 3rd ed. San Francisco: Jossey-Bass.

Wheatley, M. (1999). *Leadership and the new science: Learning about organization from an orderly universe*, 2nd ed. San Francisco: Berrett-Koehler Publishers.

*_____ (1998). *Harvard Business Review On Leadership*. Boston, MA: Harvard Business Review.

*Contains chapters by Mintzberg, Kotter, and Zaleznik.

Course Outline and Readings: Intro to Leadership: Leadership in Educational Settings: Spring 2008
 (Note: Outline, readings, and/or assignments may change depending on student and/or professor needs.)

Session #	Date Spr '08	TOPIC	Assignments	Pts
1	1-17	Introduction to Course/Overview: Six Theories of Leadership, Philosophy of Leadership, Inventories, Self Reflection, Blackboard Use	NB: Unless noted, readings & inventories have been scanned and are available online through Blackboard.	10
2	1-24	Self Reflection: What is a Leader? What do inventories reveal: traits, learning style, management style? Meaning for school leaders?	Due: Inventories: LB/RB; LSI; Benfari set Due: Philosophy of Leadership #1 In-Class Case	√ √ 10
3	1/31	Leadership and Decision-Making: Case Analysis Reflective Analysis of Inventories	Due: Inventories: Keirsey Temperament Sorter	√
4	2-7	Trait Theories of Leadership Traits of school leaders	Readings: Bennis: pp. 26-45 --Jinkins & Jinkins: Chapters 10-15 Due: Self Inventory Analysis	20
5	2-14	Behavioral Theories of Leadership Behaviors of School Leaders	Readings: --Mintzberg: (in <i>HBR on Leadership</i>) --Kotter: (in <i>HBR on Leadership</i>) --Zaleznik: (in <i>HBR on Leadership</i>) Assignment: Walk/Talk Update	√
6	2-21	INDEPENDENT WORK NO FORMAL CLASS	Assignment: Shadow school leaders	
7	2/28	Discussion: Behaviors of Principals Theories of Influence I: Political Power	Readings: --Machiavelli: <i>The Prince</i> (read/skim) In-Class: Mach's Maxims	10
8	3-6	Theories of Influence II: Transactional, Transformational Power: Use and abuse	Readings: --Burns; --Bass Due: Shadow School Leader In-Class Case	20 10
9	3-13	Chaos: Situational Leadership; School Change	Readings: --Wheatley	
10	3-20	SPRING BREAK	SMELL SOME FLOWERS!!	
11	3-27	Chaos: Situational Leadership Team Leadership; Film Analysis Teamwork: <i>Remember the Titans</i>	Chaos Quiz Walk/Talk Assignment Update	10 √
12	4-3	Discussion: Chaos Films & School Chaos Cultural and Symbolic Leadership	Readings Due: --Schein	
13	4-10	Building a school vision, stories of embodiment, leading change; Philosophy of Leadership	Readings Due: --Nanus: --Locke Walk/Talk Assignment Update Due: Chaos Film Analysis	√ 20
14	4-17	Leadership in Action: Ideal vs. Real; Walking the Talk	Due: Schein's Cultural Matrix: Analysis of School	20
15	4-24	End of Semester Wrap-up Review for Final: Case: Prince & The Principal	Due: Philosophy Walk/Talk Matrix Due: Philosophy of Leadership #2	20 √
16	5-1	FINAL EXAM		50

<u>Expectations:</u>	<u>Point Values</u>	<u>Total Pts Possible</u>	<u>% of Grade</u>
Quizzes/Cases/Activities	(varies)	90	45%
Papers: Self Inventory, Shadow, Chaos	20	60	30%
Final Exam	50	50	25%
TOTAL		200	100%

Sample Assignment: Shadow Assignment

Introduction: The work of school superintendents and principals or university deans or other institutional CEO's consists of both leader and manager behaviors. When students have shadowed their administrators, they have made some intriguing findings. The purpose of this assignment is to shadow a school principal or superintendent or other top-level administrator. Analyze and synthesize your findings and then decide whether you observed more leader behaviors, more manager behaviors, or a combination of behaviors, and, if a combination, what sort of division or relationship between the two. When the paper is submitted, we will have an all-class discussion of our analyses and findings.

