

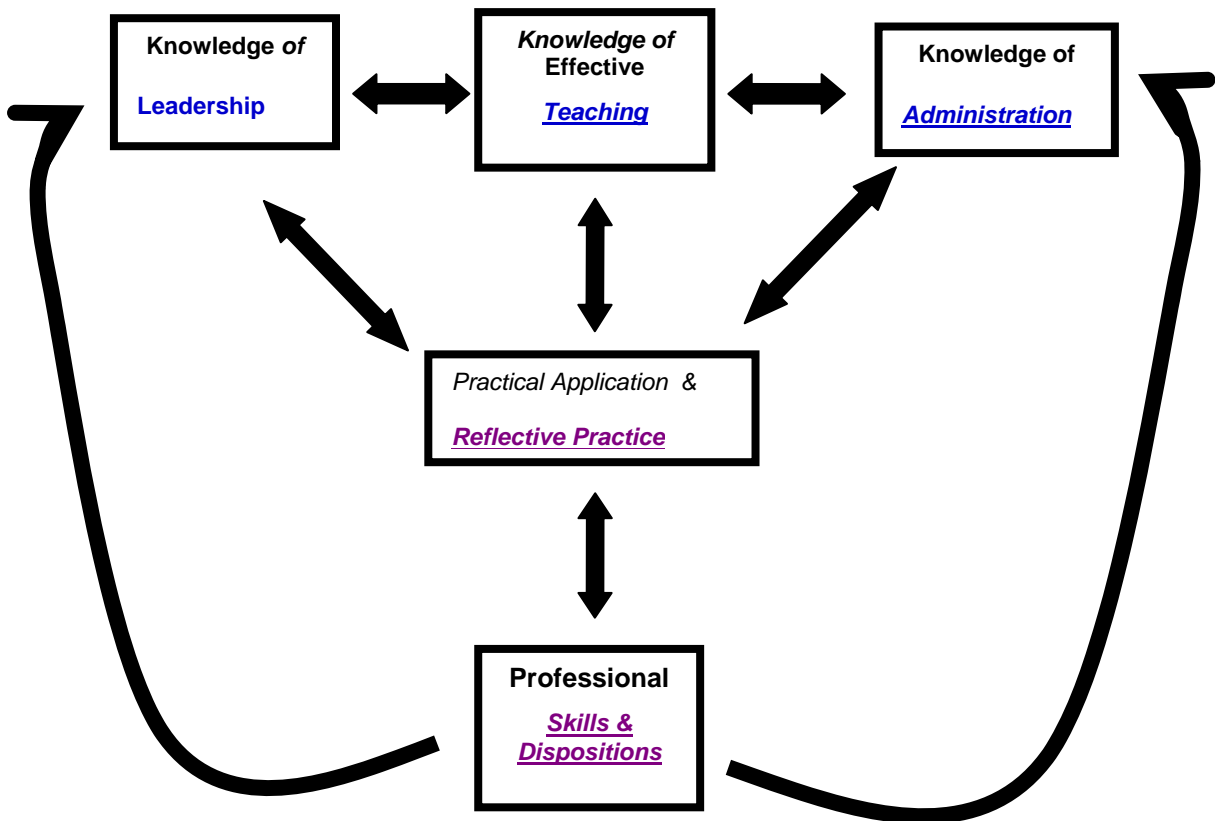
Organizational Leadership- EDL 600
Western Illinois University

3 HOURS
Fall 2008

Weekends: August 16-17, September 27-28, October 11-12
QC Campus --QC WIU CENTER

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Th 1:30—3:30
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Catalog Description

EDL 600 Organizational Leadership. (3) Synthesis of the several components of the Educational Leadership Program including evaluation of thought and practice in managerial roles of the educational executive; and the ethics of educational administration. Required for admission to candidacy.

Required Texts and Course Readings:

Hersey, P., Blanchard, K., & Johnson, D. (2001). Management of Organizational Behavior: Leading Human Resources, 8/E. Prentice Hall: Upper Saddle River, NJ. ISBN: 0130175986

Read both of the following texts in their entirety before the first class meeting.

Fullan, M. (2001) Leading in a culture of change. Jossey Bass. ISBN: 0-7879-5395-4

Schwahn, C.J & Spady, W .G. (2001). Total leaders: Applying the best future focused change strategies to education. Available in Westernonline course documents.

