Education 701 Syllabus

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**Doctoral Program in Educational Leadership**

**EDU 701- Leadership, Planning, Policy, Performance, and Power (3 credits)**

**James W. Guthrie**

Cell Phone: 214.205.0995

[jwgxiii@gmail.com](mailto:jwgxiii@gmail.com)

[jguthrie@lynn.edu](mailto:jguthrie@lynn.edu)

**What We Do And How We Do It**

The principal purpose of the Ross College of Education is to enhance human learning. This entails improving instruction situated in institutions as well as understanding and improving learning that takes place in less structured ways in families, work places, social settings, religious endeavors, the military, etc.

The Ross School pursues this mission for a full range of college students, undergraduate and graduate, (and alumni and professional sectors) through means such as carefully constructed classroom experiences, online instruction, individualized assignments, symposia, conferences, internships, practica, collaborative projects, and applied research opportunities

The Leadership Program, within the Ross School, contributes to this mission by carefully selecting and preparing able individuals interested in leading early childhood, elementary, and secondary schools, public and nonpublic, colleges and universities, and a variety of private sector and government and military organizations

The Ross Education School Leadership Program offers, among other degrees, a Doctor of Education (EdD) degree. This academic offering is aimed at a small group of individuals possessed of unusual promise in initiating and operating productive educational endeavors, in schools and a wide variety of other agencies.

The EdD program involves 18 doctoral courses carrying 54 graduate credit hours. One of the fundamental courses involved in the EdD program is Education 701, Leadership. This is the syllabus for that course

*The principal purpose of the particular course is to facilitate formation among class participants of an effective, consciously considered, and personalized leadership style.*

The course has three subordinate purposes (1) to introduce EdD students to foundational questions in the study of leadership theory and behavior; (2) to explore application of leadership ideas to various settings; (3) to hone students’ conceptual, analytical, and leadership skills through application of course concepts to case-study biographical settings,

The roots of the study of leadership are ancient. Plato’s ruminations (*Republic*) on the indispensable relation of order and reason to leadership and Machiavelli’s admonitions (*The Prince*) regarding leaders’ manipulation of power and symbol have shaped the contours of discussion and debate over leadership for centuries. Yet, the past several decades have witnessed an even more intense outpouring of literature on leadership phenomena—its causes and consequences, manifestations and means.

Today, leadership remains a central, contemporary concern of educational scholars and practitioners. Leadership is alleged to be associated with the success or failure of American school reform, with performance and productivity in higher education, and with the prospects for transformation and change of educational institutions and practices throughout U.S. society and beyond.

Alas, discussion of leadership in the education literature too often is descriptive, prescriptive, or hortatory, rather than systematically conceptual or rigorously analytical. Questions deserving of more focused inquiry include the following:

* Does “leadership” really exist – and how would we know it if we saw it?
* To what extent can leading theories of leadership be profitably applied to the challenges of contemporary school and postsecondary-education reform?
* What are the core attributes of effective leaders? What do effective leaders actually do?
* Are there practical steps toward effective leadership that can be transmitted as “craft knowledge?”
* What leadership styles most effectively galvanize participants to pursue and achieve organizational goals and missions?
* What are the different major theories, models, and frameworks of the contemporary leadership literature, and in what ways do these approaches differ in the assumptions they make about leadership phenomena?

**COURSE CONTENT**

Leadership Theory and Behavior (Education 701) is a core course in the Lynn Ed.D. Program. The course undertakes an examination of important questions including those listed above. The course surveys social-science literature on leadership, syntheses of leadership research, textbooks on leadership, leader biographies and explores application of that literature to educational institutions and other settings.

