

# **LEADERSHIP IN EDUCATIONAL ORGANIZATIONS I** (EDA 701)

University of Kentucky  
College of Education  
Department of Administration and Supervision

## **Course Syllabus**

Spring 2000  
Northern Kentucky Doctoral Cohort 3  
NKU Campus  
Tuesdays – 5:30PM until 8:00PM  
(First class meeting will be held on Tuesday, January 18, 2000  
at 5:30PM on the NKU campus; Health Center, Rm 216)

**Course Instructor: Dr. Eddy J. Van Meter**

### **Course Instructor**

Dr. Eddy J. Van Meter  
College of Education  
111 Dickey Hall  
University of Kentucky  
Lexington, KY 40506-0017

Graduate Programs Office  
Northern Kentucky University  
Natural Science Building 333  
Highland Heights, KY 41099  
606/572-6364 (phone)  
606/572-6670 (Fax)  
Contact: Ms. Rosemary Raczon  
or Dr. Peg Griffin

606/257-8921 (Department telephone, Ms. Mary Ann Belcher)  
606/257-8721 (Direct access office telephone)  
606/257-1015 (Department FAX)  
e-mail: [eddyjvm@pop.uky.edu](mailto:eddyjvm@pop.uky.edu)

606/278-1820 (Home telephone)

**THIS IS A DOCTORAL LEVEL GRADUATE COURSE. ACCORDINGLY, WE WILL PLACE A GREAT DEAL OF EMPHASIS ON GAINING A DEEP INTELLECTUAL UNDERSTANDING OF EDUCATION-RELATED LEADERSHIP AND ORGANIZATIONAL PHENOMENONA, RATHER THAN APPLYING THIS KNOWLEDGE TO PRACTICE WHICH YOU SHOULD ALREADY HAVE DONE DURING YOUR UNDERGRADUATE STUDIES AND YOUR GRADUATE LEVEL CERTIFICATION STUDIES.**

**GIVEN THE ABOVE AGENDA, THROUGHOUT THE SEMESTER YOU SHOULD READ EVERYTHING YOU CAN ON THE SUBJECTS OF LEADERSHIP AND ORGANIZATIONS, PARTICULARLY AS RELATING TO THE PROFESSION OF EDUCATION.**

**READ, READ, READ! THEN READ MORE! COME TO CLASS SESSIONS PREPARED TO ENGAGE OTHERS IN THE COURSE IN A DISCUSSION OF WHAT YOU HAVE BEEN READING.**

## COURSE DESCRIPTION: UNIVERSITY BULLETIN

A study of leadership with particular emphasis on understanding the nature, defining characteristics, responsibilities, contextual determinants, and importance of leadership within educational organizations.

## COURSE OVERVIEW

This course is the first part of a two-course sequence designed to introduce advanced graduate students to leadership and organization-related concepts and theories that help to explain the circumstances of leading, managing, and changing schools, universities and other education-related institutions. The intent is also to examine issues relating to leadership and organization-related behavior in non-education settings in an effort to further inform and enhance our understanding of educational leadership (i.e., to study leadership and organization-related behavior in a comparative manner). The focus here is not on learning about leadership skills as such, which might be an approach taken in coursework leading to certification, but rather the focus is directed to gaining a greater understanding of the scholarly research and literature relating to leadership.

Although leadership is widely accepted as a cure for organizational problems, it is also widely misunderstood. Many leadership perspectives fail to recognize that it is relational and contextual and not a simple matter of wielding executive influence, authority and power. It is now a common wisdom that effective educational leaders move beyond overly simplified models of leadership and learn to appreciate that understanding about the more complex dynamics of organization-related behavior is even more important than understanding leadership itself!

Two important threads are woven into the fabric of this course. First, the major traditions of organizational thought are delineated in four conceptual frames: structural, human resources, political, and symbolic/cultural. Second, leadership concepts, theories and ideas are integrated into this multi-frame approach. In effect, this **frame theory** approach provides a way to view, explain and understand leadership, organizations and organization-related behavior through competing or alternative “conceptual lens.”

It should be noted, however, that understanding leadership as such is still a primary goal of the course. Therefore, students in this course are also required to study the lives of leaders in context through biography and autobiography. Furthermore, it is an expectation in this course that students will read extensively in the literature relating to leadership and organizational studies, and will share the results of this reading during class discussions. To this end, students from the very beginning of the course should seek out and read books, articles and other documents that relate to leadership- and organization-related topics.

## COURSE OBJECTIVES

Guiding objectives for this course include an expectation that students will acquire the ability to:

1. diagnose and explain organization-related phenomena and leadership behavior as these occur in schools and other education-related organizations;
2. describe and discuss alternative conceptual “frames” that can be used to understand leadership behavior and organization-related behavior, and explain selected organization- and leadership-related theories using a “frames” interpretation;
3. explain how descriptions and theories of leadership behavior can be clarified, challenged and enhanced through a reading and discussion of biographies and autobiographies of actual leaders; and
4. critique, discuss and explain the strengths and weaknesses inherent in theoretical perspectives used in the course, particularly as applied to schools and other education-related organizations.

