

**NOVA SOUTHEASTERN UNIVERSITY
THE FISCHLER GRADUATE SCHOOL OF EDUCATION AND HUMAN SERVICES**

**DOCTORATE IN EDUCATIONAL LEADERSHIP
WITH A SPECIALIZATION IN
ORGANIZATIONAL LEADERSHIP**

Study Guide

**LDR 9130
IMPROVEMENT OF ORGANIZATIONAL MANAGEMENT,
ADMINISTRATION AND LEADERSHIP IN THE EDUCATIONAL SYSTEM**

Graduate Leadership Studies

August – 2002

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PREFACE

This study guide is designed for Nova Southeastern University (NSU) students as they explore the leader's role in developing professionalism within an organization. The course builds on the concepts presented in previous courses and further prepares students to become outstanding leaders who are able to perform effectively in the current climate of diversity and restructuring. This class explores adult learning theories and how to present professional development and training so that the organization will have meaningful team building experiences.

This study and resource guide serves as an overview of the topics to be studied in this leadership course (**9130**). Student learning outcomes anticipated as a result of active engagement in the study area are presented. Reading and writing assignments as well as teaching and learning resources are included. As an active learner your first task is to read this guide carefully and thoroughly. Your instructor will provide you with more guidance and specific instructions during your online sessions.

The instructional sequence of **Leadership 9130** is divided into four major themes that will be covered over a fifteen-week period. The guide is divided into these four areas. The first area is **Leadership and Management**. Many learning theories will be presented. Differences between leadership and management will be explored. **Motivational Theories and Group Dynamics** is the second area to be covered. Motivation and resulting behavior expectancy will be discussed. Group problem solving techniques and procedures for generating ideas will be explored. The third area is **Decision Making and Power Structures**. The role of planning, decision-making, commitment and delegation will be explored. **The Change Process**, the fourth area, will include areas of change, types of change, phases of change, developing a marketing plan and the role of the community.

Participants will develop a personal and professional set of theories and strategies to guide them in their organizational settings. They will continue to ground their intellectual discussions and professional achievements in leadership theory and research. In this course as in the previous ones and in all subsequent ones, leadership is the dominant theme.

COURSE DESCRIPTION

In **LDR 9130: Improvement of Organizational Management, Administration and Leadership in the Education System** (6 credits) explores basic theories of leadership, change process, group dynamics, and motivation. Learners will demonstrate knowledge of planning techniques, managing change, mission identification, assessment and goal statements. Learners will internalize the implications of the authority and total responsibility placed on leaders of an organization. The major themes of study are Leadership and Management (an examination of various learning theories); Motivational Theories and Group Dynamics (an exploration of group motivation theories); Decision

Making and Power Structures (all aspects of decision making will be explored); and The Change Process (ways to implement change will be explored).

LEARNING OUTCOMES

As a result of actively engaging in LDR 9130, participants will be able to demonstrate what they know and are able to do in the following four outcomes (Knowledge/Learning, Skills, Dispositions, and Results or Accomplishments):

Knowledge/Learning

- Demonstrate knowledge of the historical development of leadership perspectives and learning theories.
- Summarize current concepts of leadership.
- Interpret and critique the structure and dynamics of organizations.
- Demonstrate knowledge of decision-making processes and structure possibilities.
- Identify types of power structure in organizations.

Skills

- Identify a variety of evaluation techniques to judge productivity.
- Develop a plan that guarantees proper sequencing of communication and activities.
- Cite and apply logical stages of planning techniques.

Dispositions

- Understand the importance of clear explanations when delegating an activity.
- Understand the process of change and how to be an effective change agent.

Results or Accomplishments

- Evolve as a reflective leader through self- reflection and practice.

COURSE CONDUCT

Improvement of Organizational Management, Administration and Leadership in the School System is conducted using a web-based course management

system, Embanet (www.embanet.com/login). (More specific information about Embanet can be obtained in the program guide.)

You will also communicate with the instructor and your cohorts through email. Your assignments and instructor's feedback will be posted in weekly Embanet folders. Grades will be posted via a personal identification number (PIN) on the Embanet class site. You must send your instructor a PIN via private email. If you do not send your PIN, the last four digits of your social security number will be used.

As previously stated, **Improvement of Organizational Management, Administration and Leadership in the School System** is divided into four major topics: Leadership and Management, Motivational Theories and Group Dynamics, Decision Making and Power Structures and The Change Process. The topics are organized over the course term. You should plan to spend a minimum of five hours per week reading and working online exploring and examining Internet sites and related materials as well as preparing written assignments. Off-line activities include reading the required texts and doing the necessary background work to prepare assignments. Written assignment information appears in the **Assignments** section of this study guide. Additionally, the assignments and activities will be posted as messages in the course area on Embanet.

