The College of Education's Conceptual Framework

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

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Syllabus

EDAD 570: *Leadership in Education I* (3 credits)

Garrand 114; class meets 6:00-8:40 p.m.
Spring 2012
Thursdays, 3/29-5/31/12
Angel Site for Course: http://angel.seattleu.edu/angel

Instructor:
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Administrative Assistant: Eunice MacGill, Loyola 407, 206-296-6170

Course Description (From the *Graduate Bulletin)*

Introduction to leadership issues expressed in organizational contexts, including organizational culture and priorities, key constituencies, and management of change. Personal value and behavior assessments are integrated with leadership and value theories in developing a professional growth plan.

Students with Disabilities:

> *If you have, or think you may have, a disability (including an*
> *'invisible disability' such as a learning disability, a chronic health*
> *problem, or a mental health condition) that interferes with your*
> *performance as a student in this class, you are encouraged to*
> *discuss your needs and arrange support services and/or*
> *accommodations through Disabilities Services staff in Loyola 100,*
> *(206) 296-5740.*

Required Reading

Bolman, L. G., & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco: Jossey-
  Bass.

Hickman, G.R. (Ed.) (2010). *Leading organizations: Perspectives for a new era* (2nd ed.). Los
  Angeles: Sage.

Kouzes, J.M., & Posner, B.Z. (2003). *Encouraging the heart: A leader's guide to rewarding
  and recognizing others.* San Francisco: Jossey-Bass.

Ruder, K. (Ed.) (2011). *The collective leadership storybook: Weaving strong
  communities*. Seattle, WA: Center for Ethical Leadership.

Recommended Reading

American Psychological Association (2009). *Publication manual of the American
  Psychological Association* (6th ed.). Washington, DC: American Psychological
  Association.

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

Kouzes, J.M., & Posner, B.Z. (2007). *The leadership challenge* (4th ed.). San Francisco:
  Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2003). *The leadership challenge workbook.* San Francisco:
  Jossey-Bass.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC INTEGRITY POLICY, which includes the issue of plagiarism:

As this course is part of a curriculum that prepares people to become professional educators, academic honesty is a sacred value. Consequently, students who violate the university's Academic Integrity Policy (including plagiarism) will be subject to a failing grade in this course. Students in the SDA master's program may also be placed on probation or dismissed from the master's program.

The Academic Integrity Policy of the university is available using the following URL, which opens a College of Education web page where there is a hotlink to the policy document with the name "Academic Integrity 2011-3":

    https://www.seattleu.edu/registrar/Policies.aspx

Course Rationale

The faculty of the College of Education seek to meet the Seattle University mission of preparing professionals to be " . . . leaders for service--men and women who have the competencies and the motivation to improve not simply their personal lot but that of their fellow citizens. . .." Within the College of Education's mission, faculty treat students as the professionals they are, teach and model the interaction skills students are asked to practice with their colleagues, and help students achieve their own understanding of personal values within a group of diverse people from different organizations.

The model for Educational Administration focuses on the individual first, then as a follower and leader in an organizational community. Critical reflection is incorporated in the coursework to enable personal growth in interpersonal skills and functional skills associated with leadership and management and to enhance knowledge of societal influences on organizations and their programs.

Course Instructional Methods

The instructional methods, strategies and techniques to be utilized in this course include lectures, Power Point presentations, focused readings, class discussion, case studies, videos, a simulation game and self-reflection. Also included are self-assessments, individual and group analysis of leadership and values, use of communications skills in group work, and discussion of applications to students' organizational settings.

Course Goals

To examine behavior and values of leaders and followers in various organizational cultures.

To develop personal understanding of oneself as a leader and a follower in a professional setting.

To understand the impact of leader and follower values and behaviors on individuals and groups.

To develop a clear conception of some major writers' thinking about leadership behaviors, followers, context, values, change, and effectiveness in organizations.

To develop a clear plan to modify professional behavior to use personal values and talents in developing oneself as an educational leader.

SDA Learning Outcomes Addressed in This Course

The following learning outcomes of the SDA master's program are addressed through this course:

1. Working successfully in teams;
2. Understanding and fostering diversity;
3. Demonstrating commitment to the profession and to professional development;
4. Responding to ethical dilemmas utilizing appropriate judgment; and
5. Communicating effectively, orally and in writing.

Washington State Residency Certificate Principal and Program Administrator Benchmarks Addressed in This Course

5.1 Engages in self-analysis of own values, behaviors, and dispositions, including awareness of own ethnicity/culture ass it relates to others;
5.2 Articulates and uses personal values and beliefs to guide actions; and
6.1 Adapts leadership strategies to reflect emerging trends and initiatives.