Useful course links:

<http://westernonline.wiu.edu> (go to this site and acquire access (requires ecom & password) before the first class meeting--helpdesk 309-2982704)

<http://del.icio.us/tragphil/EDL600>
<http://edl600.pbwiki.com/FrontPage>

<http://frontpage.wiu.edu/~rlm119/apalinks.html>

<http://frontpage.wiu.edu/~rlm119/writinglinks.html>

COURSE STANDARDS

The first portion of the EDL 600 course is aligned to Standard One- Vision of the ELCC Standards for School District Administrators. Knowledge, performance and dispositions are evaluated throughout the program by instructor, peer and self-assessments using quantitative and qualitative instruments.

Course Meeting Schedule

QC--Aug 16-17, Sept. 27-28, Oct. 11-12 (All face-to-face)

EXPECTATIONS FOR TECHNOLOGY COMPETENCE:

Students entering the EDL 600 program are expected to have functional computer skills. Your competence in using the following is assumed: MS Word Tracking

changes features along with creating tables, features of a word processing program, organizational chart and chart wizard features of EXCEL, and PowerPoint.

Course Standards

The first portion of the EDL 600 course is aligned to Standard One-Vision of the ELCC Standards for School District Administrators. Knowledge, performance and dispositions are evaluated throughout the program by instructor, peer and self-assessments using quantitative and qualitative instruments.

1.1 Facilitate the development and implementation of a shared vision and strategic plan for the school or district that focuses on teaching and learning (e.g., cultivate group norms, influence institutional culture, and affirm core values.)

1.2 Use motivational theory to create conditions that motivate staff, students and families to achieve the school's vision (e.g. facilitate collegiality and teamwork, arrange significant work, encourage challenging standards, provide autonomy support innovation, delegate responsibility, develop leadership in others, provide leadership opportunities, recognize and reward effective performance, provide knowledge of results, provide coaching and mentoring, gain resources, serve as a role model).

1.3 Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills (e.g., identify problem, seek and analyze problem factors, collect and organize relevant information, identify causes, seek creative solutions, apply ethical standards, determine best solution with others when appropriate.)

1.4 Initiate, manage, and evaluate the change process.

1.5 Identify and critique several theories of leadership and their application to various school environments.

1.6 Act with a reasoned understanding of the major historical, philosophical, ethical, social and economic influences affecting education in a democratic society.

1.7 Manifest a professional code of ethics and values.

Class Requirements & Projects

Project I

Before the second class meeting (September 27), students are required to interview an acting superintendent.

The two purposes of this interview are:

To identify one major issue that the district wants researched to assist with its planning and growth. This entire activity will be done individually.

Students will examine and research a district issue. Class members will be asked to present findings. (Note: A written assignment and a Power Point are due!)

Demonstrate an analysis of the school district's legal, ethical, demographic, historical, political, social, cultural, racial, and ethnic contexts in determining the best research-based recommendation regarding the selected issue.

Using information gained from the interview, current research, and reflection, students will prepare a literature review related to the critical issue identified (no less than 1000 words)

The critical issue analysis project will become a part of the student's leadership growth plan. See the Professional Interview Rubric. This Powerpoint

component of this project must be posted on or before September 27th in the discussion board of WesternOnline. It will be one of the benchmark artifacts in your portfolio.

The narrative of this project is **Due on September 29th,**

Format: double space, 12-point font, Times New Roman or similar font, coverpage, APA style documentation of sources (interviews). <http://www.citationmachine.net>

FINAL Products of this Project:

Narrative of research no less than 1000 words

Powerpoint Presentation of critical issue analysis

Question and Answer session in the Westernonline discussion board

Individual Research Paper related to issue(s) generated from interviews

Project II

Develop your own Leadership Development Plan aligned to Program Standards (ongoing during coursework and a required benchmark project for your portfolio). The plan should include well researched solutions to reinforce strengths and counterproductive tendencies.

Each student will prepare a personal leadership growth plan which contains three parts:

Strengths, counterproductive tendencies, and a plan for growth.