### THE BIG PICTURE: FRAME THEORY AS USED IN EDA 701 AND EDA 702

EDA 701, as already noted, is the first course in a sequence of two courses. The second course in this sequence is EDA 702 Leadership in Educational Organizations II. Frame theory is used as a way to organize the content and discussion in both of these courses. The illustration below is intended to help clarify how frame theory is used in the two courses:

EDA 701				
Structural Frame	Human Resources Frame	Political Frame	Symbolic/Cultural Frame	
EDA 702				
Institutional Frame	Critical Frame	Feminist Frame	Communitarian Frame	Post-modernist Frame

As suggested by the graphic above, a total of nine different “frames” or “conceptual lens” are used in the two courses in the effort to explain and understand leadership and organization-related behavior, four frames in EDA 701 and five frames in EDA 702.

## REQUIRED COURSE TEXT

Bolman, L.G., & Deal, T.E. (1997). *Reframing organizations: Artistry, choice and leadership, 2<sup>nd</sup> ed.* San Francisco: Jossey-Bass. (ISBN: 0-7879-0821-5/Paper).

(Copies should be available for purchase at the NKU Bookstore on campus)

Also, for your information if needed:

University of Kentucky Bookstore: (606) 257-6309

Toll Free Number: 1-800-327-6141 (books shipped UPS)

Kennedy Bookstore, Lexington: (606) 252-0331

Murphy, J., & Louis, K.S. (Eds.)(1999). *Handbook of research on educational administration, 2<sup>nd</sup> ed.* San Francisco: Jossey-Bass. (ISBN: 0-7879-4340-1)

Selected chapters as noted.

Part I, Chapter 3

Leithwood, K., & Duke, D.L. A century's quest to understand school leadership (pp. 45-72)

Part I, Chapter 7

Heck, R.H., & Hallinger, P. Next generation methods for the study of leadership and school improvement (pp. 141-162)

Part II, Chapter 13

Ogawa, R.T., Crowson, R.L., & Goldring, E.B. Enduring dilemmas of school organization (pp. 277-295)

## UNIVERSITY AND COURSE POLICIES

University of Kentucky academic policies apply in this course. These are articulated in the latest edition of the UK Student Rights and Responsibilities booklet. Example policies include those on attendance, on cheating and plagiarism, on course withdrawal, on incomplete grades, and on acceptable standards of English.

To review the policies regarding Student Rights and Responsibilities, connect with the University of Kentucky web home page at <http://www.uky.edu/> then click on Prospective Students, then click on The Graduate School, then click on Student Rights and Responsibilities.

Connect with the University of Kentucky Graduate School Web site directly at <http://www.rgs.uky.edu/gs/bulletin/bullinfo.html> to review the latest edition of the UK Graduate Bulletin. You are responsible for meeting all requirements included in the Graduate Bulletin that pertain to your graduate status and situation.

## REQUIRED ASSIGNMENTS AND GRADES FOR THE COURSE

Your grade for this course will be based upon the instructor's judgment regarding the quality of your performance in completing the required assignments noted below:

Take-home mini-case-study commentary (5-8 pages, typed, double-spaced) focusing on interpretations and reflections regarding the case of Ella Flagg Young, using **all four interpretive frames** and other concepts regarding organizations and leadership as appropriate = 20%

Take-home mini-case-study commentary (5-8 pages, typed, double-spaced) focusing on interpretations and reflections regarding the case of Geronimo, using **all four interpretive frames** and other concepts regarding organizations and leadership as appropriate = 20%

End-of-semester commentary (10-15 pages, typed, double-spaced) focusing on interpretations and reflections regarding a leadership biography or autobiography that you have selected to read, using **all four interpretive frames** and other concepts regarding organizations and leadership as appropriate = 60%

Note: Informed participation in applying ideas from outside readings and the assigned course readings to class discussions will be used to determine borderline grades.

**Note:** There is no mid-term or final exam scheduled or required for this course. Thus, grades for the course are to be based on the above assigned written papers.

## CLASS MEETING DATES

Tue., Jan. 18, 2000	Introduction to the course; Course requirements; Introduction to "frame theory;" Brief overview of one version of differing approaches to understand leadership; <b>Distribution of Ella Flagg Young case study.</b>
Tue., Jan. 25, 2000	<b>Discussion of the Structural Frame</b> (applications to the Ella Flagg Young case); Course instructor presentation of selected leadership and organizational concepts; Debriefing of outside reading on leadership and organizational concepts by class members.
Tue., Feb. 1, 2000	<b>Discussion of the Human Resource Frame</b> (applications to the Ella Flagg Young case); Course instructor presentation of selected leadership and organizational concepts; Debriefing of outside reading on leadership and organizational concepts by class members.