As you progress through this course, you are encouraged to apply the concepts and principles that you are learning to every day practice. Use this learning as an opportunity to informally and immediately apply your new knowledge and insights within your work setting. More formal opportunities will arise as you progress through the program. The value you receive from this course is in direct proportion to your active engagement in the reading assignments, writing assignments, and on line chat sessions. Make the most of this experience.

COURSE OUTLINE

Week Two – 1st Chat and Course Overview

Week Four – Post your perspective of one of the following topics. Respond to each of your peers.

LEADERSHIP AND MANAGEMENT - Hersey Chpt. 1

- The definition of leadership
- Leadership effectiveness
- Major research approaches to leadership study
- The development of leadership study and research

LEADERSHIP AND MANAGEMENT – Hersey Chpts. 4-7

- The two dimensions of leadership
- Two dimensional approaches
- Situational theories of leadership
- Trait approaches to leadership
- Attitudinal approaches to leadership

- Five leadership styles

LEADERSHIP AND MANAGEMENT - Hersey Chpt. 21

- Distinction between management and leadership
- Management process
- Skills of a manager
- Management skills at various levels of an organization
- Organizations as a social system
- Effective human skills

Week Six – Post your perspective of one of the following topics. Respond to each of your peers.

MOTIVATIONAL THEORIES AND GROUP DYNAMICS - Hersey Chpts. 2-3

- Understanding basic motivational theories
- Motivation and behavior
- Situational motivation
- Expectancy Theory

MOTIVATIONAL THEORIES AND GROUP DYNAMICS - Hersey Chpt. 12

- Individuals vs. groups
- Problem solving modes
- Helping and hindering roles in groups
- Group problem solving techniques

MOTIVATIONAL THEORIES AND GROUP DYNAMICS – Hersey Chpt. 14

- Leader facilitation of group decisions
- The role of the leader in group decision making
- Building commitments
- Management and personnel development

Week Eight – Post your perspective of one of the following topics. Respond to each of your peers.

DECISION MAKING AND POWER STRUCTURES – Hersey Chpt. 13

- Decision making characteristics
- Decision styles
- The role of planning
- Building commitment
- The role of delegation

DECISION MAKING AND POWER STRUCTURES - Hersey Chpt. 15-16

- The nature of the influence processes
- Power and authority
- The effective use of power

- Developing a power base

DECISION MAKING AND POWER STRUCTURES - Hersey Chpts. 17-18

- Position power and personal power
- Readiness, styles and power bases
- Power bases and readiness level
- Empowerment

Week Ten – Post your perspective of one of the following topics. Respond to each of your peers.

THE CHANGE PROCESS - Hersey Chpts 8-9

- Areas of change
- Types of change
- Major inhibiting factors
- Charismatic and Transformational Leadership

THE CHANGE PROCESS - Hersey Chpt. 10-11

- Getting in the right state of mind
- Getting from here to there
- Change cycles
- Advantages and disadvantages of change cycles

THE CHANGE PROCESS - Hersey Chpt. 19

- The eight steps to transformation
- Developing organizational fitness
- Resistance to change
- Reviewing team building

THE CHANGE PROCESS - Hersey Chpt. 20

- Developing a vision
- Implementing change
- Limits of change leadership

THE CHANGE PROCESS

- Definition of marketing
- Purpose of a marketing plan
- Procedures for developing a marketing plan
- Components of a marketing plan

Week Twelve – Post your perspective of one of the following topics. Respond to each of your peers.

PUTTING IT ALL TOGETHER

- Integrating power bases, readiness level and leadership style through situational leadership

REQUIRED TEXTS

Hersey, P., Blanchard, K.H. & Johnson, D. (2001). *Management of Organizational Behavior: Leading Human Resources*. (8th ed.) Upper Saddle River, NJ: Prentice Hall.

RECOMMENDED READINGS

In addition to the books listed below students should also refer to the extensive bibliography in the required books. Students may check web sites through the NSU Electronic Library as well.

Hanson, E.M. (1996). *Educational Administration and Organizational Behavior*. (4th ed.) Boston: Allyn and Bacon.

Razik, T.A. & Swanson, A.D. (1995). *Fundamental Concepts of Educational Leadership and Management*. Englewood Cliffs, NJ: Merrill.