Course Requirements

Readings:

Students are required to read the following books in their entirety: *Reframing academic leadership* and *Encouraging the heart*. In addition, students will read part of these books: *The collective leadership storybook: Weaving strong communities* and Hickman's *Leading organizations: Perspectives for a new era.* Each student must read a minimum of 20 chapters from the latter book. The instructor will assign some chapters in Hickman's book; all others are the choice of the student. In addition to the books, other shorter readings may be assigned. To facilitate new knowledge acquisition that can be applied both in class activities and in work settings, students need to read assignments before the class in which they are featured.

Class Participation:

Class attendance and participation are crucial to a successful seminar. Students are expected to prepare for class in advance, reflect on the assigned material, and come to class prepared to contribute actively to class discussions.

Attendance is required. Students who miss three class sessions, regardless of the reasons, will be expected to complete additional assignments, or will receive a maximum grade of "C" in the course. In addition, their earned grade will be lowered by one letter grade for lack of attendance. Students who miss four or more classes will not receive a passing grade.

The instructor's definition of participation includes the following components:

• Demonstration of a clear understanding of assigned readings and topics

• Demonstration of adequate preparation for classes

• Demonstration of respect for others' opinions

• Sharing knowledge and opinions with others during class discussions, thus contributing to the group learning experience

• Civility in expressing disagreement with other class members

• Active listening

• Adhering to any covenants established by the class

Class participation counts ten percent of the final grade. Student class participation will be peer reviewed as a foundation for the class participation grade. Students are encouraged to set specific goals for their class participation. Students must subtract one point for each class session not attended, except for illness.

Participation on Angel Site: This class has an Angel site. It is located at the following site: http://angel.seattleu.edu/angel/.

Instructor's Power Point Presentations. All Power Point presentations will be posted on this site no later than the afternoon of that week's class.

Leadership Assessments:

Each student will participate in the following leadership assessments: Leadership Orientations Questionnaire, the Encouragement Index, Followership Questionnaire, and the Myers-Briggs Type Indicator (MBTI). In addition, students will participate in exercises designed to help them clarify their core values and set personal and professional goals. There is an additional charge for one of the assessments, the MBTI. It is anticipated that the cost for this instrument will be $20.00. Students who have taken the MBTI recently and have their report to bring to class may use their previous scores and do not need to take it again. If you are taking or retaking the MBTI this quarter, you must take it no later than Monday, April 23 in order to have your scores analyzed for our class session.

Leadership Literature Reviews:

A review that integrates the student's reading of leadership literature is required. It is anticipated that the Hickman book will be the source of most or all of the readings. At

least 20 works must be included in the leadership review. The review must be more than a recitation of the literature's content. It must relate the readings to the substance of the course, and analyze their relevance for scholars and/or practitioners in education. The literature review should be no less than 1,000 words, and no more than 1,500 words. *APA format is required for this assignment (see assignment packet for details). Page numbers must accompany all quotations.*

The literature review counts twenty percent of the final grade and is due on May3.

Leader Display:

Students will create a visual display of themselves as leaders to share with the class on May 31. A draft of a rubric for this assignment will be discussed in class, with an opportunity for the class to modify it. The displays will be peer reviewed by the class. This will count twenty percent of the class grade.

Grading Grievance - Procedure for Challenging Course Grades

The grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL: http://www.seattleu.edu/registrar/page.aspx?ID=194

Student Evaluation:

Grading

Totaling the points received on each of the assignments and applying the scale below will determine final letter grades:

Due Date	Assignment	Points
3/29-5/31/12	Classroom Participation	10
4/12-5/24/12	Micro Assignments	30
5/3/12	Leadership Literature Review Due	20
5/17/12	Group Projects	20
5/31/12	Leader Display Due	20
	Total	100

Late Work:

Students should notify the instructor in advance if circumstances will prevent the completion of any assignments by their due date. Normally, points will be deducted from assignments submitted after their due date.

Grading Scale:

100-95= A	91-88= B+	79-78= C+	69-68=D
94-92 = A-	87-83= B	77-73= C	67-00=F
	82-80= B-	72-70= C-	

Incompletes will only be given in accordance with the official Seattle University guidelines. Instructor judgment will prevail in all borderline grading decisions.

Academic Grading Grievance--Procedure for Challenging Course Grades:

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

A copy of this academic grading grievance policy and procedure document can be using the following URL which opens a College of Education web page where one can access the document through a hotlink named "Academic Grading Grievance 2004-07":

https://www.seattleu.edu/registrar/Policies.aspx

Professional Conduct Policy

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the Professional Conduct policy can be found using the following URL which opens a College of Education web page where there is a hotlink named "Professional Conduct 2011-2":

https://www.seattleu.edu/registrar/Policies.aspx

Snow Closures

Seattle University makes every effort to decide about a snow closure by 6 a.m. so that an announcement of a closure or non-standard operating hours can be publicized by 6:30

a.m. To make sure information is readily available, announcements will be posted in many places.