Among the specific topics to be discussed in the course are the following:

* The Nature of Leadership Behavior
* Definitional and Conceptual Dilemmas in the Study of Leadership
* Contemporary Leadership Theories, Models, & Frameworks
* Strategies for Leadership Effectiveness
* The Role of Organizational Context as a Mediating Influence on Leadership
* Leadership and Organizational Change
* The “Special Case” of Leading Educational Organizations
* The Dysfunctions of Leadership

**Required Course Readings**

Biographies

Each EDU 701 enrollee is expected to select two of serious-minded leader biographies drawn from the following list. This list represents leaders from government, the military, and private sector. (It consciously omits athletics (except for Vince Lombardi) and celebrities, and it assiduously avoids autobiographies, (which are almost always self-serving,) Instructor prior approval, via email, is needed for each of the two required leader biographies. Unless an unusual circumstance eventuates, no two enrollees should select, read, and report upon biographies of the same leader.

With prior electronic approval, you can select any biography from the list. Each of the books listed below is available in paperback, often used. An enrollee should have read one of these biographies in advance of each of the two weekends the class convenes and be prepared to make a class presentation and submit up to a 2000 word written report regarding the biography selected.

An illustrative essay, about the designer Coco Chanel, is attached. Further guidelines for writing a report on each selected biography are provided in a separate section below under “Assignments.”

In reporting and leading a discussion, concentrate on what can be learned regarding leadership from the individual about whom you are reading.

Plan on an approximate 30-minute presentation of each of your two biographies. This need not include the class discussion that you will lead. You should select one book about a government leader and one from another sector. These presentations will take place on Saturdays January 9 and February 6, 2015.

1. “George Washington: A Life,” Ron Chernow, Penquin, 2010
2. “John Adams” David McCullough, Simon & Schuster, 2001
3. Abraham Lincoln “A Team of Rivals” Doris Kearns Goodwin, Simon & Schuster, 2005.
4. Robert E. Lee, “Lee: Clouds of Glory: The Life and Legend of Robert E. Lee,” Michael Korda, HarperCollins, 2014.
5. Theodore Roosevelt, “The Rise of Theodore Roosevelt,” Edmund Morris, 2001
6. Franklin Delano Roosevelt, “FDR,” Jean Edward Smith, Random House, 2007.
7. Lyndon Baines Johnson, “Master of the Senate,” Robert Caro, Alfred a Knopf, 2002
8. Margaret Thatcher,” One of Us:” A Biography of Margaret Thatcher,” Hugo Young, MacMillan 1990
9. Winston Churchill, “Churchill: A Life,” Martin Gilbert, 201
10. “Cornelius Vanderbilt: The First Tycoon,” Random House, 2009
11. “Eleanor Roosevelt: A Life of Happiness and Tears, “ William Jay Jacobs, Cavendish Square Publisher, 1991.
12. ”Titan: The Life of John D Rockefeller,” Ron Chernow, 2007.
13. “Andrew Carnegie, “ David Nasaw, Penguin, 2007.
14. J. P. Morgan: The House of Morgan,” Ron Chernow, Atlantic Monthly Press, 1990
15. Henry Ford “I Invented The Modern Age: The Rise of Henry Ford, “ Richard Snow, Simon & Schuster, 2013
16. Steve Jobs, “Steve Jobs,” Walter Isaacson, Simon & Schuster, 2011.
17. Bill Gates “ [Michael B. Becraft](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Michael%20B.%20Becraft),” Michael B. Becraft, Greenwood, 2014.
18. Martin Luther King Jr. “Martin Luther King Junior: A Life,} Marshall Frady, Penguin, 2005
19. George S. Patton, “Patton: A Genius for War,” Carlo D’Este, 1996
20. Vince Lombardi “When Pride Still Mattered” A Life of Vince Lombardi” David Maraniss, Simon & Schuster, 1999
21. Ernest Shackleton, “Endurance: Shackleton’s Incredible Voyage,” Alfred Lansing, 2014
22. Jack Welch, “Turn the Ship Around: A True Story of Turning Followers into Leaders,” L. David Marquet and Stephen R. Covey, Penguin 2013
23. Condolezza Rice “Extraordinary, Ordinary People,” Random House, 2010.
24. Robert J. Oppenheimer, “American Prometheus: The Triumph and Tragedy of J. Robert Oppenheimer,” [Kai Bird](http://www.amazon.com/Kai-Bird/e/B001IGFJ0Q/ref=dp_byline_cont_book_1) and [Martin J. Sherwin](http://www.amazon.com/Martin-J.-Sherwin/e/B001IGNHZK/ref=dp_byline_cont_book_2), 2006
25. Harry Truman “Truman,” David McCullough, Simon & Schuster, 2011
26. Ronald Reagan, “How an Extraordinary Man Became an Extraordinary Leader, “Dinesh D'Souza,, Touchstone,1999.