Rose, C. & Micholl, M.J. (1997). *Accelerated Learning for the 21st Century*. New York: Bantam Doubleday Dell Publishing Group, Inc.

Short, P.M. & Greer, J.T. (1997) *Leadership in Empowered Schools*. Columbus, OH: Merrill

Snowden, P.E. & Gorton, R.A. (1998). *School Leadership and Administration*. (5th ed.) New York: McGraw-Hill.

Wagner III, J.A. & Hollenbeck, J.R. (1995). *Management of Organizational Behavior*. (2nd ed.) Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. (1998) *Leadership in Organizations*; fourth edition. Upper Saddle River, NJ: Prentice Hall.

COURSE REQUIREMENTS

Learning activities for **Improvement of Organizational Management, Administration and School Leadership in the Educational System** consist of readings, writing assignments and interactive learning experiences (chats).

Readings: The readings are organized according to the four major themes of this course. The reading assignments are essential for your understanding and participation in online chat sessions and in the preparation of written assignments. It is important that you complete all of the required reading as assigned as quickly as possible. You are

expected to integrate the content of reading assignments into written assignments. There will be opportunities for questions and clarification of the concepts contained in the readings in the posting board threaded discussions.

Required Reading Assignments

Theme 1: Leadership and Management

Hersey, P., Blanchard, K. H., & Johnson, D. (2001). Chapters 1, 4-7 & 21.

Theme 2: Motivational Theories and Group Dynamics

Hersey, Blanchard & Johnson (2001). Chapters 2, 3, 12 & 14.

Theme 3: Decision Making and Power Structures

Hersey, Blanchard & Johnson (2001). Chapters 13 & 15-18.

Theme 4: The Change Process

Hersey, Blanchard & Johnson (2001). Chapters 8-11, 19 & 20.

Chats: You will be required to attend one (1) chat with the instructor, three (3) chats with your cohorts. The dates and times for the instructor will be posted in the Embanet weekly folders. Cohort chats will be organized by you and your classmates and will be conducted without the faculty. All chats will be saved as electronic files and posted on Embanet to facilitate future reviews by the faculty and students. **You are required to attend all chats. Chat attendance counts as part of your final course grade.** (See Grading Criteria.)

Some students prefer asynchronous chats. I will be available for a chat you individually or as a cohort with three days notice. (Usually shorter)

Posting Board Threaded Discussions: You are required to post a perspective to our Posting Board Threaded Discussions in the Discussion Folder (see Course Outline) of our Embanet course. Please post yours and respond to the post of a peer. I will be posting and responding as well. If you need a model to follow, please follow my example.

Written Assignments:

1. Written Assignment
2. Research Paper
3. Field-based Project
4. Discussion Postings

Unless otherwise indicated, written assignments are due by MIDNIGHT on Saturday of the determined week. Assignments submitted after midnight Saturday will

receive reduced credit. Assignments should be posted as an e-mail message to the appropriate Embanet assignment folder. Students are advised to keep a copy of all written assignments throughout the doctoral program.

GRADING CRITERIA

The major assignments for LDR 9130 and their corresponding points are as follows:

1. Written Assignment	20 pts (20% of grade)
2. Research Paper	30 pts (30% of grade)
3. Field-based Project	40 pts (40% of grade)
4. Chat/Threaded Discussion Participation	10 pts (10% of grade)

WRITTEN ASSIGNMENT REQUIREMENTS

Written Assignment 1.

School Improvement Plan

Students will select and read six (6) articles on School Improvement. You will then review these articles in a written piece. Summarize each article and state the strengths and weaknesses you feel are in each article. Conclude with the ideas from the articles that you would use if you were involved in creating a School Improvement Plan and how you would apply them to your school.

Make sure your written piece has a clear introduction, flows well and is free of grammatical and typing errors.

Written Assignment 2

Research Paper

Students will choose a topic from the following list and write a research paper of no less than fifteen pages in length. The paper must include a minimum of eight outside references. Follow the same format as you use in your research activities. Be sure to use APA format.

The list of topics is as follows:

1. Trace the study of leadership beginning with the Traits approach and following the development to the multi-dimensional approach.
2. Prepare a motivational plan for an educational setting that will incorporate the concepts of Frederick Herzberg. Be specific in the actions the leader should take.

3. Compare the different methods of decision-making from leader dominated to group consensus.
4. Write a personal development plan for an educational setting that would include the development of employees as they pass through the various stages of Situational Leadership.
5. Develop a marketing plan for an educational setting, which will emphasis the importance of the communication process. Be sure to include the various people or groups of people that must be addressed.

Written Assignment 3

Field-Based Project

Students will select an educational setting to observe and obtain information relating to the proactive orientation, decisiveness, integrity, delegation, control and organizational sensitivity skills of the educational leader in the setting. The information can be obtained by giving a survey to the employees. From your readings, research and online chat sessions you can find the survey you feel is appropriate to use in your setting.

After giving the survey your task is to tabulate the results, summarize them and develop a plan to make any changes you would like to implement. Your plan can include:

- The goals you want to achieve
- The approach you will use to make necessary changes
- How you will communicate and institute the changes
- How you plan to win the support of the employees of the organization.

APPENDIX

School Improvement Plan Rubric

1. Exceptional - Response includes six (6) articles or more on School Improvement. The student included in his/her written piece a summary of each article stating the strengths and weaknesses in each article. The written piece concludes with six or more ideas from the articles that the student would use if s/he were involved in creating a School Improvement Plan and how s/he would apply them to their school. The written piece has a clear introduction, flows well and is free of grammatical and typing errors.

2. Minimal – Response includes six (6) articles on School Improvement. The student included in his/her written piece an outline of each article stating the strengths and weaknesses in each article. The written piece concludes with the six ideas from the articles that the student would use if s/he were involved in creating a School Improvement Plan and how s/he would apply them to their school. The written piece has an introduction, flows, and is free of grammatical and typing errors.

3. Unacceptable – Response includes fewer than six (6) articles on School Improvement. The student included in his/her written piece a sketch of each article stating the strengths and weaknesses in each article. The written piece concludes with fewer than six ideas from the articles that the student would use if s/he were involved in creating a School Improvement Plan and how s/he would apply them to their school. The written piece lacks an introduction, flow, and has grammatical and typing errors.

Research Paper Rubric

1. Exceptional - Students write a research paper of fifteen or more pages in length. The paper must include eight or more outside references, follow the same format used in your research activities, and use APA format.

2. Minimal - Students write a research paper of no less than fifteen pages in length. The paper must include a minimum of eight outside references, follow the same format used in your research activities, and use APA format.

3. Unacceptable - Students write a research paper of less than fifteen pages in length. The paper must include fewer than eight outside references, deviates from the same format used in your research activities, and ignores APA format.

Field-Based Project Rubric

1. Exceptional – The student selected an appropriate educational setting to observe and obtain information relating to all of the following: proactive orientation, decisiveness, integrity, delegation, control, and organizational sensitivity skills of the educational leader in the setting. The information is obtained through observation or by giving a survey to the employees. The student tabulated the results, summarized them, and developed a plan to make any changes that s/he would like to implement. The plan includes: the goals s/he wanted to achieve, the approach s/he would use to make necessary changes, how well s/he would communicate and institute the changes, how s/he would plan to win the support of the employees of the organization. The Project is more than 15 pages in length.

2. Minimal - The student selected an educational setting to observe and obtain information relating to some of the following: proactive orientation, decisiveness, integrity, delegation, control, and organizational sensitivity skills of the educational leader in the setting. The information is obtained through observation or by giving a survey to the employees. The student accomplished some of the following: tabulated the

results, summarized them, and developed a plan to make any changes that s/he would like to implement. The plan include some of the following: the goals s/he wanted to achieve, the approach s/he would use to make necessary changes, how well s/he would communicate and institute the changes, how s/he would plan to win the support of the employees of the organization. The Project is at least 15 pages in length.

3. Unacceptable –The student failed to select an educational setting to observe and obtain information relating to the proactive orientation, decisiveness, integrity, delegation, control, and organizational sensitivity skills of the educational leader in the setting. The information is obtained through observation or by giving a survey to the employees. The student failed to tabulate the results, summarize them, or develop a plan to make any changes that s/he would like to implement. The plan failed to include one or more of the following components: the goals s/he wanted to achieve, the approach s/he would use to make necessary changes, how well s/he would communicate and institute the changes, how s/he would plan to win the support of the employees of the organization. The Project is fewer than 15 pages in length.

Chat/Threaded Discussion Participation Participation Rubric

1. Exceptional – The student contributed in the overview professor chat and posted a pertinent response and responded to at least one peer’s posting to the five Threaded Discussions in the Discussion folder.

2. Minimal - The student participated in the overview professor chat and posted a response to the five Threaded Discussions in the Discussion folder.

3. Unacceptable - The student participated in less than one professor chat and posted a pertinent response to fewer than the five Threaded Discussions in the Discussion folder.