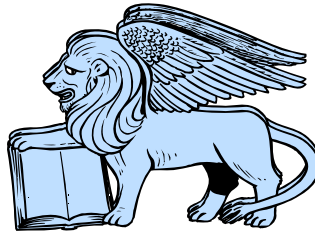


THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6013 – BASIC THEORIES OF EDUCATIONAL ADMINISTRATION

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(Note: I will visit our website at least every two weeks
to address any questions you may have.
Thank you for not contacting me at home
or on my personal email.)



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 Materials

EDUL 6013 (Blase) – Course pack for EDUL 6013 is available at Bel-Jean Copy Print Center (706 548-3648) at 163 E. Broad St. (downtown), Athens, GA 30601.

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. 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 motivation, communication, and conflict. Students will be encouraged to develop a reflective approach to school leadership.

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 Program 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 Program 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 6013, Basic Theories of Educational Administration, reflect the primary purposes of the Program of Educational Leadership to bridge theory, research, and practice. Course instruction and experiences lead students through the Program'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 Requirement

Term Paper

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 8 pages in length plus 1 page for references. You will reflect on selected topics from the course readings 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 publication style manual. I MUST RECEIVE A HARD COPY (US MAIL) OF YOUR PAPER AT MY HOME ADDRESS BY THE TO-BE-ANNOUNCED DATE.

Grading Policy

Term Paper (100%)

Note

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

- 1 “How To Think Like a Leader”**
(Use as a guide to write your “reflective” term paper)

- 2 Communication**
Schmuck & Runkel, “Clarifying...” (partial chapter, read only
119-136)
Brinkman & Kirshner, “Dealing with people you...”

- 3 Motivation**
Blase, “School principals...”
Blase & Kirby, Bringing Out the Best...
Theory X and Theory Y

- 4 Conflict**
Schmuck & Runkel, “Working with...”
Maidment, “Conflict”
NTL, “Nonaggressive Ways...”
Circle of conflict
Bloomfield & Cooper, “How to be safe...”
Breathing
Split second pause

- 5 Effective Use of Formal Authority**
Yukl, “Guidelines for coercive...”
Blase & Kirby, “Positive use of...”