**Texts**

Content and case studies from the following two texts will be important parts of the course. The two texts students should acquire on their own are:

Guthrie, James W. and Schuermann, Patrick J. Successful School Leadership: Planning, Politics, Performance, and Power. Allyn Bacon,"2010.

Guthrie, James W. and Schuermann, Patrick J, Leading Schools To Success: Constructing and Sustaining High Performance Learning Cultures, Sage Publishing, 2011.

**Assignments**

In addition to the course readings and active class participation, students will complete: a descriptive “Obituary,” a leader critique, and a letter of professional employment application.[[1]](#footnote--1):

**Obituary – Due: January 2, 2016**

Assume that your life is long and productive, but tragically and quickly ends on December 31 of 2050. What would you ideally want others to be able to say about your life? Touch quite lightly on family, civic, and personal matters and dwell upon professional accomplishments. Write in the third person as though you were a journalist or biographer outside looking in at yourself. About 400 words.

**Critique of Known Leader --Due: February 1, 2016**

Select an education sector leader under whom you have served, or otherwise known to you thorough history or reading, The leader may be in a school or college, or in another setting and please be sure you do not confuse a leader, in this setting, with a mere celebrity.)

As you write, please refer to your selected individual under a pseudonym. Also, disguise the context sufficiently that a casual reader cannot identify the individual leader involved.

Describe the context in which your selected leader operates, what is expected of him or her, and over what resources does the individual have control or possess influence. What is the source of authority under which your selected leader operates?

Then, and here is the point. Undertake a critique of this individual. Is he or she an effective leader? Why? Why not? How might he or she become more effective? What part of this leader’s actions and attributes would you like to adopt or avoid?

**Letter of Aspirational Application--Due: February 1, 2016**

Here the spotlight shifts from a leader of your choice to you, personally. In light of the analyses you have undertaken and advice you have supplied to other leaders, your reading about leaders, and your own ruminations, write a letter of application for a leadership position. You can apply for any leadership position of your choice. However, the letter, in addition to supplying a few details regarding your qualifications for the position, should expend most of your writing energy on describing the leadership traits and abilities you believe you can bring to bear as a leader in the position you specify. This letter should not exceed 800 words.

**Written Report on Biographies—January 9 for initial submission and February 6 for second**

As specified above, each class participant is expected to select for class reporting and a written report, with instructor approval, two of the biographies listed above. Your written report should be in the range of a 1500 word essay.

Your essay is to be shared with classmates. In this manner every enrollee has the benefit of leader biographies you and classmates read, as well as the two books he or she read in depth.

In constructing your two essays, give consideration, but not mechanical or slavish obeisance, to providing the following:

* Compete citation of title, author publisher, and date.
* Paragraph on the significance of the selected leader in historical context.
* Leader’s vision of what should be accomplished or produced.
* Leader’s strategy for accomplishing objective(s).
* Impediments faced.
* Criteria, if any, for electing subordinates.
* Productive and dysfunctional traits or behaviors.
* Comparisons with other leaders.

**Grading**

Class participation and presentations = 20%

Each of two written and presented leader Biographies = 20%

Autobiography =10%

Personalized Leadership Essay = 15%

Employment Application letter = 15%

**ADA**

Lynn University makes reasonable accommodations for qualified students with documented disabilities under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. If special accommodations are needed, please contact the ADA Compliance Officer at 561-237-7069 or [shearn@lynn.edu](mailto:shearn@lynn.edu) to assist in documenting and defining those needs. Accommodations are not retroactive therefore, to receive any accommodation(s) the instructor *must* be presented with the formal form specifying the needs each semester. The Academic ADA Specialist is located in the Green Center.

**LiveText**

*LiveText* is required for this course. Please contact *LiveText* Technical Support at 866-548-3839 for help with LiveText. [*LiveText*](http://college.livetext.com/college/index.html)is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. Students will use their Lynn email account to access LiveText and must list Lynn University as their institution.

**Rubric for Critical Assignments in Education 701**

|  | | | |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Excellent**  (4 points) | **Acceptable**  (3 points) | **Developing**  (2 points) | **Basic**  (1 point) | **Not Acceptable**  (0 points) |
| **Development of a set of papers concentrating on various leaderships components**  SLOs: 1.1;1.3;1.4,1.5,1.7 1.9,3.2,4.3,5.1,5.2; 5.3 | Consistently demonstrates the outstanding ability to analyze complex situations and develop a relevant leadership repertoire to cope with similar complexity | Demonstrates the ability to undertake analyses and construct relevant leadership responses | Demonstrates some ability to undertake analyses and construct relevant leadership responses | Demonstrates limited ability to undertake analyses and construct relevant leadership responses | Fails to demonstrate the ability to undertake analyses and construct relevant leadership responses |
| **Display insight into one’s own leadership capacities and those of others**  SLOs: 1.5,1.6,4.1,4.2,4.3, 4.4,4.5,5.4 | Consistently demonstrates the outstanding ability to analyze one’s own individual capacities and project them into complicated leadership situations | Demonstrates an ability to analyze one’s own individual capacities and project them into complicated leadership situations | Demonstrates some ability to analyze one’s own individual capacities and project them into complicated leadership situations | Demonstrates limited ability to analyze one’s own individual capacities and project them into complicated leadership situations | Fails to demonstrate ability to demonstrate an ability to analyze one’s own individual capacities and project them into complicated leadership situations |

|  | **Excellent** (4 points) | **Acceptable** (3 points) | **Developing** (2 points) | **Basic** (1 point) | **Not Acceptable** (0 points) |
| --- | --- | --- | --- | --- | --- |
| **Construct a leadership personal philosophy**  SLOs:  1.4,1.5,4.1,4.2, 4.8,4.9,4.10 | Consistently demonstrates an outstanding ability to construct a coherent set of personal leadership principles and operational leadership strategies over the course of a semester | Demonstrates an ability to construct a coherent set of personal leadership principles and operational leadership strategies over the course of a semester | Demonstrates some ability to construct a coherent set of personal leadership principles and operational leadership strategies over the course of a semester | Demonstrates an limited ability to construct a coherent set of personal leadership principles and operational leadership strategies over the course of a semester | Fails to demonstrate an ability to construct a coherent set of personal leadership principles and operational leadership strategies over the course of a semester |  |
| **Display a high level of professional ability to community in oral and written forms**  SLOs: 4.1,4.9,4.10,5.1 5.3,5.6 | Consistently demonstrates an outstanding ability to speak in a professional manner consistent with the capacity of a leader to communicate effectively with multiple audiences | Demonstrates an ability to speak in a professional manner consistent with the capacity of a leader to communicate effectively with multiple audiences | Demonstrates some ability to speak in a professional manner consistent with the capacity of a leader to communicate effectively with multiple audiences | Demonstrates limited ability to speak in a professional manner consistent with the capacity of a leader to communicate effectively with multiple audiences | Fails to demonstrate an ability to speak in a professional manner consistent with the capacity of a leader to communicate effectively with multiple audiences |

**UNIVERSITY POLICIES AND PROCEDURES**

**ACADEMIC DISHONESTY**

Academic integrity is expected – academic dishonesty will not be tolerated. Violation of any University policy on plagiarism, cheating, offering work to others on assignments, or any other misrepresentation of a student’s work will have serious consequences. Any issues of this nature will be documented, reported, and pursued fully. Please review Lynn University’s policies in the catalog (see p.3).

**ATTENDANCE/PARTICIPATION**

Students are expected to attend class as and when required. All classes have a group participation requirement.

**PLAGIARISM**

Academic integrity is expected – academic dishonesty will not be tolerated. Violation of any University policy on plagiarism, cheating, offering work to others on assignments, or any other misrepresentation of a student’s work will have serious consequences. Any issue of this nature will be documented, reported, and pursued fully. Please review Lynn University’s policies in the catalog.

Lynn University has an account with an automated plagiarism detection service which allows the instructor to submit student assignments to be checked for plagiarism. I reserve the right to

* Request that assignments be submitted to me as electronic files
* Electronically submit assignments to Turnit.com.

Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to [www.turnitin.com](https://pop.student.lynn.edu/exchweb/bin/redir.asp?URL=http://www.turnitin.com/" \t "_blank).

*Instructors may modify readings, topics, or assignments in consultation with the professor/lead faculty listed above.*

Exemplar for Biography submission Contributed by Cathy Tedesco Cohort #7.

Fashion designer Coco Chanel, was born Gabrielle Bonheur Chanel on August 19, 1883, in the small southern French town of Saumur. While she is famous for her timeless suits, trademark perfume, and “little black dress”, her early life was substantially less glamorous than that of the fashion legend she became. Her mother died when she was 11, and her father, an itinerant market seller, abandoned Gabrielle and her siblings. Her two brothers were sent to work on a farm, and Gabrielle and her sister were raised in an orphanage. It was here that Gabrielle learned to sew. Her career in the fashion industry grew from the opportunities she created for herself using this skill and the relationships she built on with each opportunity.

In reading the book “Chanel: A Woman of her Own” by Axel Madsen, the qualities that remain dominant throughout are Coco Chanel’s **ambition** and **persistence**. The rough life she experienced in her youth haunted her, yet motivated her; it was sometimes difficult to identify whether her ambition came from her passion for style or from her desire to overcome her past and her need to constantly ‘prove’ herself. She was **extremely driven**, and had **very little work/life balance**. In her later years, she was quoted in an interview as saying, “God knows I wanted love. But the moment I had to choose between the man I loved and my dresses, I chose the dresses. Work has always been a kind of drug for me, even if I sometimes wonder what Chanel would have been without the men in my life.”

Indeed, she might not be “Coco Chanel” if not for the men in her life. Gabrielle took no **opportunity** for granted and used **relationships** to her advantage throughout her life. For example, she started out by making hats for herself and her friends and then used those friends to advertise her skill and style – eventually she had requests for hats from the women escorted by the friends of her socially prominent lover, Etienne Balsan. Chanel was always fiercely **independent** – even though she grew up in an era when women did not work, and in spite of the fact that, for years, she was a ‘kept’ woman. She was able to start her first shop thanks to the financial support of Etienne Balsan and the encouragement of the one true love of her life, Arthur “Boy” Capel, both of whom admired Gabrielle’s free spirit and **originality** – she loved to flout convention, and this **innovative, independent thinking** is what fueled her career and made her a success. This ‘outside the box’ thinking is readily evident in her fashion style: Chanel was the first to use jersey knit and to eliminate corsets so that the dress followed the body and form followed function; she refashioned fabrics traditionally used in men’s clothes so that women could swim, hunt and ride horses – inventing women’s sportswear; when other designers were offering flounce and feathers, she offered simplicity and practicality.

