

EDUC 524 Challenges in Urban Education:

Leadership

Fall 2018

4:00-7:10 room 403

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Overview

This course will focus on the leadership of urban schools and institutions of higher education and the qualities leaders need to transform these and other public and private-sector organizations for a new century. Such leaders must understand themselves, the organizations that they head, and the complex social and political environments that they are asked to navigate on a daily basis. In short, we need leaders who understand formal structure, individual needs, power and conflict, as well as culture and symbols. Accordingly, students will become acquainted with the principles, concepts and major theories of leadership. They will administer a variety of self-analysis instruments to better understand and reflect upon their own leadership styles and behavioral tendencies. They will apply this new learning to a variety of situations and problems simulating real challenges in today's urban K-12, higher education and non-traditional settings. This course provides students with frameworks for analyzing leadership challenges and strategies and helps students 1) identify and examine the causes of education-related problems, and 2) integrate strategies toward effective solutions.

Case Study Approach

The course relies on a curriculum with a particular focus on K-12 and post-secondary education based. The case studies reflect real life situations that leaders confront in the context of contemporary reforms. Each is focused on a leadership challenge. The case studies cross various situations and organizational levels, but all deal in one way or another with several core issues at the heart of leadership and management of educational organizations: diversity, learning and accountability.

Theory of Action – The concept of leadership is based on the works of Warren Bennis, especially the conceptual framework outlined in his *Learning to Lead: Workbook on Becoming a Leader*. Bennis and Goldsmith distinguish between leadership and management and outline “Four Personal Responsibilities of the Leader – 1) Purpose, Direction and Meaning, 2) Trust, 3) Optimism, and 4) Action and Results;” and “Three Organizational Requirements of the Leader – 1) Alignment, 2) Empowerment, and 3) Learning Culture”

This concept will be extended and reinforced by the work of Bolman and Deal in *Reframing Organizations – Artistry, Choice and Leadership*. Through extensive study and application of the Four Frames (Structural, Human Resource, Political and Symbolic), students will experience a deeper analysis of organizations and simulate the change process using real problems of urban

institutions. Special attention will be paid to the Political and Symbolic frames, too often ignored in the preparation of urban leadership, and too often the reasons why urban leaders fail to achieve their mission of reform. Finally, students will learn and practice the skills of reflection, both in individual and group settings.

Required:

**Textbook and
Other Readings**

- Waters, Timothy, Marzano, Robert and McMulty, Brian. (2005). *School Leadership That Works*. Alexandria, Virginia: ASCD.

Course readings

- Bolman, L. & Deal, T. (2008). Fourth Edition. *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass. ****Please know that you may purchase the 3rd Edition if you wish.***
- Northouse, Peter G. (2013). Sixth Edition. *Leadership – Theory and Practice*. Thousand Oaks: Sage Publications. **** Please know that you may purchase the 4th Edition if you wish.***
- Eicher, J. (2005) Second Edition. *Leader-Manager Profile: Self- Assessment*. Pennsylvania, HRDQ (will have to be purchased before first class).*****

**Students With
Disabilities**

Students from all academic backgrounds are welcome. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

**Instructional
team:**

The instructional design team for this course consists of Drs. Patricia Burch, Richard Clark, Rudy Castruita, Darnell Cole and Julie Slayton. Revisions are made annually by faculty members of RSOE.

**Contacting the
instructor**

You will receive instructions in your first class about how to contact your instructor.

**Eleven Objectives
for this Course**

**Competencies
targeted in
Leadership**

1. To develop and apply a comprehensive understanding of one's own leadership style and approach through reading, self-assessment, reflection and discussion.
2. To understand and apply major theories of leadership in complex urban school settings using simulations, case studies and problem-based learning activities.
3. To analyze and understand the strategies that leaders use to navigate successfully the complex social, political and community environments of urban schools.
4. To understand and analyze how leaders influence policies on the critical issues of learning, accountability and diversity.
5. To acquire an understanding of ethical issues and considerations in leading urban schools and institutions of higher education.
6. To analyze, apply and evaluate problems and solutions to leadership challenges with particular attention to learning, accountability, diversity and policy.
7. To acquire frameworks for analyzing leadership challenges and strategies to examine the causes of education related problems.
8. Apply leadership strategies to **create** the structural, human relations, political and symbolic/cultural dimensions critical for **high performance learning organizations. (K/S)**
9. Demonstrate **initiative in creating solutions** to barriers to learning that are identified within the organization and community. (D)
10. Demonstrate an ability to **create and sustain partnerships** (i.e. groups, teams, organizations) that effectively improve learning. (S)
11. Demonstrate a valuing of **integrating multiple perspectives** by building a community of stakeholders who advocate for high academic achievement for all learners in any educational setting. (K/D)

**COMPETENCIES (KNOWLEDGE AND SKILLS) WILL BE TARGETED
THROUGHOUT BY THIS COURSE :**

- ACCOUNTABILITY
- CRITICAL THINKING
- DIVERSITY
- ETHICS
- LEARNING ORGANIZATIONS
- RESEARCH AND DATA SKILL

Candidate Proficiencies

K – Knowledge

S – Skills

D – Disposition

Guiding Principle	Candidate Proficiencies
Leadership	<ul style="list-style-type: none">● Apply leadership strategies to create the structural, human relations, political and symbolic/cultural dimensions critical for high performance learning organizations. (K/S)● Demonstrate initiative in creating solutions to barriers to learning that are identified within the organization and community (D)● Demonstrate an ability to create and sustain partnerships (i.e., groups, teams, organizations) that effectively improve learning. (S)● Demonstrate a valuing of integrating multiple perspectives by building a community of stakeholders who advocate for high academic achievement for all learners in any educational setting (K/D)

**Doctoral
Support
Center**

Your Writing Advisor at the Doctoral Support Center (DSC) can review your assignments for clarity and logic. Check the due dates for your assignments in this syllabus and schedule reviews in advance by calling or emailing at the start of the semester to request a review time. The review will consist of the Writing Advisor providing her feedback by email, or in person when requested. Remember to give yourself time to address the feedback provided. Please submit your writing draft one or two days prior to your scheduled review.