Note: A graphic of the plan and components must be included (Microsoft Project is recommended)

Myers-Briggs Type Indicator Keirseey Temperment II

Jung -Myers-Briggs Test

True Colors Assessment

The Leadership Test On-line Assessment

Self Assessment ---Updated Link

<http://www.d.umn.edu/kmc/student/loon/acad/lead/skills.html>

<http://www.nwlink.com/~donclark/hrd/case/chart1.html> (visit and print--this is good stuff)

http://en.wikibooks.org/wiki/Myers-Briggs_Type_Indicator

Typellogic contains some exceptional descriptions of the 16 different personality types.<http://typellogic.com>

more--Myers-Briggs information

<http://www.uwsp.edu/education/block1/381PersonalityGender.htm>

<http://www.uwsp.edu/Education/lwilson/learning/kirbystuff1.htm>

FINAL Products of this Project:

Narrative of your leadership development plan based on your analysis of personality and leadership ability. (Relate to your future goals!)

Graphic representation of your multiple measures of leadership ability and personality indicating areas for growth. **Due October 20,**

3. Project III

Students will develop a multimedia streaming audio/still picture staff development project. Students will utilize Microsoft Photostory3 to develop the windows movie file utilizing pictures and audio to facilitate learning in a web-based environment. Include a short review of the book along with your script utilized in creating the project. **Due October 13,**

FINAL Products of this Project:

Narrative script of staff development project
Picture Story WMV file

4. Project IV

Utilizing web and other resources gathered before class while researching the process of Strategic Planning as well as SWOC or SWOT in the development of strategic plans. Analyze a real life school to determine the strengths, weaknesses, opportunities and threats. Using the results, develop a Vision, Mission and Core Values for an educational organization using components of the DuPont process. This project will be done in class on the final weekend. Research related to strategic planning is required in advance of the class meeting. Visit the links below in addition to your own search for information:

<http://www.planware.org/strategicplanner.htm>

http://www.nonprofitexpert.com/strategic_planning.htm

John Bryson's Guide to Strategic Planning

<http://www.wisc.edu/oqitest/strplan/struniv.html>

FINAL Products of this Project: **Due final class meeting: October 12,**
Narrative description of school
Vision, Mission & Core Values
SWOT(C)

Grading

Project I--250 points

Project II--130 points

Project III--150 points

Project IV--130 points

Readings and on-line postings participation--240 points

Attendance (BOTH ON-LINE AND FACE-TO-FACE)=100 points

Total Points for A=901 Total Points for B=801-900 anything below 801 receives an I until completed at a satisfactory level.

Web Course Expectations (**TO BE FINALIZED AT FIRST MEETING SESSION**)

All readings must be completed prior to posting responses to the Discussion Board.

Postings must reflect an understanding, appreciation, and integration of the readings and topics.

All postings must be completed by the designated due date.

No late postings will be accepted.

All postings must be posted electronically to the Discussions area.

Failure to post responses to discussion questions or other students' postings in the Discussions area will result in a grade of "No Pass" for the course.

Web Participation

Participants are expected to log on to WebCT at least three times per week to complete postings, to check for instructions regarding posting requirements, and to respond to classmates postings. Instructors will notify students in the Discussions area about any individual requirements and about expectations for responding to lectures or questions for consideration if they are different from what is stated in the course materials.

WebCT Mail should also be checked at least three times per week.

Western Illinois University Class Attendance Policy

Students are expected to attend all classes in which they are enrolled.

Instructors should exercise good judgment in considering excuses for absences, but it is the student's responsibility to confer with the instructor and to agree to any reasonable arrangements to compensate for his/her non-attendance.

When a student does not appear in class for several sessions, the instructor may contact the Office of Student Development and Orientation so that attempts may be made to locate the student.

Attendance and participation in class activities is essential to satisfactory completion of this course. If you cannot attend every class session, consider taking the class at a later time. If there is an emergency situation, contact the instructor ASAP.

Disability Statement

"In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornados, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 298-2512 for additional services."

<http://www.student.services.wiu.edu/DSS/forms/publicationStatement.pdf>

WIU Academic Dishonesty Policy

Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason, and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the

student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one's own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style.

Contact the School of Graduate Studies (www.wiu.edu/grad) for information on penalties for academic dishonesty and the University's appeal procedure for students charged with academic dishonesty.
<http://www.wiu.edu/policies/acintegrity.shtml>