Tue., Feb. 8, 2000	<b>NO CLASS MEETING</b>
Tue., Feb. 15, 2000	<b>Discussion of the Political Frame</b> (applications to the Ella Flagg Young case); Course instructor presentation of selected leadership and organizational concepts; Debriefing of outside reading on leadership and organizational concepts by class members.
Tue., Feb. 22, 2000	<b>Discussion of the Symbolic/Cultural Frame</b> (applications to the Ella Flagg Young case); Course instructor presentation of selected leadership and organizational concepts; Debriefing of outside reading on leadership and organizational concepts by class members.
Tue., Feb. 29, 2000	<b>Commentary paper on Ella Flagg Young due</b> , to be discussed in class; Course instructor presentation of selected leadership and organizational concepts.
Tue., March 7, 2000	Course instructor presentation of selected leadership and organizational concepts; Debriefing of outside reading on leadership and organizational concepts by class members. <b>Distribution of Geronimo case study.</b>
Tue., March 14, 2000	<b>NO CLASS MEETING/UK SPRING BREAK</b>
Tue., March 21, 2000	Debriefing of outside reading on leadership and organizational concepts by class members.
Tue., March 28, 2000	Debriefing of outside reading on leadership and organizational concepts by class members.
Tue., April 4, 2000	<b>Commentary paper on Geronimo due</b> , to be discussed in class.
Tue., April 11, 2000	Review of what we have learned during the semester and identification of additional resources and information.
Tue., April 18, 2000	<b>Biography or autobiography papers due</b> , to be presented and discussed in class.
Tue., April 25, 2000	<b>NO CLASS MEETING/AERA ANNUAL MEETING</b>
Tue., May 2, 2000	<b>Biography or autobiography papers due</b> , to be discussed in class.

ABOUT THE USE OF BIOGRAPHIES AND AUTOBIOGRAPHIES IN THE  
STUDY OF LEADERSHIP AND ORGANIZATION-RELATED BEHAVIOR

**“To understand leadership, one must understand its  
meaning, and that is always established in context.  
Leaders cannot be separated from their times, their  
beliefs and passions, and the controversies of their day.”**

(Fenwick English, Educational  
Administration: The Human Science,  
page 430)

Biography and autobiography provide a particularly useful way to study leadership and the complicated dynamics of organization-related behavior. In reading the biography or autobiography of a leader, not only can we examine the acts of leadership in which the protagonist engages, we can also examine the leader’s motives as well as the motives of people with whom the leader interacts (i.e., this is often depicted in a more accurate and complete manner in biography than in autobiography!). In reading a biography or autobiography we can also examine the larger societal and organizational context in which leadership takes place, and we can see leadership behavior and organization-related behavior taking place in a longitudinal sense rather than as mere “snap-shots” of behavior. Thus, biography and autobiography permit an examination of leadership and organization-related behavior that is “rich and deep” in meaning, as contrasted with examining “models” or “theories” of leadership and organization-related behavior which may merely permit shallow and “surface-level” explanations.

### A Vocabulary Guide to the Narrative Form

As you read the biography or autobiography that you have selected, you may find the following vocabulary guide of some value:

Story – A narrative account or report

Narrator – One who engages in the art or practice of narrating; one who tells a story

Plot – The main story of a literary work

Subplot – A secondary or peripheral story within a literary work

Drama – A literary composition designed for theatrical presentation; a series of events involving conflicting forces

Protagonist – One who takes the leading part in a drama or story

Antagonist – One who serves as an adversary or opponent in a drama or story

Hermeneutics – A word of Greek derivation meaning “to interpret,” with a concern for determining meaning and understanding

Deconstruction – A type of literary-linguistic analysis that seeks to reveal the underlying assumptions and connections that are present in text which may or may not be apparent to the original author

### Your End-of-Semester Paper

In this course, one of your assignments is to prepare and submit a paper relating to a biography or autobiography of a leader that you have read. **The leader whose biography or autobiography you select to read does not have to be an educator (i.e., he or she can be an educational leader—either of historical or contemporary interest—but he or she could just as well be a leader in some other field such as business, government, the arts, or the military).** You may obtain your selected biography or autobiography from a library, although I would recommend that you purchase the book so that you can mark in it and make notes in the book as needed. **You must obtain prior approval from the course instructor for the book you select and intend to read!**

Your paper should be approximately 10-15 pages in length (typed, double-spaced), and it should be written as a formal academic paper (i.e. following APA guidelines). **Be sure to remember that you are not critiquing the biographer or**

**autobiographer in terms of how well the book was or was not written; instead, you are writing a commentary about the leadership behavior, organization-related behavior, and contextual circumstances that are depicted in the book, as informed by the “frame theory” approach we are using in the course (i.e., you are discussing the book’s content using the structural, human resources, political, and symbolic/cultural interpretive frames to guide your commentary and interpretations).**

Toward the end of the semester, each member of the course will make a presentation about the book that he or she selected to read, and will lead a discussion about what was learned about leadership, organizations and organization-related behavior as a result of reading the book.