Course Requirements and Grading

Attendance, Discussion, Participation, Assignments, & Presentation

1. Each student enrolled in this course is required to attend all class meetings. If you find it absolutely necessary to be absent from class because of illness or an emergency, you are responsible to master all information discussed during your absence. Do not ask the instructor to repeat important information – identify a classmate who will help you.
2. Students will administer and reflect upon a variety of self-assessment leadership inventories, and engage in self-reflection and involvement in case studies and problem-based learning around real-life situations in today's urban schools.
3. Students are expected to read the course reading assignments on ARES in advance of each class period – all article discussions will extend the topics reviewed, and preparation for class is critical to the learning process.
4. Students will be formed in teams to present and engage the class around a theory of leadership.
5. APA Style – All papers should be formatted using the current standards of the American Psychological Association. These standards are specified in the *Publication Manual of the American Psychological Association, Fifth Edition* available in the campus bookstore. (You may choose to purchase software for about \$30 that helps you format your paper in 6th edition of APA style from www.ReferencePointSoftware.com. We do not require use of this software, nor do we guarantee its usefulness or performance on your computer. Keep in mind that the Rossier School of Education awards a course grade of “F” to anyone who submits a paper or project that is not original (e.g., when any part of the paper is written by someone else, plagiarized or purchased).

Grading

Grades will be computed based on the following formula:

Item	Percentage of total grade
Midterm Readings Project	30%
Term Project	40%
Critique and Thought Papers	10%
Team Presentation	10%
Class Participation	10%

Grading Rubrics

Class Discussion/Participation:

- A - Contributes regularly to discussion, comments illustrate that materials were read and others' views were considered; balances own contributions with access for others – does not dominate nor sit silently.
- B – Contributes irregularly, often interpretations are groundless and do not relate to discussion questions; dominates discussion with little regard for the views of others.
- C – Often comments illustrate the student has not read materials; dominates discussion, does not listen to others.
- F - No contribution

Required Assignments

Midterm Readings Project

Select one activity from the following project categories:

1. Shadow a leader. Using anecdotes and documents, relate the style of the leader to the literature on leadership theory. Interview the leader regarding his/her philosophy.

OR

2. Obtain a critical incident memo from a leader. Write a “second guess” memo challenging the leader’s resolution of the problem or challenge describing your alternative or different approach and offering arguments supporting your view.
3. Student teams will present a biography of a selected theorist *** class requirement at instructor’s discretion***

Term Project (Power point presentation)

1. Using self-assessment inventories, analyze your own leadership style, using the literature on leadership theory as the basis for the analysis. USING the sample presented in class for your final powerpoint presentation as a guide..describe what were the aspects of the leadership class that were profound in developing your leadership skills. (NO MORE THAN 8 SLIDES)
2. Describe in detail the organization and position you would “fit” best with, and be most successful in (where I see myself in 5-10 years).

Major Course Activities

Lectures	Team Activities	Guest Speakers
Readings	Papers	Video Analyses
Simulations	Assessment Instruments	Case Studies

These activities will be delineated in the weekly schedule.

Particular Attention to Student Needs

Students are invited to take advantage of opportunities to modify course content based on their career goals and interests.

Schedule

The following schedule represents the major sequence of activities packaged in 14 three hour modules over the course of a typical semester. It can be easily altered to accommodate the unique scheduling requirements of an off-campus cohort. The reading assignments in the textbooks and journal articles are identified.

**Note on
Incompletes**

The University definition of and policy on incompletes (taken from the USC Catalogue) is as follows: “Incompletes; work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester. Arrangements for the IN and its removal must be initiated by the student and agreed to by the instructor prior to the final examination...Student requests for the mark of IN before the twelfth week of the semester will be denied....If an incomplete is assigned as the student’s grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade....A student may remove the IN only by completing the work not finished as a result of *illness or emergency* (emphasis added)...One calendar year is allowed to remove the mark of IN in courses numbered 500 and higher. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to IC. Lapsed incompletes count as “F” grades at USC.

In the event an incomplete is approved by the instructor, a written record will be completed which details what is required for course completion and a projected schedule of completion.

**Academic
Accommodation**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m., Monday through Friday. The telephone number for DSP is (213) 740-0776.

**EDUC 524 – Leadership
Thought Paper Assignments**

Thought Papers are typed, no more than two pages, papers which represent student responses and reflections to various units of the course. They are of two types:

Reflection Papers (1) - An opportunity for you to analyze the concepts from the course and often to compare them to your own experience, background or situation. A reflection is not a summary of readings and it is not a listing of your experiences. It is a thoughtful analysis of experience based on concepts. It may include action/s you propose to take because of the reflection.

Questions to guide your reflection:

1. What is your definition of leadership? Does it focus on the individual or the group? Implications?
2. Are management and leadership the same? If not, what are the differences?
3. Can anyone be a leader? Are you a leader?
4. Is leadership the same in a) urban, b) business, c) Higher Ed, d) K-12 settings and organizations?

Analysis Papers (1)– This type of paper asks you to analyze a particular case or reading. Your own personal experience can be brought in, but the main purpose is to critically analyze the logic of the case or articles. In these papers, you should make direct reference to aspects of the case or article.

Questions to guide your analysis:

1. Summarize the case or article.
2. How can you see the 4 Frames operation?
3. What is the leadership/management philosophy?
4. What are the interpersonal dynamics?
5. What are the implications for decision-making and change in navigating political and complex social environments?

Assignments

Write a two page critique of one of the articles which you found to be especially interesting. Be prepared to discuss your review in a small group during the class discussion.

Critique

Due unit 2

Write an analysis paper in the form of a Memo to Machiavelli. Express your opinion on his views of leadership. Be sure to agree and disagree with at least one of his views. Comment on his (and your) role of ethics within the leadership process, and implications of his views on facilitating change.

Analysis

Due Unit 4

Write a reflection paper summarizing your self-assessment results to date. What picture do they provide to you? In what respects are you validated? Surprised? What are the implications for your current and longer term career goals?

Reflection

Due Unit 5

Write a reflection on ethical behavior in your professional field. Include, at a minimum, reflection on *Leading With Soul and How Good People Make Tough Choices*. What actions does this suggest for you?

Reflection

Due Unit 11

Assignments That Are Due

1. One Critique
2. One Analysis Papers
3. One Reflection Papers
4. Board Meeting Visitation (summary)
5. Selection of One Activity (shadowing a leader or critical incident) maximum 7 pages
6. Please refer to Unit 6 assignment on Leadership & Theory Practice
7. Final Project Presentation

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Rubrics for Mid-Term and Final Papers

Mid Term

- A. The instructor has approved the student's selection of mid-term project. The leader (or biography of a leader) oversees a sizeable enough organization so that leadership theories can be seen in action.
- B. Sufficient background is provided to explain the project, e.g., 1) The leader and the institution is described, 2) In the case of the critical incident, the context of the incident is described.
- C. Several relevant leadership theories, including Bolman and Deal's *4 Frames* are noted and illustrated with incidents and dialogue connecting theory to practice and outcomes.
- D. Student reflection is always appropriate.
- E. **APA style and appropriate citations are included.**
- F. Leadership theories from Northouse, Bolman and Deal, and the reader are appropriate for use. Other theories, as appropriate, may be included with sufficient background and citation.

Final Project

- A. Connection and reflection are the objectives of this project. The student should draw a connection between self-assessment results and their implications for current practice, and future goals.
- B. As appropriate, reflections taken during the course should be synthesized and presented in the paper. Initial and subsequent definitions/reflections on "leadership" should comprise one section of the paper.
- C. Finally, the student is challenged to declare her/his career goals "5 to 10 years from now", and reflect how course learning relates to this goal.
- D. Student reflection is always appropriate. APA style and appropriate citations are included.

Grading Criteria for written assignments

Grades will be assigned based upon the following criteria:

"A" Paper: The principal characteristic of the "A" paper is its rich content: it is "meaty," "dense," and "packed." The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied the tone enhances the purposes of the paper. It is completely free from grammatical or typographical errors. Finally, the "A" paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Not surprisingly, then, it leaves the reader feeling bright, thoroughly satisfied, and eager to reread the piece. An "A" paper clearly takes a stand and argues and defends that stand so as to completely persuade the reader, without leaving dangling questions and unexplored avenues of discussion. It is complete unto itself.

"B" Paper: It is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information, that is, substantial in quantity, interest and value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the "B" paper is typically more concise and precise than that found in the "C" paper.

Occasionally, it even shows distinctiveness, i.e. finesse and memorability. On the whole, then, a "B" paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. It establishes a stand on an issue, and for the most part, clarifies and defends that stand, leaving few unanswered questions and unexplored angles. It is relatively successful in convincing the reader.

"C" Paper: It is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. However, its information seems thin and commonplace. One reason for this is that the ideas are technically cast in the form of vague generalities; generalities that prompt the confused reader to ask marginally: "In every case?" "Exactly how large?" "Why?" "But how many?" Stylistically, the "C" paper has little to draw the reader in; the final paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object order; and the diction is occasionally marred by unconscious repetitions, redundancy, and imprecision. The "C" paper, while it gets the job done, lacks both imagination and intellectual rigor, and hence does not invite a rereading. It attempts to establish a stand on an issue, but achieves only average success. It leaves many ideas dangling and opens as many doors for further questions as it closes. It is not very successful in convincing the reader.

"D" Paper: Its treatment and development of the subject are as yet rudimentary. While organization is present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading, if any, is scanty. The whole piece, in fact, often gives the impression of having been conceived and written in haste. Or, the paper, while of standard writing, missed the assignment completely by achieving something other than requested such as presenting a summary of an article rather than an analysis and opinion derived from the article.

"F" Paper: Its treatment of the subject is superficial; its theme lacks discernible organization; its prose is garbled or stylistically primitive. Mechanical errors are frequent. In short, the ideas, organization, and style fall far below what is acceptable graduate level writing.

FALL 2014 Class Schedule

08/21 Orientation
Self-Assessment Profiles To Be Completed & Discussed
On August 28th..... class session

MAKE SURE YOU PURCHASE THE SELF ASSESSMENT INSTRUMENT BEFORE THE AUGUST 21TH CLASS AND HAVE ASSESSMENT COMPLETED BEFORE CLASS
(please note: to purchase go online...James F Eicher, Leader-Manager Profile...self- assessment)

08/28 What is Leadership? – Unit 1

09/4 Who Am I As A Leader? – Unit 2

09/11 Understanding how organizations work – unit 3

09/18 **NO CLASS**....Vist a School Board meeting

09/25 Navigating the Social & Political Environment – Unit 4

10/02 Change and Leadership – Unit 5

10/09 Theories of Leadership – Unit 6

10/16 The Leader as CEO – Unit 7
(Mid-Term Project is Due)

10/23 Diversity and the Role of Leadership – Unit 8

10/30 Break....no class

11/06 The Accountable Leader – Unit 9

11/13 The Leader as Learner – Unit 10

11/20 The Ethical Leader – Units 11

The Role of Leadership: Global & The 21st Century Skills

11/27 FinalTerm Project Presentation Unit 12 Final Term Project Presentation / Wrap up / Evaluation

UNIT 1 – What Is Leadership?

Introduction – Leadership is generally considered a key element in organizational effectiveness, but there is little agreement on what it is. Management and leadership are often used interchangeably, further confounding its meaning. There is a need to develop a personal definition of leadership and relate that definition to its role in making organizations more effective. One tool used to accomplish this goal is the tool of reflection, that act of bringing prior experience to a new situation, applying it to that situation, making some sense of it and identifying ways of applying it to future situations.

Unit Learning Goals – When you finish this unit, you will be able to:

1. Articulate a personal definition of leadership, based upon your previous experience, readings in preparation for this unit, and your participation in class discussions.
2. Write reflections, capturing your thoughts about key experiences and concepts as they relate to your definition of leadership (which will continue to change and grow).
3. Describe your own leadership style as portrayed by an instrument designed to give you feedback on your management v. leadership tendencies.
4. Use the results of self-assessment to create personal and organizational goals which you can implement immediately.

Readings and other assignments to complete before you come to class:

ARES:

Olson, *Education Week*, New Thinking on What Makes a Leader.

Belasco, J., and Stayer, R. (1993). *Flight of the Buffalo: Soaring to Excellence, Learning to Let Employees Lead*. New York : Warner Books. pp 16-23.

Bolman, L., and Deal, T. (1994). *Looking for Leadership: Another Search Party's Report*.

Eicher, James, P. *Leader-Manager Profile Self-Assessment*

Fullan. *Leadership Across the System*

Hurley, F. Robert. *The Decision to Trust*

Stengel, Richard. *Mandela: His 8 Lessons of Leadership*

PowerPoint Outline – notes from: Roberts, Laraine. (1997). *Reflection As An Integral Component of Training. *Taking Stock of Yourself as an Instructional Leader – California School Leadership Academy*, pp. 39-48.

Questions to be answered before class as you complete the reading assignment:

1. What is your definition of leadership?
2. Does your definition focus on the individual, or the group? What are the implications of either?
3. Are management and leadership the same? If not, what are the differences?
4. Can anyone be a leader? Are you a leader?
5. Are there any special considerations of leadership in urban settings? In educational v. business settings? Is leadership the same in all organizations?

Summary of Key Points:

1. Management and leadership are different – both are important.
2. There is no one best definition of leadership.
3. A personal understanding of one's strengths and needs is essential to the development of a leadership style and strategy.
4. Reflection is a useful tool that will aid in personal growth, insight, and the ability to collect and focus thought and effort.

UNIT 2 - "Who Am I as a Leader?"

Introduction – Leadership is a complex concept. Leadership of complex organizations in urban settings compounds complexity. It seems that, in order to make sense of the complexity of modern organizations, those who aspire to leadership must first seek to better understand themselves. Victor Frankel said,

"Ultimately, man should not ask what the meaning of life is, but rather must recognize that it is he who is asked. In a word, each man is questioned by life, and he can only answer to life by answering for his own life, to life he can only respond by being responsible. Man's Search for Meaning

The literature on Leadership and Management is replete with theories and conceptual models describing how leaders lead; modern theories suggest how leaders should lead. It is only when these theories are coupled with a clear vision of what needs to be done that leadership comes alive and can make a difference in organizations and those they serve.

In this unit, we will seek greater personal understanding through self-assessment and reflection. Bennis and Goldsmith, and others, will guide us in this process through a series of exercises focusing on the difference between management and leadership, self-assessment and reflection, looking at the leadership of others, and exploring one's own leadership tendencies.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Distinguish between management and leadership behaviors
2. Identify and describe your personal values as a leader
3. Define an initial set of personal goals for you as a leader
4. Identify and reflect upon your leadership tendencies on a wide variety of self- assessment instruments.
5. Describe, and give examples of the shift in the paradigm of leadership.
6. Understand and describe the sources and uses of leadership organizations, with special attention to the organization of which you are a part.
7. Not one theory of leadership can account for the challenge of managing complex organizations.
8. It is important for an individual to understand their own strengths and aptitudes in order to conceptualize and implement a philosophy of leadership.

Readings and other assignments to complete before you come to class:

Marzano, Waters and McNulty. (2005) School Leadership that Works. Chapter 4. *The 21 Responsibilities of the School Leader*. pp. 41-64.

ARES:

Bennis, Warren and Goldsmith, Joan. (1997) *Learning to Lead – Workbook on Becoming a Leader*, pp.30-36, 167-169.

McGowan, Paul and Miller, John. *Management vs. Leadership*. The School Administrator
Thomas-Killman Conflict Mode Instrument

Leading from Within (1992). Let your life speak. San Francisco: Jossey Bass. pp 73-94.

Urbanski, A., and Nickolaou, M. (1997). Reflections on Teachers as Leaders. *Educational Policy*, 11(2), 243-254.

Some Important Characteristics of Leadership. Taking Stock of Yourself as an Instructional Leader. pp 33-40.

Wagner, T. (August 14, 2007). Five “habits of mind” that count. Education Week.
<http://www.edweek.org/ew/articles/2007/08/15/45wagner.h26html?print=1>

Questions to be answered before class as you complete the reading assignment:

1. Who am I as a Leader?
2. Are my tendencies more toward management or leadership?
3. What are my values as a leader? How strong are they?
4. What are my personal goals as a leader?
5. What are the implications for leadership of urban institutions?

Summary of Key Points:

1. Leadership and management are different
2. An understanding of oneself and one’s leadership tendencies is essential to prepare for leadership, and to clarify one’s leadership goals.
3. Preparation for leadership in urban settings requires different emphasis of skills, attitudes and abilities
4. These skills, attitudes and abilities can be learned

UNIT 3 - Understanding How Organizations Work

Introduction – Kurt Lewin said, “In order to understand how an organization works, try to change it”.

Development and use of a strategy to analyze and understand organizational behavior is a key element of the course. In this unit, one of several such strategies will be taught and learned. Students will learn the origin and application of Bolman and Deal’s “4 Frames”, view examples of the use of the frames to “reframe” organizational behavior, and come to understand their own tendencies through a self-assessment exercise. A reflection exercise will ask them to use what they have learned toward the solving of a problem in their own organizations.

Unit Learning Goals – When you finish this unit, you will be able to:

1. Identify and define the “4 Frames” (Structural, Human Resource, Political, Symbolic), and give examples of their use in organizations.
2. Describe the frames as you view film clips of organizations and individuals encountering problems and undergoing change.
3. Describe and analyze your own tendencies regarding use of the frames, after experiencing a self-assessment exercise using the frames.
4. Write a reflective paragraph bringing prior experience to the concept of 4 Frames, and apply the concept to the student’s current and future organization life.

Readings and other assignments to complete before you come to class:

Bolman, L. and Deal, T. (2008). Fourth edition. *Reframing Organizations: Artistry, Choice and Leadership*. San Francisco: Jossey-Bass. Chapters 1,2, 17

PART II - DISCUSS Results of Self-Assessment Instrument “*Leadership Orientations*” and read descriptions of 4 Frames

ARES:

Bensimon, E. (1989). The Meaning of “Good Presidential Leadership”: A Frame Analysis. *The Review of Higher Education*, 12 (2), pp. 107-123.

PowerPoint Outline - 4 Frames

Questions to be answered before class as you complete the reading assignment:

1. What are Bolman and Deal's "4 Frames?"
2. How does an understanding of the frames help a leader to change an organization, or to improve performance?
3. Are some frames utilized more than others to influence organizations? If so, which ones? Why is this so?
4. Where do you believe your strengths and weaknesses lie, as you contemplate the use of the frames in your professional life?

Summary of Key Points:

1. The 4 Frames are a useful conceptual model to assist in the analysis of organizational behavior, especially the behavior of the leader.
2. Skillful leaders use the Symbolic and Political Frames more extensively and effectively than those less skillful.
3. Most leadership training programs (and graduate degree and credential courses) focus on the frames already used skillfully – Structural and Human Resource frames.
4. Organizations in urban settings often exist in a highly political environment, thus requiring greater skills in this area to survive, much less to be effective.

UNIT 4 - Navigating the Social and Political Environment

Introduction – In most organizations, effective leaders understand and make use of the 4 Frames to initiate change, and institutionalize effective practices to ensure high performance. When leaders are ineffective, it is usually not because they are not competent technically – it is most often for lack of effective human relations skills. In urban institutions, an additional factor is very often present – the lack of longevity because of naivete or inability to read and act on the political environment of the organization. Any leadership preparation program which is serious about improving the quality of urban leadership must address this critical issue. The average tenure of a large city Superintendent is 2.1 years (1.9 years if a female) – not even the life of the employment contract. Change and improvement is impossible with these conditions. Strategies and techniques for understanding the sources and uses of power are central to this unit.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Understand and describe the sources and uses of power in organizations, with special attention to the organization of which you are a part.
2. Identify and describe the barriers to change and improvement in educational institutions, using tools of description of culture, Deal's Political and Symbolic Frames, and articles from the Readings.
3. Reflect upon these issues, propose a strategy to addressing the major barriers from a power/political/coalition perspective.
4. Analyze these issues in case studies appropriate to your current responsibilities (K-12, Higher Education non-traditional) in urban organizational settings.

Readings and other assignments to complete before you come to class:

Bolman, L. and Deal, T., *Reframing Organizations: Artistry, Choice and Leadership*, Chapters 5: Organizing Groups and Teams; 6: People and Organizations; 8: Interpersonal and Group Dynamics; 9: Power, Conflict and Coalition; 11: Organizations as Political Arenas and Political Agents

ARES:

Clifton, Don. (1999). Who Needs a Constituency?. *Leading Edge*, (4)

Julius, D. et al, A Memo From Machiavelli. *The Journal of Higher Education*, 70 (2), 113-133

Usdan. M. (2005). A Story of School Governance. *American School Board Journal*.

Case Study – Jeffrey Sonnenfeld, *The Fall From Grace*, Stanford U., 2000

Questions to be answered before class as you complete the reading assignment:

1. What are the reasons that urban schools, and many other urban organizations, experience so much difficulty in achieving their missions?
2. What role should leadership play in addressing these reasons?
3. What policy changes would be most productive in helping organizations address barriers to improvement in urban organizations?

Summary of Key Points:

1. Knowledge and skill in the political frame is essential to success as a leader in today's urban organizations.
2. Effective leaders take great care in analyzing the larger environment surrounding their organizations, and making careful moves based on what they glean from that environment.
3. Leaders can reshape the culture of their organization through careful attention to symbolic actions – what is done, and what is not done.
4. Coalitions need to be built to address major policy issues which, if successful, will free urban organizations from unnecessary and obstructive barriers currently in place.

UNIT 5 - Change and Leadership

Introduction – The literature on Leadership (and Management) is replete with theories and conceptual models describing how leaders lead; modern theories suggest how leaders should lead. It is only when these theories are coupled with a clear vision of what needs to be done that leadership comes alive and can make a difference in organizations and those they serve. This unit is designed to bring together what has been learned about the leadership process, adding the personal reflection upon strengths of each student, and applying these concepts to real-life problems facing administrators and others in organizations in urban settings.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Understand and apply a model of change to an educational problem facing an urban organization (K-12, IHE, other). Special attention should be paid to the Political and Symbolic Frames.
2. Discuss a case study of change in a large urban organization, using the model to describe key elements in the process.
3. Reflect upon your leadership attributes re: the change process, and consider where your strengths lie as you develop your personal career goals for the next 5-10 years.

Readings and other assignments to complete before you come to class:

Marzano, Waters and McNulty. (2005). *School Leadership That Works*. Chapter 5. *Two Types of Change*. pp. 65-75.

ARES:

Guskin, Alan E. (1996). Facing the Future – The Change Process in Restructuring Universities. *Change, July-August*, 27-37

Hill, Paul, Celio, Mary Beth. System-Changing Reform Ideas: Can They Save City Schools?

Ramaley, J. (2002). *Moving Mountains: Institutional Culture and Transformational Change*. In R. Diamond (ed). Field Guide to Academic Leadership. (pp. 59-73.), San Francisco: Jossey Bass.

Quinn, R. (1996) *Deep Change*. . (Ch. 10, 11) San Francisco: Jossey-Bass

Questions to be answered before class as you complete the reading assignment:

1. Reflect on a change incident you were involved in or led – can you identify the key successful ingredients?
2. Reflect on an incident that did not go well – what were the key reasons for its lack of success?
3. Why are the Political and Symbolic Frames so important to successful change strategies?

Summary of Key Points:

1. Effective, consistent, long-term change in organization only occurs when goals are clear, strategies are developed with a full understanding of the internal and external environment, and the culture of the organization is incorporated into the plan.
2. It is the responsibility of leadership to ensure that these elements are present in any comprehensive plan for performance improvement.
3. It is NOT leadership's responsibility to do them all...

Preparation for next unit –

Unit 6 is devoted to a study of Theories of Leadership. In on-campus courses meeting weekly, the class will have been formed into teams to study a particular theory of leadership, and engage the rest of the class around the concepts of their theory. This process will take up 3 class periods. In weekend and other intensive formats, the instructor will present and involve the class in several, but not all theories. Only one class period (3 hours) will be devoted to this topic.

In either case, it is imperative that all students will have read and are familiar with Chapters 1, 2, 4-9 and 12 (and have taken and reflected on the self-assessment instruments) to ensure a productive class period or periods.. The goal is for each student to be an expert in one theory, and highly familiar with all theories.

UNIT 6 - Theories of Leadership

Preparing for this unit – Although students are encouraged to build a personal definition of Leadership through experience, self-assessment and reflection, they are expected to study and understand the historical evolution of theories of Leadership. As each theory is studied, the students will take self-assessment exercises to identify their strengths and tendencies re: each theory and they will participate in an engagement activity and discussion of the strengths and weaknesses of each theory. Reflection on these experiences will be incorporated into their term project, which will focus on an analysis of their leadership style, and an exploration of what organization and position they are well suited for, and which may become a professional goal in the next 5-10 years.

Key Points of the Unit

1. There are many definitions of Leadership.
2. Despite this, there are several components that are central:
 - a. Leadership is a process.
 - b. Leadership involves influence. (there are no leaders without followers)
 - c. Leadership occurs within a group context.
 - d. Leadership involves goal attainment.

3. No one theory of leadership can account for the challenge of managing complex organizations.
4. It is important for an individual to understand their own strengths and aptitudes, in order to conceptualize and implement a philosophy of leadership.

Readings and other assignments to complete before you come to class:

The class will be divided in groups of 3 to 4 students. Each group will make a 30 to 40 minute presentation using a PowerPoint on one of the leadership theories from the Peter Northouse book “Leadership – Theory and Practice.” *The presentation will also include a self- assessment for the students in the class to evaluate their style or skills on the leadership theory being presented.*

Northouse, Peter G. (2013). Sixth Edition. *Leadership – Theory and Practice*. Thousand Oaks: Sage Publications. Chapters 1: Introduction; 2: Trait Approach; 4: Style Approach; 5: Situational Approach; 6: Contingency Theory; 7: Path-Goal Theory; 8: Leader-Member Exchange Theory; 9: Transformational Leadership; 12: Team Leadership

ARES:

Keith, K.M. (1995). Call to Servant Leadership. *Facilities Manager*

Key Ideas and Themes from the Readings:

Call to Servant Leadership – This article was authored by a recent RSOE EdD student, former President of Chaminade University in Hawaii, and author of the recent best-seller *Anyway – the Paradoxical Commandments of Leadership* (referenced in the article). The article moves the leadership focus away from self, and toward the needs, performance and satisfaction of others in the organization. It provides a powerful forum for discussion of the concept of power, what happens when it is given away, and the importance of clear goals in any organization. The instructor should provoke the discussion about whether this approach is “Pollyanna” or “pie in the sky”, and whether current examples of servant leaders support the efficacy of this theory.

UNIT 7 - The Leader as CEO

Introduction – If organizations in urban settings need to radically transform in order to be successful and high-performing, then their leaders need to think differently about how they lead, and indeed where leadership will come from. In this unit, a variety of organizational leaders will be studied; such issues as preparation for leadership, governance and its impact on organizational effectiveness, leadership style and theories of leadership. Case studies will be used to illustrate conceptual approaches to the leadership function, and students will experience simulated decision-making through a mediated case study.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Identify and list the factors which distinguish urban organizations from others, regarding challenges to leadership.
2. List and discuss three specific strategies that would be considered non-traditional leadership strategies that can be used to improve organizations in urban settings.
3. Describe the leadership styles of the CEOs in the case studies in the assigned readings.
4. Formulate a list of issues to address in a reform of preparation programs for site and district level urban leaders, and leaders of other urban organizations. Included in the list would be recommendations as to where such preparation should take place, and by whom.

Readings and other assignments to complete before you come to class:

ARES:

Case Study – “Trouble at Riverview High”

Bensimon, E. & Neumann, A. (1993). *Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education*. Baltimore: John Hopkins Press.

Collin, J. Good to Great. Why Some Companies Make the Leap...and Others Don't. (Chapter 3).

Murphy, J. (1988). *The Unheroic Side of Leadership: Notes from the Swamp*. *Phi Delta KAPPAN*, 69(9), 654-659.

Matthews, J. (2001) Non-Traditional Thinking in the District Office. *The School Administrator*, 6-11.

Pardini, P. (2001) 4 Profiles of Administrative Leadership. *The School Administrator*, 22-24.

Patterson, J. (2001). *Resilience in the Face of Adversity*. *The School Administrator*, 18-21.

Powerpoint – Elmore, R. (2000). *Building a New Structure for School Leadership*. Albert Shanker Institute.

Questions to be answered before class as you complete the reading assignment:

1. In the cases, what characteristics have the CEOs in common?
2. How are they unique?
3. What changes are called for in the preparation of leaders?
4. How do they compare to the design of this course?

Summary of Key Points:

1. Leadership in complex urban organizations is complex.
2. New strategies must be identified and implemented for significant system-wide change is to be effective.
3. Leaders must work within the political frame (building coalitions, understand and use power) to achieve the learning goals of the organization.
4. No one best way has been found yet...

UNIT 8 - A Leadership Problem Related to Diversity

Introduction - California, especially southern California, is a laboratory for trends in multi-ethnic influences on all institutions, including schools and colleges and universities. Pioneering efforts to improve the quality of education at all levels, while at the same time encountering a continuously changing student body demographic, presents tremendous challenges to school and university leaders. This unit will delineate the current environment, identify the challenges, and discuss strategies for change, both at the k-12 level and through college and university preparation programs and issues. Attention will be paid to a variety of human differences (i.e. gender, SES, sexual orientation, race/ethnic differences, etc.).

Diversity is a salient theme, as it is the sub-text for much of the educational change/reform instituted at all levels of educational policy and practice. The underlying assumption is that the perceived failures of the education system stem primarily from the extent which various underserved populations have had limited support within and access to equitable educational opportunities and resources – which result in long-standing underperformance, leakage within the educational pipeline, and limited career and social-class mobility. This class provides a preliminary introduction to the connections between diversity and leadership in urban schools, institutions of higher learning, and other relevant work settings.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Describe and discuss the demographics of the student population of the region, and identify key issues facing schools and colleges as they deal with diversity.
2. Propose strategies for change that will address goals of equity and access to quality education, and preparation and professional development of leaders at all levels who will implement change strategies

3. Identify and evaluate the opportunities and constraints that leaders at different levels confront while enhancing educational access and support as well as creating equitable educational outcomes.

Readings and other assignments to complete before you come to class:

Northouse, P. (2013). Sixth Edition. *Leadership – Theory and Practice*. Thousand Oaks: Sage Publications. Chapter:12, Women and Leadership

ARES :

Aguirre, Jr., & A. & Martinez, R. (2002). Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks. *Journal of Leadership & Organizational Studies*, 8, 53-62.

Gladwell, M. (2005) *Blink: The Power of Thinking Without Thinking*. New York: Little, Brown Co. Ch. 3

Kezar, A. (2000). **Pluralistic Leadership: Bringing Diverse Voice to the Table**. *About Campus*, 6-11.

Kezar, A. and Eckel, P. (2008). Advancing Diversity Agendas on Campus: Examining Transactional and Transformational Presidential Leadership Styles. *International Journal of Leadership in Education*, 11(4), 379 — 405

Pavan, B. & Reid, N. (1994). Effective Urban Elementary Schools and Their Women Administrators. *Urban Education*, 28 (4), 425-438

Riehl, C. J. (2000). **The Principal's Role in Creating Inclusive Schools for Diverse Students: A review of Normative, Empirical, and Critical Literature on the Practice of Educational Administration**. *Review of Educational Research*, 70(1), 55-81.

Case Study – Monitor Company – Personal Leadership and Diversity, (1995) Harvard Business School

Questions to be answered before class as you complete the reading assignment:

1. What is your definition of diversity?
2. What are the significant issues which diversity brings to your organization as it seeks to fulfill its mission?
3. What policy changes would assist in addressing these issues?
4. What strategies would you suggest to promote these changes?
5. Discuss the roles of K-12 and higher education institutions in collaborative efforts to address the issues above. Where are needed areas of cooperation? What efforts would achieve the greatest impact?

Summary of Key Points:

1. Diversity is a great asset to our communities and regions.
2. At the same time, it presents challenges to institutions to modify their programs and services to be effective.
3. Leadership is essential to guide change, and to address attitudes as well as the content of change.
4. While diversity is important within our local communities and among our variety constituents, diversity can present challenges to institutions when modifying their programs and services in order to be more effective.

UNIT 9 - The Accountable Leader

Introduction – Schools and colleges exist in a highly accountable environment, perhaps the most accountable in the history of education. K-12 schools are benchmarked against statewide assessment results, published broadly and open to public review. Colleges and Universities are ranked according to a broad array of quality indicators, which can make or break their ability to attract top students and resources. National and international measures such as NAEP and TIMMS are constantly used as examples of the need for these institutions to improve. On the

input side, less is made of the wide disparity between access to resources from state to state, and from school district to district, or from institution, especially urban institutions compared to the average within and outside their system. Leadership is need to draw attention to important issues of accountability, and to advocate for policy and program changes that make a difference.

In higher education, equitable access and retention continue to pose significant accountability challenges; although, assessing the quality of student learning has recently emerged as the accountability issue of the 21st century. This class provides a preliminary introduction to the connections between accountability and leadership in urban schools, institutions of higher learning, and other work settings. We will identify significant leadership problems related to accountability, collect relevant data, analyze that data, propose an appropriate solution from a leadership perspective, and assess the likelihood of success for the proposed solution with appropriate measures for determining success.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Schools and Colleges exist in a highly accountable environment.
2. Leadership is needed to interpret the environment to the organization, its constituents, and to policy makers who can assist in the improvement of the institutions.
3. Define leadership strategies for making organizations and the individuals within them more accountable
4. Identify the opportunities and constraints that leaders at different levels confront in attempting to hold organizations more accountable and some of the influences on these opportunities and constraints.
5. Utilize leadership strategies to bring about accountability in an organization.
6. Understand the impact of accountability on an organization and its employees.

Readings and other assignments to complete before you come to class:

Marzano, Waters and McNulty. (2005). *School Leadership That Works*. Chapter 6. *Doing the Right Work*. Pp. 76-97.

ARES:

Duderstadt, J. (2000). Chapter 12. Pp. 262-289. *A University for the 21st Century*. The University of Michigan Press.

Elmore, Richard. *Accountable Leadership*

F. King Alexander (2000). *The Changing Face of Accountability: Monitoring and Assessing Institutional Performance in Higher Education*. *The Journal of Higher Education*, 71 (4), pp. 411-431

Hill, P. (2003). *School Boards – Focus on School Performance, Not Money and Patronage*.

Progressive Policy Institute – 21st Century Schools Project.

Sullivan, W. (2nd Ed.) *Work and Integrity*. Introduction, Pp. 1-33. Jossey-Bass.

California Department of Education (2001). *The California Professional Standards for Educational Leaders*. <http://www.acsa.org>.

Questions to be answered before class as you complete the reading assignment:

1. What does a learning organization look like?
2. How is my organization similar or different from this picture?
3. What issues need to be addressed in order to close this gap (if it exists)?
4. How does strategic planning differ from long-term planning?
5. What are the different meanings associated with the term accountability within and outside of education?
6. From your perspective, is their one best system of educational accountability? What is the role of the leader in making her/his organization more accountable?

Summary of Key Points:

1. Leaders need to rethinking governance in public and private universities. Several issues are identified and reviewed in this process: relationship with stakeholders, faculty governance, the roles of boards of trustees regarding policy and institutional direction, and responsibility to the public.
2. In relation to the California standards, it is useful to discuss the relationship of standards to the content of preparation programs, and especially to the key elements of California's accountability system.
3. Are we preparing leaders to be successful in those activities which we claim to value the most?

UNIT 10 - The Leader as Learner

Introduction – Individual and organizational learning is a core mission for schools, colleges, and universities. The extent to which we are able to provide opportunities for learning for our students and/or employees is directly related to the quality of instruction and the educational context provided and created by their teachers, instructors, faculty, and/or professional development providers. To increase student and/or employee learning opportunities, we must improve the quality of instruction and the context for learning for teachers, instructors, faculty, professional development providers, and/or consultants. Yet, improving the quality of the learning opportunities for adults is a tremendously challenging goal for school and university leaders. We will identify significant leadership problems related to learning at the institutional level (i.e. administrative or faculty) and/or student level, collect relevant data, analyze that data, propose an appropriate solution from a leadership perspective, and assess the likelihood of success for the proposed solution with appropriate measures for determining success or at least significant improvement.

Learning is a salient theme, as it is the argument for much of the educational change/reform instituted at all levels of educational policy and practice. The underlying assumption is that the perceived failures of the education system stem primarily from the extent which various underserved populations have had limited support within and access to equitable educational opportunities and resources – which result in long-standing underperformance, leakage within the educational pipeline, and limited career and social-class mobility. This class provides a preliminary introduction to the connections between learning and leadership in urban schools, institutions of higher learning, and other relevant work settings.

Unit Learning Goals – when you finish this unit, you will be able to:

1. Describe elements of a learning organization, and apply that model to an existing educational organization to determine: whether gaps in performance exist; what efforts should be undertaken to close those gaps; and to create a clear picture of what a successful outcome looks like, in terms of the client of the organization.
2. Identify and conceptualize a plan for preparation and professional development of leaders at all levels to implement a learning organization.
3. Reflect upon this plan in light of your current assignment, and identify a strategy to move your organization toward a high-performance organization.
4. Describe and analyze professional development and continuing education approaches used in pre-k through 20 environments as they apply to leadership.
5. Describe and analyze the relationship between leadership and learning conditions (expectations for learning/improvement, quality of instruction teachers, faculty, and administrators experience, and contexts for learning) for teachers, faculty, and administrators in pre-k through 20 environments, and identify key issues facing schools and colleges as they deal with teacher, faculty, administrator learning.
6. Propose and apply strategies for change that will improve learning expectations and opportunities at all levels who will implement change strategies.
7. Identify and evaluate the opportunities and constraints that leaders at different levels confront while enhancing educational opportunities, conditions, and expectations at all levels.

Readings and other assignments to complete before you come to class:

ARES:

Elmore, R. F. (2006). Leadership as the practice of improvement. Paper prepared for the International conference International Perspectives on School Leadership for Systemic Improvement. London, UK

*Ramsden, P., and Lizzio, A. Learning to Lead: Personal Development as an Academic Leader. Pp 227-252
Changing Universities.

*Senge, P. (1990). The Leader's New Work: Building Learning Organizations. *Sloan Management Review, Fall 1990, Pp. 7-23.*

Waters, Grubb. Leading Schools: Distinguishing the Essential from the Important

*Waters, Marzano. School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement

Webster-Wright, A. (2009). Reframing professional development through understanding authentic professional learning. *Review of Educational Research, 79(2), 702-239.*

Questions to be answered before class as you complete the reading assignment:

1. What does a learning organization look like?
2. How is my organization similar or different from this picture?
3. What issues need to be addressed in order to close this gap (if it exists)?
4. How does strategic planning differ from long-term planning?

Summary of Key Points:

1. Modern, high-performance educational organizations are data-drive, learning organizations where the faculty is intimately involved in dialogue about the instructional process and product.
2. The Leader's responsibility is to create the conditions where this dialogue will occur, and to support it with the necessary data, material and human resources to ensure success.
3. Organizational culture is a key element to the success of this strategy.
4. Learning for faculty, administrators, and teachers is an essential component of any effort to improve educational opportunities for students in pre-k through 20 environments.
5. At the same time, improving conditions and expectations for adult learning presents challenges to institutions to modify their programs and services to be effective.
Leadership is essential to guide change, and to address attitudes as well as the content of change.

UNIT 11 - The Ethical Leader

Introduction – Recent events in government, religion, big business and the world scene have highlighted the importance of a “moral compass” to guide organizations toward excellence in performance with ethical behavior. History is replete with effective leaders who were able to move large numbers of people in unproductive directions. In any course on leadership, it seems important to introduce a conceptual model of ethics, hopefully free of bias and encourage its use through application to problems requiring value-laden decisions. The goal is to encourage active and open discussion of ethical alternatives, understanding of consequences of action, and insight and reflection on the topic from a leadership perspective.

Unit Learning Goals – When you finish this unit, you will be able to:

1. Understand and apply a conceptual model of ethics to a variety of ethical problems.
2. Write a personal definition of ethics, which will be useful to you as you approach professional and personal issues which require difficult decisions.

3. Participate in candid and open discussions on sensitive topics with the confidence that you have a point of view, and that discussion is important to greater understanding of such topics, and to effective decisions, if needed.

Readings and other assignments to complete before you come to class:

ARES:

Bolman, L., and Deal, T. (2002). *Leading With Soul and Spirit. The School Administrator (AASA) web edition, pp. 1-10*

Kerr, Clark. (1994). *Knowledge Ethics and the New Academic Culture. Change, pp. 9-13*

Kidder, Rushworth M. (1995). *How Good People Make Tough Choices; Resolving the Dilemmas of Ethical Living. There's Only Ethics: Chapter 8, pp.176-208. New York: William Morrow Co., & Inc.*

Kidder, Rushworth M. (1995). *How Good People Make Tough Choices; Resolving the Dilemmas of Ethical Living. Overview: The Ethics of Right vs. Right. Chapter 1, pp13-21. New York: William Morrow & Co., Inc.*

PowerPoint – Making Tough Choices & Case Studies – Ethics Update Cases, #1-6

Questions to be answered before class as you complete the reading assignment:

1. What is your definition of ethics?
2. What are the important issues to keep in mind when confronting a difficult decision requiring ethical considerations?
3. Honest people often differ on matters of ethical choice – what are some strategies to “find the common ground”, to bring people together on such issues?
4. What is the most difficult ethical decision you had to make? How did you approach the decision? What were the key reasons that helped you make the decision that you made?

Summary of Key Points:

1. Making tough ethical decisions often involves a choice not between right and wrong, but between right and right.
2. Having a criteria or lens by which decisions can be viewed can be a helpful in consistency of decision-making.
3. The leader’s behavior has a major impact on the culture of the organization – the leader’s approach to ethical decision-making is central to the shaping of the culture.

UNIT 12 - The Role of Leadership: Global and the 21st Century Skills

Introduction - Globalization defines the 21st Century. It is based on the expansion and acceleration of knowledge and technology, the increase in travel and movement of people, goods and ideas and the off-shoring and outsourcing of services. Historically schools have worked to insure students master the basic skills of reading, writing and arithmetic. However, the so called 21st Century Skills emphasize critical thinking, creativity and innovation, initiative and entrepreneurship, collaboration, accessing and analyzing information, curiosity and imagination as well as effective oral and written communication.

The Organization for Economic Co-operation and Development (OECD) founded in 1961 made up of 34 countries for the purpose of stimulating economic progress and world trade believes that education is the means to advance in these areas. Thus their Programme for [International Student Assessment \(PISA\)](#) is a worldwide [evaluation](#) of 15-year-old school pupils' scholastic performance, performed first in 2000 and repeated every three years. Students from the United States perform at the average level in reading and science and far below average in mathematics. These results have been the source of great concern among the educators of today. The PISA exams measure application more than knowledge. Education in this country can be characterized as an isolated profession.

However, the countries that score the highest in the PISA exams exhibit a great deal of collaboration among their teaching faculties. The goal of this unit is to familiarize the students with the concept of Globalization and with identified 21st Century Skills and to encourage open communication which may translate into action plans for American schools to implement and follow in order to better prepare the American students for a fast changing world.

Unit Learning Goals - When you finish this unit, you will be able to:

1. Understand the concept of globalization and 21st Century Skills.
2. Participate in open discussion on what these concepts and skills mean to educators in this country.
3. As leaders conceptualize an action plan to teach 21st Century Skills that could be implemented in K-12 schools as well as institutions of post secondary education

Readings and assignments to complete before you come to class:

Watch Tony Wagner, author of the Global Achievement Gap on You Tube discussing the skills students need for their future

<http://www.youtube.com/watch?v=NS2PqTTxFFc>

Watch Daniel Pink, author of A Whole New Mind on You Tube talk about the Lessons related to working and the nature of work <http://www.youtube.com/watch?v=uZpRb9qUE7w&feature=related>

Suarez-Orozco, Marcelo M, and Baolian Qin-Hilliard, Desiree. *Globalization, Culture and Education in the New Millennium, 2004, April. U C Press, Berkeley, Ca. Chapter 1*

Czarra, F. Global Education Checklist for Teachers, Schools, School Systems and State Education Agencies, (2003). The American Forum for Global Education

Trilling, B. & Fadel, C (2009). 21st Century Skills. What is 21st Century Learning: Past and Future. Chapter 1. San Francisco, Ca. Jossey-Bass.

Suarez-Orozco, m.M. (2009) *Rethinking Education in the Global Era*. In A. Rolls (Ed.), *International perspectives on education Globalization and the goal of education*. Chapter III. (pp.96-102) H.W. Wilson Company.

Questions to be answered before class as you complete the reading assignment

1. What is your definition of globalization?
2. What are the 7 skills Tony Wagner identifies as essential to be successful in the 21st Century?
3. What are the reasons most schools do not teach these skills?
4. What can you do to increase collaboration among the teachers at your school or work environment?

Summary Key Points:

1. Students are socially connected more than ever.
2. Teachers continue to concentrate on teaching the skills that are tested.
3. Teaching in new ways requires collaboration, leadership, coaching and mentoring of teachers

Wrap-up and Evaluation

Introduction. - This unit will occur during the last week of the course. Students will present their Term Projects in small group discussion settings. A full class discussion will center around reflections and insights gained during the course, and a critique of the course, including format, materials, assignments and papers, and guest speakers. Any topics not covered in their entirety will be addressed, as necessary, during this unit as well. The formal course evaluation will be administered at the conclusion of the class meeting.