

**THE UNIVERSITY OF GEORGIA**  
**DEPARTMENT OF LIFELONG EDUCATION, ADMINISTRATION, AND**  
**POLICY**  
**EDAP 7030 Organizational Leadership in Schools (four hours)**  
**Course Syllabus**

**Fall 2006.** The course is designed for students to gain knowledge of school organizations, traditional and current leadership concepts, the major frames used to analyze organizations, their climate and culture, the nature of conflict, and decision making. School leaders today are the focus of much hope for educational improvement, but without knowledge and disposition toward solving the impediments to school improvement, their work will not succeed however well intended they may be. Readings, class discussions, case studies, biographies, reflective journal, and two project plans are the activities assigned.

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Required Text: Owens, Robert G. (2004). *Organizational behavior in education: Adaptive leadership and school reform*, 8<sup>th</sup> ed. Boston: Allyn & Bacon.

Recommended:

Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.

Bennis, W. (1999). *Managing people is like herding cats*. Provo, Utah: Executive Excellence Publishing.

Bolman, L. and Deal, T. (2003). *Reframing organizations*. San Francisco: Jossey-Bass.

Short, P. and Greer, J. *Leadership in empowered schools*, 2<sup>nd</sup> ed. (2002). Upper Saddle River, New Jersey: Merrill Prentice Hall.

Readings:

The following journal articles are on reserve in Galileo. Read these and be prepared to discuss their salient points during class. To access them, go to [http://www.libs.uga.edu/access\\_services/reserves.html](http://www.libs.uga.edu/access_services/reserves.html). You may search by instructor name or the course number. The password is wonder.

Casavant, M., and Cherkowski, S. (2001). Effective leadership: Bringing mentoring and creativity to the principalship. *NASSP Bulletin*, 85 (624), 71-81.

Crippen, C. (2005). Servant-leadership as an effective model for educational leadership and management: First to serve, then to lead. *Management in Education*, 18 (5), 6-16.

Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106 (6), 1047-1085.

Foley, R., and Lewis, J. (1999). Self-perceived competence of secondary school principals to serve as school leaders in collaborative-based educational delivery systems. *Remedial and Special Education*, 20 (4), 233-243.

Kelley, R., Thornton, B., and Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126 (1), 17-25.

Sanders, M., and Harvey, A. (2002). Beyond the school walls: A case study of principal leadership for school-community collaboration. *Teachers College Record*, 104 (7), 1345-1368.

Singh, K., and Billingsley, B. (2001) Professional support and its effects on teacher's commitment. *Journal of Education Research*, 91 (4), 229-238.

Spillane, J., Halverson, R. and Diamond, J. (2004). Toward a theory of leadership practice: A distributed perspective. *Journal of Curriculum Studies*, 36 (1), 3-34.

Meetings: Monday, August 17 through December 4. Laptop computers are not needed for this course, please do not bring them. Cell phones should be turned off during class meetings except in cases of emergency. Please inform the instructor if you have such an emergency prior to beginning the class session. Class attendance and participation are significant parts of the course. Absences from class will reduce your class participation score and that will negatively impact your final grade.

The syllabus is a general plan for the course. The instructor will announce changes to the schedule if they become necessary.

Course Objectives:

The objectives of the course include a portion of the 21 ELCC standards and the emphasis on knowledge, skills, and dispositions by NCATE. A list of the standards is shown at the Attachment of this syllabus. The course will emphasize standards 1.4, 1.5, 4.1, 4.2, 4.3, as they relate to providing organizational leadership for schools. In addition, the course will include study of diversity issues that school administrators address in their assignments as school leaders.

Course assessments will be made of student products and professional behaviors demonstrated in class. Dispositions toward leadership will be determined through the reflective journal kept by the student. Knowledge acquisition will be the primary concern, with skills and dispositions being the second and third priorities.

Specific objectives are:

- A. Increase the student's knowledge of and disposition toward the field of organizational leadership.
- B. Identify, clarify, and complete a draft of the student's vision of learning and develop plans for implementing that vision in a school.
- C. Develop knowledge and dispositions required to lead faculty, students, parents, and the community to understand and adopt the vision of learning.
- D. Develop knowledge and dispositions needed to lead faculty, students, parents, and the community to identify and secure resources necessary to implement the school vision of learning.

### A Culture of Honesty

All academic work must meet the standards contained in ‘A Culture of Honesty, which states “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” *A Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). All students are responsible for informing themselves about those standards before performing any academic work.

### Assignments:

1. **Paper of introduction—ungraded.** This paper is due at the second class meeting. You should not conduct any research prior to writing your paper, but include the following points:
  - A. Describe yourself in terms of your background, interest in leadership and any past leadership roles you have had.
  - B. What is your concept of a “vision of learning” at this time?
  - C. What is your general definition of leadership?
  - D. Describe your understanding of the most important activities leaders do in that role.
  - E. Have you been in any situations where you attempted to exercise leadership and you were diverted, criticized, or attacked for your behavior?
  - F. What role has any of the various forms of discrimination played in developing your beliefs about leadership?
  - G. What are your personal goals for the course?