The first two papers that you will prepare and submit will provide an opportunity for you to critique a leader’s behavior and contextual circumstances based on a brief case study rather than a complete biography.

**Biographies and autobiographies you may want to consider reading are identified below, listed in no particular order of priority, interest, or importance. Feel free to select a book that is not on this list, although if you do so please have your selection approved by the course instructor so that we know what everyone is reading for the course assignment.**

1. Messerli, J. (1972). *Horace Mann*. New York: Alfred A. Knopf.
2. Cartwright, Madeline, & Michael D’Orso (1993). *For the children: Lessons from a visionary principal*. New York: Doubleday.
3. McCullough, David (1992). *Truman*. New York: Simon & Schuster.
4. Martin, G. (1976). *Madam secretary: Frances Perkins*. Boston: Houghton Mifflin.
5. Caro, Robert A. (1974). *The power broker*. New York: Random House.
6. Fischer, L. (1950). *The life of Mahatma Gandhi*. New York: Harper.
7. Levy, J.E. (1975). *Cesar Chavez: Autobiography of la causa*. New York: Random House.
8. Eckert, Allan W. (1992). *A sorrow in our heart: The life of Tecumseh*. New York: Bantam Books.
9. Iacocca, Lee (1984). *Lee Iacocca: An autobiography*. Bantam Books.

10. Mason, Todd (1990). *Perot: An unauthorized biography*. Homewood, IL: Richard D. Irwin, Inc.
11. Eggleston, Edward (1892). *The hoosier schoolmaster*. New York: Grosset and Dunlap.
12. Holmes, Marjorie R. (1948). *Ten o'clock scholar*. New York: Lippincott.
13. Washington, Booker T. (1902). *Up from slavery*. New York: Doubleday.
14. Oates, Stephen B. (1994). *Abraham Lincoln: The man behind the myths*. New York: Harper Perennial Library.
15. Eisenhower, John S.D. (1997). *Agent of destiny: The life and times of General Winfield Scott*. New York: The Free Press. (ISBN 0684844516)
16. Trefousse, Hans L. (1997). *Andrew Johnson: A biography*. New York: W.W. Norton & Co. (ISBN 0393317420)
17. Paul, R. Eli (Ed.)(1997). *The autobiography of Red Cloud: War leader of the Oglalas*. Missoula, Montana: Montana Historical Society. (ISBN 0917298500)
18. Rogers, Mary Beth (1998). *Barbara Jordan: American hero*. New York: Bantam Doubleday. (ISBN 0553106031)
19. Van Doren, Carl. (1991). *Benjamin Franklin*. New York: Penguin USA. (ISBN 0140152601)
20. Cook, Blanche Wiesen (1999). *Eleanor Roosevelt: Volume 1933-1938*. New York: Viking Press. (ISBN 0670844985)
21. Graham, Katharine (1998). *Personal history*. New York: Vintage Books. (ISBN 0375701044)
22. Mandela, Nelson (1995). *Long walk to freedom*. New York: Little Brown & Co. (ISBN 0316548189)
23. Anderson, Jon Lee (1998). *Che Guevara: A revolutionary life*. New York: Grove Press. (ISBN 0802135587)
24. Sampson, Anthony (1999). *Mandela: The authorized biography*. New York: Knopf. (ISBN 0375400192)
25. Greising, David (1998). *I'd like the world to buy a Coke: The life and leadership of Roberto Goizueta*. New York: John Wiley & Sons. (ISBN 0471194085)

26. Schwarzkopf, H. Norman, with Peter Petre (1993). *It doesn't take a hero*. (ISBN 0553563386)
27. Morris, Edmund (1999). *Dutch: A memoir of Ronald Reagan*. New York: Random House. (ISBN 0394555082)
28. Chadha, Yogesh (1999). *Gandhi: A life*. New York: John Wiley & Sons. (ISBN 0471350621)
29. McMurtry, Larry (1999). *Crazy Horse*. New York: Viking Press. (ISBN 0670882348)
30. Dallek, Robert (1998). *Flawed giant: Lyndon B. Johnson, 1960-1973*. New York: Oxford University Press. (ISBN 0195054652)

### **Bibliography**

**We will build a bibliography for this course throughout the semester, comprised of publications and documents identified by the course instructor and by you as students and active scholars.**

One of the things we will be doing toward the end of the semester is to review and discuss this bibliography in terms of what we have learned in the course.