

UNIVERSITY OF NORTH DAKOTA
LEADERSHIP, PLANNING, AND ORGANIZATIONAL BEHAVIOR
EDL 501, 3 CREDITS
SUMMER 2005

Instructor: Dr. Margaret A. Healy
Office: 207H Education
Office Phone: 701 777-4391
Fax: 701 777-4365

Email: margaret.healy@und.nodak.edu
Office Hours: By appointment or email
Home Phone: 701 746-6363

Office Hours

I am available to meet with you to discuss class work, your degree program and other topics. You can make an appointment at your convenience. I will answer Email messages within one day when I have internet access.

Possible Changes to Class:

This is a draft syllabus and should be considered as tentative. The syllabus will be reviewed in the first class session and modified according to the class discussion. Weather problems, unanticipated problems, instructor judgment, or student interest may result in changes in the projected plan.

Disability Statement

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. I will schedule a time with you either by email or by phone. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

CATALOG DESCRIPTION:

This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs.

COURSE OUTCOMES

1. To identify models/theories/authors on organizations and leadership that are meaningful and useful for professional practice.
2. To demonstrate effective group member and group leader skills.
3. To complete a self assessment in order to identify strengths, weaknesses and areas for growth as a leader.
4. To diagnose an organizational situation and using a theory, develop strategies for responding.
5. To create a vision for an organization and then develop a plan to implement the vision.
6. To develop writing skills appropriate for graduate level coursework.
7. To develop presentation skills appropriate for professional association presentations.

Please refer to the attachment for the K-12 Professional Standards and the higher Education CAS Standards for graduate education.

EXPECTATIONS OF FACULTY, GRADUATE STUDENTS, AND THE CLASSROOM ENVIRONMENT

We will discuss the expectations that we have of each other as well as our expectations of the classroom environment. Some expectations include:

Academic Integrity

As graduate students, it is assumed that you understand the concept of intellectual property and the ethical standards of scholarship. It is expected that the work you submit is your own, that it is only being submitted for this class, and that you have attributed credit to appropriate sources. If you have questions about what behavior constitutes academic integrity, please raise questions in class or with the instructor.

Attendance

Class participation is integral to your learning and the learning of others in the classroom. Since attendance is a prerequisite for participation, attendance is important. Expectations for class attendance are similar to expectations for work attendance; if you know you will miss a class session, please list the date and reason for the absence on your student information sheet. Prior notice is expected for an absence.

Deadline on Homework Assignments

Homework is due on the assigned date at the start of class. If you are unable to complete an assignment on the due date, please make alternate arrangements with me as early as possible and prior to the due date.

Electronic Devices:

Please either disable cell phones and pagers or otherwise ensure that phone calls do not disrupt the class. Family emergencies, of course, are understandable and acceptable disturbances, but personal phone calls are not. If you are on call for your job, please let me know at the start of class. If you must take a phone call, please leave the classroom.

REQUIRED TEXTS:

Jossey-Bass. (2000) *The Jossey-Bass Reader on Educational Leadership*. San Francisco: Jossey-Bass Inc.

COURSE REQUIREMENTS

AT THE CONCLUSION OF THE COURSE, EACH STUDENT WILL SUBMIT A PORTFOLIO FOR THE CLASS THAT WILL INCLUDE:

- A REVIEW OF THE LITERATURE PAPER (8-12 PAGES). *INCLUDE THE FOUR ASSIGNMENTS WITH FEEDBACK IN THE PORTFOLIO AS WELL.*
- A SUMMARY OF THREE LEADER INTERVIEWS AND A SYNTHESIS OF THE THREE INTERVIEWS (4-8 PAGES). *NOTE: THIS ASSIGNMENT WILL HAVE BEEN SUBMITTED AND EVALUATED EARLIER IN THE CLASS.*
- A SELF ASSESSMENT OF LEADERSHIP SKILLS BASED ON THE MATRIX DEVELOPED IN CLASS (4-8 PAGES). *NOTE: THIS ASSIGNMENT WILL HAVE BEEN SUBMITTED AND EVALUATED EARLIER IN THE CLASS.*
- A JOURNAL OF REFLECTIONS ABOUT LEADERSHIP (TWO TO THREE ENTRIES PER WEEK).
- A REFLECTION PAPER ON A TOPIC TO BE DETERMINED LATER (3-5 PAGES).

1. **A review of the literature that is related to the course purpose and outcomes.**

The paper should be 8-12 pages (double-spaced, 12-pt. font). Use APA Style for references, formatting, and organization. See the supplemental handout on writing research papers.

In order to assist you in developing the topic appropriately as well as to develop your writing skills there are five assignments associated with the review of the literature paper. The assignments are due on the date listed.

- a. A one page problem statement.* **Due June 8.**
Select a topic and define what you think the parameters are. List your key questions.
- b. A search strategy of one to three pages. **Due June 16.**
A plan for identifying the resources you will use to develop the bibliography for your paper.
- c. An annotated bibliography.* **Due June 28.**
- d. An outline of the paper of two to four pages. **Due July 5.**
This will also allow you to identify where you may need to collect additional information.
- e. A review of the literature paper of 8-12 pages.* **Due July 14.**
The title of the paper and your name should be on the cover sheet. On the paper (in the header) your name should be listed with the page numbers.

Presentations of Review of the Literature Paper will be July 12 and/or 14.

* **required** for students who have a masters degree.

2. **Interviews of three leaders about leadership and the role of leaders in the organization.** Specifically ask them to identify the knowledge, skills, and values/attitudes that are essential for effective leadership. Ask them to identify potential derailers and how to avoid them. Provide a written summary of each interview; synthesize what the leaders identify as the knowledge, skills, and values/attitudes for leadership as well as the derailers. Present your synthesis to the class.
Due June 28.

3. **A personal statement about leadership and management;** in the statement articulate a statement of your beliefs about leadership and management:
- Describe the leader and manager that you aspire to be as well as identify the knowledge, skills, and values you will need to acquire and practice in those roles.
 - Complete a self assessment of your current development as a leader and a manager, and how well you practice those skills, principles, and values.
 - Develop a plan for your continued growth including the knowledge, skills, behaviors, values and attitudes you plan to acquire as a leader and a manager. Specify how you will acquire and/or practice those skills over the next three to five years.

Due July 7.

4. **A journal of your reflections about organizations, leaders, managers, and administration.** Entries may be prompted by several different activities. For example,
- Each time you read a chapter for class, you may write in your journal to identify key points from the chapter and how you can use the key points.
 - Each time you read articles for your literature review, you may reflect on what they mean for you as a leader and a manager.
 - When you interview leaders or observe leaders, reflect on the knowledge, skills, and values/attitudes you observe them possessing and using.
 - When you have opportunities or challenges in the work environment, you may want to consider what is happening in light of what you are learning in class.

Due July 14.

COURSE GRADING:

Approximate point values for each course requirement are as follows:

Participation	10%
Review of the Literature/Research Paper Presentation	20%
Interviews Presentation	15%
Personal Statement	10%
Journal (Two to three times per week)	15%
Final Self Evaluation	5%

COURSE PLAN:

DATE	READING	TOPIC/ASSIGNMENT	ASSIGNMENT DUE
June 7			
June 9	Ch 1-6		Problem Statement
June 14			
June 16		NO CLASS – In Basket Assignment	Search Strategy
June 21	Ch 7 - 15		
June 23			
June 28	Ch 16-20		Annotated Bibliography
June 30			
July 5	Ch 21-24		Outline
July 7			
July 12			
July 14			Paper Journal

30 May 2005