LEADERSHIP IN ORGANIZATIONS

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Meeting Times: 6:00-8:30 PM
Seminar Dates:
Weds, January 15-Apr. 23
[For specific dates see AsULearn Class Site]

Class Location:
Reich College of Education
Appalachian State University
151 College Street
Boone, NC
Room 414-D

For Driving Directions to the Reich College of Education,
See:
Google Map for RCOE

All classes will meet from 6:00 PM – 8:30 PM, unless otherwise arranged. The class will follow the Appalachian State University Academic Calendar. Please check the ASU website for weather notifications, class schedules, locations, See the Appalachian State University Distance Education Website at **http://extension.appstate.edu/cancellations.php**

In cases of severe weather the professor will send a reminder notice via e-mail announcing that the class has been canceled. In the event of a cancellation due to weather, the seminar will be rescheduled.

[Last Revised 12/13/13-WMG]

Required Texts

Cases Studies Texts (2):

Childress, S., Elmore, R., Grossman, A.S. & Johnson, S.M. (2007). *Cases in public education leadership: Managing school districts for high performance.* **Cambridge, Mass: Harvard Education Press.**
Amazon hyperlink for purchase or rental.

Harvard School of Education. (2011). *Case studies in higher education.* **[Online]. Cambridge, Mass: Harvard School of Education.**
Harvard website for ordering individual case studies. **[See List of Specific Cases to be ordered w/ hyperlink to HGS Cases Studies for Higher Education on AsULearn, next to syllabus].**

Research Theory and Practice Texts (4):

Harvard Business Review. (2011) *On Leadership.* **Cambridge, Mass: Harvard Business Review Press.**
Amazon hyperlink for purchase.

Collins, Jim & Hansen, M.T. (2011). *Great by choice.* **New York, NY: HarperCollins.** **Amazon hyperlink for purchase.**

Heifetz, R.A., Linsky, M. & Grashow, A. (2009). *The practice of adaptive leadership: Tools & tactics for changing your organization and the world.* **Cambridge, Mass: Harvard Business Press.** **Amazon hyperlink for purchase.**

Kegan, R. & Lahey, L.L. (2009). *Immunity to Change: How to overcome it and unlock the potential in yourself and your organization.* **Harvard Business Press.**
Amazon hyperlink for purchase.

Leadership

Leadership is one of the most widely discussed subjects in education, business and the armed forces. At the same time, it is an elusive and challenging concept to wrap our mind around. Individual leaders, for better or worse, have always made a difference in human and organizational history. Our current nation yearns for leadership that is transformative, consistent, and worthy of trust. Interestingly, this "cry for leadership" is most audible in times of perceived crisis in our organizational, political, and civil life. Now, as in the past, people appear to be searching for individuals who can help them create a sense of safety and direction within the structure of their lives. Citizens, workers, students, teachers, parents, administrators, and business leaders are troubled by what many of them see as a lack of leadership in the public sector. Some leadership theorists suggest that given the complex problems and challenges of our rapidly changing world, the need for leadership has never been greater.

However, how *do* we define and come to understand leadership? How do our *own* experiences and perceptions come to inform our beliefs, values, and practices of leadership? How do we move toward intelligent action? What does it mean to lead in today's educational organizations and diverse community settings? How do we act effectively to catalyze positive change? How do we, as leaders, foster caring and just communities? And how do we grow personally as leaders, while supporting the growth of our colleagues and communities?

We will explore many of these ideas together this semester. We will aspire to meaningful dialogue about the complexities of leadership, and how we can enrich our capacity as effective, authentic, and caring leaders in these times.

Leadership is certainly about engaging ourselves and those we work and live beside in creating constructive change together. It should be based upon a blending of sound research and practical realities. Leadership in educational institutions, if it is to be transformative and trustworthy, must involve teachers, administrators, parents, and community members. Consequently, this course is designed to enrich your personal understanding and practice of leadership—regardless of your organizational affiliation or positional authority.

I.   Course Purposes & Competencies:

The purpose of this course is to co-create a learning environment through which we can engage in sustained study and dialogue about effective leadership that promotes our democratic ideals, as well as social justice. Within an interactive context, doctoral students can inquire into the theory and practice of educational leadership and begin to address contemporary issues in educational policy of special interest to their own leadership work and dissertation research.