Chanel **used her** **network of relationships to gain influence** and propel her fame. She was mentored in business by her lover, “Boy” Capel, who helped her understand how to leverage resources and make sound business decisions – it was Capel who convinced her to open shops in Deauville and Biarritz, seaside resorts where the sportswear she created was in high demand. Once she had gained fame and fortune, she in turn financially supported others in the world of arts – Serge Dhiagelev, Jean Cocteau, Igor Stravinsky, Pablo Picasso, Salvador Dali and Pierre Reverdy, among many others.

Chanel was **hardworking**, but she was also **demanding** – a true perfectionist. Gabrielle had **high expectations of herself and of others**. She created her fashions directly on the models rather than by sketching and producing the garments as is often done today. She expected the models and the seamstresses to work as long and as hard as she did – even in her 80’s she worked 6-8 hours at a stretch with no break. One of her models was quoted as saying, “Mademoiselle was a terror, commanding, ridiculing, pinching and watching, standing up, sitting down, on her knees, on all fours. Once *‘la pose’* began, no one left the salon without a very good excuse.” Even Chanel said, “Sometimes I realize I’m ridiculous in being so demanding.”

Chanel was not just demanding – she **treated her employees badly**. They received low pay for long hours – however, this was a common practice at the time. In 1924, when one of her *premières* (an overseer of a team of seamstresses) asked for a raise, she was summarily dismissed – even though she had been one of her original *premières* and had worked for Chanel for 10 years, with 65 seamstresses under her purview, for 12 hours per day, while earning only 500 francs (approximately $76) per month.

By 1927, Chanel presented collections twice per year that included over 200 designs, but this was manageable because she had set up her fashion house with **efficiency**. She would design a prototype on the live model, and then **delegate** the rest of the production to the *premières* who presided over nearly 3,000 seamstresses. Coco Chanel never went into the workrooms or dealt with the seamstresses directly. She had set up a **hierarchy** of sales personnel (*vendeuses*) and dressing assistants (*habilleuses*) who dealt with the clients. In the workroom, the *premières* managed the seamstresses (*couseuses*) who had young apprentices (*arpètes*) to assist them. These apprentices did the menial work of sweeping up threads and needles, fetching fabric and running errands. The *arpètes* could move up to an intermediate stage as a *petite main* where they could learn the tricks of the trade and eventually become a *seconde*, then after several years they could graduate to being an *habilleuse*. This created loyalty among her workers, made for an efficient production process and left Coco Chanel to focus on her highly visible role as designer and trendsetter.

Chanel **cultivated a strong team** to run manufacturing and sales and she maintained lawyers and accountants to handle the finances and business side so that she could focus on designing collections. In 1936, the French election was won by a socialist administration, and widespread worker strikes were common. When the strikes spread to her business, Chanel was shocked and took it as a personal affront. She refused to negotiate with her workers and fired 300 of them. The workers seized her shop. Chanel finally swallowed her pride because she knew she would never complete her collection in time if she didn’t. She never forgot and never forgave – but like her fashion styles, she was **practical**, and she knew how to **adapt to changing needs.**

Chanel’s uncanny **ability to sense an upcoming trend** was one of her many strengths – she could identify what women wanted before they knew they wanted it. She may have had an innate sense of marketing, but more importantly **she understood people**. This was evident in the way she first marketed her hats, then her clothes – liberating women from the confines of corsets and conventions, then her development of the famous Chanel No 5 perfume. She purposely created the scent to be different from the flowery scents already being produced and intentionally chose a bottle shape and name unlike anything else on the market. Before manufacturing it, she went to restaurants and public events and sprayed it in the air as women walked past to see their reaction to the scent. Once she decided to manufacture it, she gave it away to wealthy clients as a ‘gift’ and when asked if they could buy more from her, she feigned surprise and asked them if they thought it was worth trying to sell. She created desire by **making others think it was their idea** – a somewhat rudimentary, yet calculated method for **building consensus**.

Finally, in her later years – having closed the business during WWII and then staging a comeback at the age of 70 – Chanel had the **foresight to develop a succession plan.** Having no heir, as she neither married nor had children, Coco Chanel established a foundation to which she could leave her fortune; this foundation was tasked with discovering and supporting future talent. And in seeking a successor for the creative control of her fashion house, she looked not among her trusted friends or her longtime staff, but among the few rivals she admired, which took a certain amount of **confidence** and faith in the structure of the business she had established and an **open-mindedness** for allowing different perspectives to shape the company’s future.

Even today, the Chanel look remains a classic symbol of elegance, refinement and superior quality. Author Axel Madsen summarizes Chanel’s nearly century-long reign over fashion by saying, “There is a measure of irony in the fact that the … Chanel look, with its implied efficiency and certain perfection, was invented by someone who was **outspoken** and **independent** and **lived fearlessly** among artists, intellectuals and aristocrats.”

*Reference source: Madsen, Alex, “Chanel: A Woman of her Own,” Henry Holt and Company Inc., New York, 1990*

**Readings available on Blackboard/Electronically from the library**

**Background to the Program**

Robinson, V.M.J. (1996) Problem-Based Methodology and Administrative Practice.

*Educational Administration Quarterly 32* (3) pp.427-451.   
Savery, J. R. (2006) Overview of Problem-based Learning: Definitions and Distinctions.

*The Interdisciplinary Journal of Problem-based Learning 1* (1) pp.9-20.

**Foundational Concepts in Leadership Theory & Behavior**

Barach, J., & Eckhardt, D. (1998). “The Paradoxes of Leadership,” G. in Hickman, *Leading Organizations: Perspectives for a New Era*, pp. 68-78.

Bass, B. (1990). “Typologies and Taxonomies of Leadership,” *Handbook of Leadership*, pp. 21-36.

Bass, B. (1990). “Traits of Leadership: A Follow-Up,” *Handbook of Leadership*, pp. 78-88.

Murphy, J. (2002). *The educational leadership challenge: Redefining leadership for the 21st century.* Chicago: University of Chicago Press.

Nahavandi, A. (2012) *The art and science of leadership*. 6th ed. New Jersey: Prentice Hall.

Rost, J. (1998). “Leadership and Management,” In G. Hickman, *Leading Organizations: Perspectives for a New Era*, pp. 97-114.

Storey, V.A. (2011). *New DEEL: An ethical framework for addressing common issues in Florida schools.* JAPSS Press.

Young, M.D., Crow, G.M., Murphy, J., Ogawa, R.T. (2009) *Handbook of Research on the education of school leaders.* New York: Routledge

Yukl, G. (2005). “Introduction: The Nature of Leadership,” G. Yukl, *Leadership in Organizations*, pp. 1-21.

Yukl, G. (2005). “Perspectives on Effective Leadership Behavior,” G. Yukl, *Leadership in Organizations*, pp. 50-80.

**Contemporary Leadership Theories, Models, & Frameworks**

Alix (2000). “Transformational Leadership: Democratic or Despotic?” *Educational Management and Administration, 28*(1), pp. 7-20.

Bass, B. (1990). “Interpersonal Competence and Leadership,” *Handbook of Leadership*, pp. 110-123.

Sternberg, R.J. (2007). “WICS: A Model of Leadership,” In P. Vecchio’s *Leadership*, pp. 273-301.

Goleman, D. (1998, November-December). “What Makes a Leader?” *Harvard Business Review*, pp. 93-102.

Kets de Vrie, M.F.R., & Miller, D. (1986). Personality, Culture, and Organization,” The *Academy of Management Review, 11*(2), 266-279.

Yukl, G. (2005). “Early Contingency Theories of Effective Leadership,” In G. Yukl, *Leadership in Organizations*, pp. 214-247.

Yukl, G. (2005). “Charismatic and Transformational Leadership,” In G. Yukl, *Leadership in Organizations*, pp. 248-283.