Directions: Shadow your administrator for at least 8-12 (total) hours on at least three different days, different timeframes. Summarize your observations in 3-4 pages (about 1000 words). What types of behaviors did you explicitly observe? Did you notice mostly managerial behaviors, leader behaviors or a combination of both? You should be able to back up your contentions with specific examples of behaviors, activities, or acts. Include citations from class readings in your discussion. You should demonstrate to the professor that you: a.) have indeed shadowed an administrator; b.) have read and understand differences between leader and manager behaviors; and c.) can write a 3-4 page evidence-based essay with quotes, citations, and bibliography.

Specs: Your paper is to be typed, double-spaced, 1" margins on four sides, left margin-indent. Page length is 4-5 pages, about 1200-1500 words, 12-size font. Include an introduction, body and conclusion. Include page numbers. The paper begins on page 1, not page two. Include a simple cover page with your name, date and title of assignment. The cover page is not numbered. Use APA, latest edition, for guidelines. (Note: One should NOT identify the shadowed administrator (or place of employment) by name, only position. A pseudonym is appropriate for both the administrator and location of employment.)

**Introduction to Leadership
Leader/Manager "Shadow" Observation Scoring Guide**

Name _____ Pts. _____

	Organization, flow of paper: Intro, Body, Conclusion 7 points possible	Discusses key events, observations; provides appropriate evidence for claims 7 points possible	Uses proper spelling, punctuation, grammar, and so on 3 points possible	Cites from readings; uses APA appropriately 3 points possible
Highest Level --able to analyze, evaluate, synthesize information and knowledge				
Medium Level --information, knowledge included; not synthesized				
Lowest Level --not focused on topic; unable to synthesize knowledge, information				

General Comments:

Sample Assignment: Film Analysis: Chaos/Complexity Theory

Directions: After viewing either “The Wizard of Oz,” “Jurassic Park,” “Outbreak,” “The Matrix,” or a film chosen by classmates, analyze the movie based on the key concepts of Chaos/Complexity Theory noted by Wheatley and class notes. Your analysis should be no more than seven pages in length, about 2,000 words. Include an introduction, body and conclusion or summary and a cover page. Font should be 11-12, not bold. Use left margins and 1” on all four sides, number the pages, and use APA for citing and referencing. A scoring guide is added below. You can choose to view the movie either solo or with others and then your submission may be either solo or with one other partner.

Discuss the following: What are the elements of Chaos/Complexity Theory present in the film and how are those elements represented? What lessons are contained in the movie that can be applied to the chaos of leading schools?

Scoring Guide for Film Analysis: Chaos Theory

	5 Points*	4 Points**	3 Points***	2-1 Point(s)
Analysis formatted appropriately and submitted on time with a cover page. Author(s) used proper spelling, grammar, and punctuation.				
Analysis organized with an introduction that included a focus/thesis statement, narrative and conclusion or summary.				
Author(s) discussed question(s) posed regarding Chaos Theory and the film; and provided appropriate examples to prove contentions, & Author(s) able to view a film, and analyze, evaluate and synthesize a response.				
Author(s) discussed question(s) posed regarding Chaos Theory and the film; and provided appropriate examples to prove contentions, & Author(s) able to view a film, and analyze, evaluate and synthesize a response.				

*To Earn 5 Points, analysis was: thoughtful, well written, interesting to read, discussed question(s) posed, few to no errors.

**To Earn 4 Points, the analysis was: well written, interesting to read, discussed question(s) posed, some errors.

***To Earn 3 Points, the analysis was interesting to read, discussed question(s) posed, had several errors.

Student(s) _____

Score _____ /20

COMMENTS: