

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDAP 7030 – ORGANIZATIONAL LEADERSHIP IN SCHOOLS

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The people's capacity to achieve is determined by their leader's ability to empower. (John Maxwell)

Managers who focus on themselves and are insensitive to others fail. They fail because there is a limit to what they can do by themselves. Leaders succeed when they realize that the limits to what can be accomplished are minimal if people feel strong and capable. In fact, what leaders do, paradoxical as it may seem, is make followers into leaders. They do this by using their own power in service of others rather than in service of self. (Kouzes & Pozner)

Leaders aren't born they are made. And they are made just like anything else, through hard work. (Vince Lombardi)

The leaders who work most effectively, it seems to me, never say "I." They don't think "I." They think "we"; they think "team." They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but "we" gets the credit....This is what creates trust, what enables you to get the task done. (Peter Drucker)

I start with the premise that the function of leadership is to produce more leaders, not more followers. (Ralph Nader)

REQUIRED BOOKS/MATERIALS

Blase, J., & Blase, J.R. (2000). *Empowering teachers: What successful principals do* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Blase, J., & Blase, J. (2003). *Breaking the silence: Overcoming the problem of principal mistreatment of teachers*. Thousand Oaks, CA: Corwin Press.

Class Readings Packet, available from Dr. Blase or Bel-Jean Printing.

COURSE DESCRIPTION

School-based leadership is examined from an organizational behavior perspective. Major research findings, theories, and ideas relevant to understanding behavior in schools are the focus of this course. This course is a study of the theoretical writings on leadership and leadership development, and current literature on leadership as it impacts education. Organization and leadership theory, essential to school development, and the extant literature exploring phenomena of the leadership process will be examined. Exercises of practical application will be undertaken. Classes will consist of lectures, a great deal of reflective dialogue, and experiential exercises. The course is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. Its purposes include developing knowledge and expertise in organization leadership, exploring topics such as perception, school structure, motivation, communication, decision making, conflict, gender/diversity, micropolitics, culture, school reform, and sharing school governance; and encouragement of on-going reading in the field. Instruction and participant exploration will focus on an integration of the extant data base, theory, and strategies supporting leadership within a school system's bureaucratic structure. Dr. Blase will assist students as they develop the focus on leadership with an emphasis on the development of a reflective approach.

Mission Statement

The Program of Educational Leadership is committed to preparing scholars and practitioners through a comprehensive program of study addressing the ever-changing conditions and emerging issues within the context of education. Dedicated to the University's mission of providing excellence in teaching, research, and service, the Department promotes a broad array of values, knowledge, and skills essential to renew and improve education in the 21st century.

Educational leadership requires knowledge of curricular, instructional, supervisory, and administrative processes as well as an awareness of the ever-changing social, philosophical, historical, political, cultural, legal, moral, and economic context of the school, a practical problem-solving perspective, and an action orientation. Development of interpersonal competence and integrity, as well as professional expertise, are fundamental objectives. The Department also seeks to develop and maintain open dialogue for school improvement through its association with various federal, state, and local educational agencies and professional organizations.

Course Purpose and Overview

The purpose of this course is to understand school based leadership and its impacts on individuals and school organizations. School based leadership is examined in the light of school improvement efforts and the knowledge and skills leaders need to effectively move the organization toward continuous growth and development.

Relationship to the Program of Educational Leadership's Mission

All aspects of the course, EDUL 7030, Organizational Leadership in Schools, reflect the primary purposes of the Program of Educational Leadership to bridge theory, research, and practice. Course instruction and experiences lead students through the Department's belief that schools are complex organizations that need leaders who understand: 1) theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the study of educational leadership; and 3) the integration of a balance of theory, research, and practice in the field and practice of organizational development and change.

COURSE REQUIREMENTS

1. Regular and prompt class attendance

Provide notification to instructor in case of absence in advance. Important learning occurs as we study together. In emergencies, absences may be compensated for through special assignments arranged with your instructor.

2. Active participation and contribution

Involve yourself in class discussions. Organization leadership requires practice in the exchange of ideas with other educators.

3. Leadership skill development

As you participate in class discussion, exercises, case studies, role-playing and problem analysis, you should strive to integrate theory and research with practice. It is expected that you will demonstrate your knowledge and grow in the application of effective leadership skills.

4. Term project

Based on the formal knowledge base (i.e., concepts, theories, research) and personal experiences related to school leadership and organizational behavior, you will develop a "reflective" paper. This paper will be 20 pages in length. You will reflect on selected topics from the course readings and class discussions that have particular significance for your evolving "Perspective on School Leadership." Reflection is a rigorous process; it will require you to react to the readings in terms of the guidelines set forth in "How to Think Like a Leader." This guide sheet provides a set of questions that define the process of reflective practice. References and citations must comply with the APA style manual.

NOTE: Appendix (in BelJean packet) should be brought to each class.

GRADING POLICY

Attendance, Reading, Participation, & Contribution (20%)
Term Project (80%)

NOTES

- **Appendix (in BelJean packet) should be brought to each class.**
- The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
- Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work.

TOPICS/READINGS*

Empowering Teachers: What Successful Principals Do (1,2,3,4,5,6)

Breaking the Silence: Overcoming the Problem of Principal Mistreatment (2,3,5,6)

- A** Introduction (1,2,3,5)
Course Description
APA Style
Leadership vs. Administration
Reflective Practice
- B** School Structure (1,2,3,5)
Hoy & Miskel, "Structure..."
Sergiovanni, "The limits of..."
- C** A Concept of Leadership (1,2,3,5)
Owens, "Adaptive leadership..."
Pellicer, "What is a leader?"
Sergiovanni, "Becoming a community..."
Optional: Lambert et al., "Toward a theory of..."
- D** Perception (1,2,3,5)
Luthans, "Perception"
Orwell, "Shooting..."

- E** **Communication (1,2,3,5)**
 Schmuck & Runkel, “Clarifying...” (partial chapter, read only
 119-136)
 Brinkman & Kirshner, “Dealing with people you...”
- F** **Motivation (1,2,3,5)**
 Blase, “School principals...”
 Blase & Kirby, Bringing Out the Best...
 Theory X and Theory Y
- G** **Conflict (1,2,3,5)**
 Schmuck & Runkel, “Working with...”
 Maidment, “Conflict”
 NTL, “Nonaggressive Ways...”
 Circle of conflict
 Bloomfield & Cooper, “How to be safe...”
 Breathing
 Split second pause
 Optional: NASSP, “The Practitioner”
- H** **Micropolitics (1,2,3,5)**
 Hoyle, “The micropolitics of. . .”
 Blase, “The politics of favoritism. . .”
 Blase, “Micropolitics...”
 Falbo, “Power tactics”
 Pfeffer, “Micropolitical analysis”
- I** **Professional Socialization (1,2,3,5)**
 Parkay et al., “Professional Socialization. . .”
- J** **Abuse of Power (2,5)**
 Blase & Blase, Breaking the Silence (pp. 1-92)
- K** **Effective Use of Formal Authority (1,2,3)**
 Blase & Kirby, “Positive use of...”
 Yukl, “Guidelines for coercive...”
- L** **Women in School Leadership (1,2,5)**
 Shakeshaft, “Differences between...”

Hurty, "Women principals..."

M APPENDIX

* Indicates relationship to ISLLC Standards

1/06