**Leadership and Change Strategies**

Belasco, J., and Stayer, R. (1993). [Flight of the Buffalo: Soaring to Excellence](http://www.worldcat.org/title/flight-of-the-buffalo-soaring-to-excellence-learning-to-let-employees-lead/oclc/26929853&referer=brief_results), learning to Let Employees Lead. New York: Warner Books. pp 16-23.

Bennis, Warren and Goldsmith, Joan. (1997) [*Learning to Lead – Workbook on Becoming a Leader*](http://www.worldcat.org/title/learning-to-lead-a-workbook-on-becoming-a-leader/oclc/36969697&referer=brief_results)*, pp30-36, 167-169.*

Bolman, L., and Deal, T. (1994). Looking for Leadership: Another Search Party’s Report. *Educational Administration Quarterly, 30(1), 77-96.*

Mintzberg, H., & Westley, F. (1992). “Cycles of Organizational Change,” *Strategic Management Journal*, 13, 39-59.

Olson, L. (2000). New Thinking on What Makes a Leader. *Education Week*, *19*(19), 1. Retrieved from Academic Search Premier database.

Smith, K., & Sims, H.P. (1998). “The Strategy Team,” In G. Hickman, *Leading Organizations: Perspectives for a New Era*, pp. 309-326.

Senge, P. (1998). “The Leader’s New Work,” In G. Hickman, *Leading Organizations: Perspectives for a New Era*, pp. 439-457.

Urbanski, A., and Nickolaou, M. (1997). Reflections on Teachers as Leaders. *Educational Policy, 11 (2), 243-254.*

Yukl, G. (2005). “Strategic Leadership by Executives,” In G. Yukl, *Leadership in Organizations*, pp. 353-385.

Leading from Within (1992). *Let your life speak.* San Francisco: Jossey Bass. *pp 73-94. Accessible as an* e-book: [Click here to read the book!](https://lynn-lang.student.lynn.edu/login?url=http://www.netLibrary.com/urlapi.asp?action=summary&v=1&bookid=26070)

**Politics and the Organizational Context of Leadership**

Bass, B. (1990). “Leadership, Environment, and Organization,” *Handbook of Leadership*, pp. 563-594.

Brooks, J.S., & Normore, A.H. (2010) Educational Leadership and Globalization: Literacy for a Glocal Perspective. *Educational Policy* 24: 52.

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**Suggested additional reading**

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| **Additional Texts**  The Leadership Experience (2008) 4th edition…by Richard Daft  (Vanderbilt… Owen Graduate School of Management) with the assistance of Patricia G. Lane (Thomson Pub??)  16 chapters cover Research Perspective,  Personal Side of Leadership, Relationship Builder, and the Leader as Social Architect  Data Driven Decisions and School Leadership (2007) by T. Kowalski, T. Lasley, J.W. Mahoney  (Allyn and Bacon) softcover. ISBN 10: 0-20549-668-7 or ISBN 13: 9780205496686 ($ 61.00 ? Amazon) .  Bolman, L. & Deal, T. (2003). Third Edition. *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass.  Eicher, J. (2005) Second Edition. *Leader-Manager Profile: Self-Assessment.* Pennsylvania, HRDQ  Kidder, Rushworth. (1995) *How Good People Make Tough Choices*. New York*:* Fireside  Lunenburg, Fred C., Ornstein, Allan C. 5th Edition, (2012). *Educational Administration Concepts and Practices.* Belmont, California: Wadsworth Publishing Company  Northouse, Peter G. (2003) Fourth Edition. *Leadership – Theory and Practice.* Thousand Oaks: Sage Publications. |

1. Written assignments should be in Palatino 12-point font, double- or 1.5-spaced, with one-inch margins. Ensure that your name appears on each page, and that each page is enumerated. Please submit your assignment electronically to Professor Guthrie at jguthrie@Lynn.edu [↑](#footnote-ref--1)