- The first place to get updates on snow delays or closures will be the university home page (www.seattleu.edu) and the Hotline (206-296-2200).
- Information also will be sent out via an email to all faculty, staff and students.
- Postings will be made on *The Commons* (http://www.seattleu.edu/commons/), the university Facebook and Twitter accounts.

Weather conditions can change so please look for the latest updates throughout the day.

<u>In all cases, faculty and students should use their best judgment about how safe it is to travel based on the conditions near their homes.</u> Students will not be penalized for an absence if the weather conditions would make it dangerous for them to travel to class. In the unlikely event that the university is open but the instructor is unable to travel to campus safely, he will announce this by sending an email to the class and also by putting it on his office voice mail greeting.

Radio and TV outlets typically report on our closures, though we cannot guarantee the timeliness of those reports. A.M. radio stations KIRO 710 and KOMO 1000 and FM stations KPLU 88.5 and KUOW 94.9 air snow closure announcements. Local television stations KOMO, KING, KIRO, KONG, KCPQ and Northwest Cable News also announce school closure notifications. Information is typically posted on television web sites and will also be listed on http://www.schoolreport.org. (Students, faculty and staff may register for free e-mail notifications for SU at http://www.schoolreport.org.)

ANTICIPATED CLASS SESSIONS
LEADERSHIP IN EDUCATION I
EDAD 570, SPRING 2012

Date	Topics	Reading	Assignments Due (See assignment packet)
3/29/12	Welcome, introduction to course	Read Syllabus	
4/5/12	Leader as Analyst & Architect (Structural Frame)	B & G, pp. 1-68	
4/12/12	Collective Leadership (Guest Presenter: Dr. Dale Nienow)	Read Collective Leadership Story Book; K & P, pp. 61-72	Take Encouragement Index; Micro assignment #1: values exercise
4/19/12	Leader as Servant, Catalyst & Coach (Human Resources Frame)	B & G, pp. 89-105; K & P, pp. 3-60	Micro assignment #2: positive expectations
4/26/12	MBTI (Guest Presenter: James Vive)	K & P, pp. 89-97	Micro assignment #3: public recognition
5/3/12 **CHARDIN 145**	Leader as Consummate Politician: Politics of Higher Education Simulation Game (Political Frame)	K & P, pp. 73-87; Politics game manual; B & G, pp. 69-87; Stringer (handout)	Leadership literature review due; micro assignment #4: thank you note
5/10/12	Leader as Prophet & Artist (Symbolic Frame)	K & P, pp. 99-111; B & G, 107-126	Micro assignment #5: tell a story (Klein's framework)
5/17/12	Vision & mission, Followership style, exemplary followers; group projects	Finish B & G, pp. 127-221; Kelley, pp. 86-124 (handout)	Group projects due (half will present tonight; half next week); micro assignment #6: mission statement
5/24/12	Groupthink; goal setting; group projects	K & P, pp. 113-142	Micro assignment #7: celebration or encouragement
5/31/12	FINAL CLASS— Leader Displays-- Celebration	Finish K & P, pp. 145-175	Leader display due

Bibliography

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

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

Bolman, L. G., & Gallos, J.V. (2011). *Reframing academic leadership*. San Francisco: Jossey-Bass.

Ciulla, J.B. (2003). *The ethics of leadership*. Belmont, CA: Wadsworth/Thomson Learning.

Hickman, G.R. (Ed.) (2010). *Leading organizations: Perspectives for a new era* (2nd ed.). Los Angeles: Sage.

Kelley, R. E. (1992). *The power of followership*. New York, NY: Currency.

Kezar, A.J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. San Francisco: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2003). *Encouraging the heart: A leader's guide to rewarding and recognizing others.* San Francisco: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2007). *The leadership challenge* (4th ed.). San Francisco: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2003). *The leadership challenge workbook.* San Francisco: Jossey-Bass.

Lee, R.J., & King, S.N. (2001). *Discovering the leader in you: A guide to realizing your personal leadership potential.* San Francisco: Jossey-Bass.

Ruder, K. (Ed.) (2011). *The collective leadership storybook: Weaving strong communities*. Seattle, WA: Center for Ethical Leadership.

Parks, S.D. (2008). Leadership, spirituality, and the college as a mentoring environment. *Journal of College and Character*, X (2), 1-9.

Stringer, J. (2009). *Player's manual: The politics of higher education simulation game.* Author.

Stringer, J. (2009). The political environment of the student affairs administrator. In G. S. McClellan and J. Stringer (Eds.), *The handbook of student affairs administration* (3rd ed.). San Francisco: Jossey-Bass.

Wren, J.T. (Ed.) (1995). *The leader's companion: Insights on leadership through the ages.* New York: The Free Press.