The basic idea of the paper is to inform the instructor of your current knowledge of organizational leadership and the professional interest you have at this point in your life.

2. **Read the text and other assigned materials.**
3. **Prepare a reflective journal** that identifies your thoughts and attitudes toward the major concepts and issues discussed in the course. Each week, identify one or more ideas or beliefs that have occurred to you and that are related to the topics under discussion in the class. You may use a format that fits your communication style, but consider the following four items for each of your entries:
  1. Describe the learning event or belief in a few sentences.
  2. Identify the new concepts or ideas this situation brought to you.
  3. What were your beliefs about the topic prior to the time you experienced it?
  4. What questions or ideas emerged from the new learning that challenged your former belief?

Submit journal segments when requested in the course schedule and a complete copy near the course end.

4. **Biography**—Read a biography of a leader—educational, political, historical, business, or military. Prepare a 5-6 page paper in which you summarize the leadership activities for which this individual is best known. Identify the type of leadership exercised by the individual and give reasons for selecting him or her as a model. Your focus is to conduct an analysis of the leader’s behaviors and the results obtained from those actions, not to critique the book. Identify the major leadership strengths that you might use in your professional practice.
5. **Leadership Plan** Using leadership reference materials, journal articles, and class handouts, develop a plan to (A) lead a faculty or group for whom you will become the leader, (B) your immediate supervisor, and (C) the school parents or other significant adults to adopt your “vision of learning” for the organization where you are the leader. You should begin your paper with a description of your vision of learning as you have conceptualized it at this time, identify the theoretical base for your plan and outline the activities you will conduct as well as the time schedule you will require. Finally, discuss the obstacles you must overcome to be successful and include the criteria you will use to determine that the group and your supervisor have accepted and approve of your plan’s elements. Use headings in the paper to clearly mark your sections. Using APA style, cite references in your paper of 6-10 pages in which the vision comprises no more than three of those pages.
6. **Team activity**—Details will be provided during the first class session.
7. **Self-evaluation completed at the end of the course**

#### DETERMINING FINAL GRADE IN COURSE

<u>Basis for awarding final grades</u>	<u>Points</u>
Class attendance/participation	60
Reflective journal when complete	40
Biography analysis	40
Leading faculty plan	60
Team activity	60
Final examination/self-evaluation	40
Total	300

The University of Georgia is authorized by the Board of Regents to award plus-minus grades for work completed in all courses. This policy will remain in effect for three years and be reviewed at that time.

Accordingly, the following points will determine final grades awarded:

<b>POINTS</b>	<b>GRADE</b>
285—300	A
270—284	A-
258—269	B+
249—257	B
240—248	B-
228—239	C+
219—227	C
210—218	C-
180—209	D
Below 180	F

Course Evaluation: Students will evaluate the course by completing the College of Education evaluation instrument at the end of the semester.

The Portfolio:

The Portfolio is a requirement of the Department of Educational Administration and Policy, and the student presents and defends the portfolio as the Comprehensive Exam. Complete guidelines for the portfolio can be found at <http://www.coe.uga.edu/adminpolicy/medportfolio.html>

## Course Schedule (Initial)

<u>Date</u>	<u>Topic</u>	<u>Assignment due</u>
August 21	Introductions, course requirements Visions, reality and leadership	
August 28	People, paradigms, and research in organizations (Chapters 1 & 2) <b>Foley &amp; Lewis article</b> Paper of Introduction due	<b>X</b>
September 4	Labor Day Holiday	
September 11	Initial efforts at organizational analysis (Chapter 3) Biography paper due Share biographies	<b>X</b> <b>X</b>
September 18	Later organizational theories (Chapter 4) <b>Kelley, Thornton &amp; Daugherty article</b> Share biographies	<b>X</b>
September 25	Climate and culture (Chapter 6), <b>Sanders &amp; Harvey article</b> Share biographies Reflective journal entries due	<b>X</b> <b>X</b>
October 2	Changing organizations, climate and culture (Chapter 7) Share biographies Plan for leading faculty & parents to vision	<b>X</b> <b>X</b>
October 9	First thoughts about leadership Share biographies	<b>X</b>
October 16	Positions, power, and leadership (Chapter 8)	
October 23	Transforming and other leadership theories (Chapter 8) <b>Singh &amp; Billingsley article</b>	
October 30	Decision making: A process? (Chapter 9)	

November 6	Affective leadership in schools (Chapter 5) Motivation for improvement (Chapter 11) <b>Cassavant &amp; Crippen article</b>	
November 13	Organizational conflict (Chapter 10) <b>Spillane, Halverson &amp; Diamond article</b>	
November 20	Herding the cats: Managing difficult people Practitioner Issue Analysis Project due	<b>X</b>
November 27	School reform or school improvement (Chapter 12) <b>Darling-Hammond article</b> Complete reflective journal due	<b>X</b>
December 4	Final class meeting Self evaluation, course evaluation	