As a result of successful completion of this course, you will:

1.   Demonstrate knowledge of leadership theories and concepts, as well as trends and future directions associated with educational leadership;

2.   Practice using leadership tools to engage your organization/community in constructive dialogue and participatory change;

3.   Explore a policy issue related to your dissertation research interests;

4.   Critically examine and describe your values, personal history, and leadership strengths in relation to leadership theories and practices, to increase your capacity as a caring and effective leader;

5.   Advance your personal journey as a leader.

II. Course Organization

The course is organized to focus on **knowledge** and **skills** for **critical reflective leadership and practice**. You will construct Personal Leadership Profiles (described below) in relation to leadership theory **(knowledge)** and **self-reflection**. We will read about leadership tools and strategies **(skills)**, focusing both inwardly on ourselves as leaders and outwardly, in relation to our schools, colleges, organizations, and communities. Leadership is intended to lead to constructive action, which assumes critical reflection. Hence, through readings, dialogue, inquiry, and writing, participants will work to construct and share new knowledge that is anchored in the practical concerns of leadership and its relationship to be collective as well as individual goals for improving educational organizations and creating just, inclusive communities.

The course will also feature a component on policy analysis. This aspect of the course is intended to enrich our understanding of policy matters in education, with particular attention to linkages between students' emerging dissertation research interests and their policy dimensions.

III. General Course Guidelines:

Over the course of the semester, contribution to all class dialogue, activities, writing, and experiences is an important element to our collective learning experience. The ability to critically read, to think and analyze, to communicate clearly and confidently, to listen carefully, to reflect honestly, and to respond supportively are essential skills for leaders. These skills will be encouraged in class.

Students will participate in "leadership councils" (peer groups of 3-4 cohort members). These councils are intended to promote intimate dialogue, feedback, solutions based upon the outside reading assignments, and to facilitate the in-class case studies assignments.

IV. Graded Course Assignments:

1. Preparation and Class Participation-Readings & Case Studies [Individual Assignment].
Students will receive a grade based upon evidence of their preparation for and participation in each class. The expectation is for students to be prepared and to participate for each and every class.

2. Personal Leadership Profile (PLP) Portfolio [Individual Assignment]
This product is designed to help you reflect on your personal pathways to leadership, your leadership orientation, and your plans for further development as a leader. The core of the PLP will be an action learning project, focused on a leadership challenge you identify. Based on an "immunity mapping" exercise, you will articulate specific behaviors/assumptions that limit your capacity as a leader and the ways in which you can test those assumptions in the context of your daily life/work. The results of this action learning project will inform your reflection on avenues for your growth as a leader.

Each component of the Personal Leadership Profile will be shared with colleagues in your leadership council in order to tap the rich well of leadership wisdom available within the cohort.

Narrative should be 4-6 pages in length for each component or a total of 16-24 pages. These narratives should integrate insights and concepts from course readings and peer reviewed books and articles, to enrich personal reflection. As appropriate, you may wish to share/perform aspects of your portfolio in class.

Each of the four components centers on an essential question. These questions and a brief description of each of the four components follow:

Component I. *Pathway to leadership: Who am I and where do I come from as a leader?*
> Drawing on personal experiences, construct a portrait of your pathway to leadership. This portion of the PLP should articulate how you understand yourself as a leader (including your core beliefs and assumptions about yourself and your role as a leader) and how others see you as a leader. You may describe key milestones on your pathway to leadership, formative people/events, and any specific guiding principles/frameworks that you hold as a leader.

Component II. *Personal leadership action-learning project.*
> Based on the immunity mapping exercise (informed by our reading of the book ***Immunity to Change***, you will identify an assumption that blocks your growth and effectiveness as a leader. You will also specify how you would like to challenge that assumption, in concrete terms, this semester, as a personal leadership action-learning project. You may also wish to reflect on the apprehensions or risks involved in this project, and what's at stake for you personally/professionally.

Component III. *Adaptive leadership challenge in context.*
> This component serves as a detailed analysis of a particular leadership challenge you encounter in your work/life context. You will give a brief description of that context, highlighting the nature of the adaptive challenge. Using the tools/concepts presented in the book ***Adaptive Leadership***, you will analyze the challenge and identify specific ways in which it could be productively addressed. The purpose of this exercise is to open a concrete "way forward" in constructively engaging a practical leadership issue in your life/work.

Component IV. *Leadership learning and future directions*
> Using the insight you have gained from your leadership action learning project, this component will present your reflections on your leadership development this semester. You will describe what happened, as you implemented your project. What insights did you gain about yourself (as a leader) and about leadership more broadly? How do you understand the way forward for your own leadership development, after your learning experiences in the course? Based on your reflections and courses readings, how do you understand the challenges of leadership—for yourself, your organization, the world? You may wish to include specific ideas about your continued development and aspirations for your leadership journey. As a capstone piece of the portfolio, this component should

demonstrate your ability *to integrate personal reflection with the course readings (citations expected!).*

3. Leadership Biography Presentation/Paper [Individual Assignment]
Students will choose either a biography or autobiography of someone they consider to be or have been an effective leader. Leaders from professions other than education can be chosen [political, business, military, or religious]. The student will complete an APA style paper, 6-10 pages, examining the leadership traits that either made or makes the person a great leader. The leader's personality, strengths and weaknesses, and accomplishments should be examined. Finally, the student should explain how the leadership traits or practices of the leader can be applied in educational leadership today. The student will also, have 30 minutes in class on an assigned date to present their findings to the class in the form of a PowerPoint presentation and discussion.

4. Group Discussion/PowerPoint Presentation [Group Assignment]
Students will be placed in one of three study groups. Each group will lead the discussion on two dates that they are assigned a designated case study. The Group and members of the class are charged with identifying critical issues and providing short-term and long-term solutions. In addition, they will determine the relationship of the issues and solutions to individuals and agencies outside of the educational institution being studied. Members of the group are to prepare a PowerPoint that is to be uploaded into the Student Shared Resources section prior to the designated class so that all students will have a copy for class. Only one member of the group needs to upload the PowerPoint on behalf of his or her group.

V. Evaluation:

Criteria for Evaluation of Products
All products will be reviewed to determine the extent to which they demonstrate:

- Integration of major theories, ideas and themes identified through readings, activities, and discussions;

- Depth of personal reflections, including descriptions of the ways in which readings, class activities and discussions raise new questions, clarify your experiences and thinking, and challenge your assumptions;

- Clear articulation of the ways in which new learning may be applied in your current and/or future professional settings(s);

- Attention to clear and concise writing, professionalism, accurate use of APA conventions for citing works consulted, and adherence to timelines.

VI. GRADING-FORULA & SCALE

Preparation and Class Participation-Readings & Case Studies[1]:   100 points
Personal Leadership Profile Portfolio: 100 points
Leadership Biography Presentation/Paper   100 points
Group Discussion/PowerPoint Presentation   100 points
Total   400 points
Final Grade: 400/4

Assignments that fail to meet guidelines, lack depth/breadth, or lack coherence, will receive lower grades. Assignments that are late due to an unexcused absence will result in a reduction of 10 points from the earned grade.

A	100 - 93 points	A-	92.99 - 90 points		
B+	89.99 - 87 points	B	86.99 - 83 points	B-	82.99 - 80 points
C+	79.99 - 77 points	C	76.99 -73 points	C-	72.99 - 70 points
D+	69.99 - 67 points	D	66.99 - 63 points	D-	62.99 - 60 points
F	59.99 - 0.00 points				

ACADEMIC HONESTY

By accepting admission to Appalachian State University, each student makes a commitment to understand, support, and abide by the University Honor Code without compromise or exception. Violations of academic integrity will not be tolerated. Violation of the Appalachian Academic Integrity Code can result in loss of credit for a grade, referral to the Academic Integrity Board, suspension, or expulsion from the doctoral program. A copy of the Appalachian State Academic Integrity Code is located on the Appalachian State University website at http://studentconduct.appstate.edu/

DIVERSITY STATEMENT

The professional education program at Appalachian State University fulfills its mission by creating and nourishing a community of learners from many different origins. This variety of knowledge, values, and experiences creates a stronger University. A guiding principle of this course, and indeed, this community is the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of all persons

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[1] Participation is understood to include active engagement in face-to-face class meetings and participation in online discussions.

affected by the decisions. This includes an appreciation of, and respect for diversity in its many forms as well as fostering a responsible use of technology.

INDIVIDUALS WITH DISABILITIES

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at **http://www.ods.appstate.edu/** or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.

SUMMARY OF NEW STUDENT RELIGIOUS OBSERVANCE POLICY REQUIREMENT (S.L. 2010-211)

The statutory powers and duties of the University of North Carolina Board of Governors were amended during the 2010 North Carolina Legislative short session by the enactment of G.S. 116--11(3a). The Legislature directed each member institution to adopt a student religious observance policy. Under the new law, colleges and universities-

> • MUST authorize a minimum of two excused absences each academic year for religious observances required by the faith of a student,
> • MUST include a provision that students be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance, and
> • MAY require students to provide written notice of their request for an excused absence for a religious observance in a reasonable time prior to the date of the observance.

NOTE:
The instructor reserves the right to change or modify this syllabus and class requirements as necessary to meet the needs of the class, and/or to address changes in university, state, or federal requirements.