

UNIVERSITY OF KENTUCKY
College of Education
Department of Administration and Supervision

FALL SEMESTER 2000

EDA 702 (201: 06070)
Leadership in Educational Organizations II

Office Hours:
M-F 9 AM-5 PM

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CLASS MEETINGS

Tuesday 5:30-8:00 PM
Northern Kentucky University
BEP 203H (Enter through BEP 203: Its is locked at 6PM)

I. DESCRIPTIVE INFORMATION

A. GRADUATE BULLETIN DESCRIPTION

A study of leadership with particular emphasis on examining the lives and actions of individual leaders for the purpose of understanding the nature of, requirements and importance of leadership within educational organizations. Leadership theory is used to inform the discussion about each leader identified and studied. FYI: Effective November 15, 1999 the Graduate Bulletin posted on the Graduate School web sit at: [<http://www.rgs.uky.edu/gb/bulletin/bullinfo.html>] will become the official Graduate Bulletin. It will be updated on a quarterly basis.

B. COURSE CREDIT

3 Credit hours

C. PREREQUISITES

Admission to Department program or consent of the instructor.

D. COURSE OVERVIEW

This course is designed to acquaint doctoral students with a number of organizational and leadership perspectives that challenge conventional structural functional views and present alternative notions of how schools may be organized, governed, and lead.

American education is being transformed by powerful demographic, social, economic, and political forces that have questioned the purpose and function of schooling. These questions provided grist for a protracted national educational debate on the purpose of schooling, restructuring, and the nature of leadership. A very large array of individuals engaged in discourse are questioning basic assumptions of leadership and organizational theory, examining cultural and contextual circumstances, challenging privileged discourse, proposing alternative perspectives that empower educators, parents, and citizens, and advancing unconventional notions of how to organize, govern, and lead schools.

A scholarly examination of these perspectives will illuminate strengths and limitations of conventional structural functional views and postmodern perspectives to assist students in assessing their respective relevance to contemporary educational contexts and purposes. Students will complete Reaction Papers on five (5) theories/perspectives including: (1) systems concepts/chaos theory, (2) postmodern/poststructuralist theories, (3) Critical Theory, new institutional theory, and (5) Communitarian perspectives.

II. STATEMENT OF COURSE OBJECTIVES: The objectives of this course include:

1. To understand the changing context of schooling in the United States and its implications for leadership during the coming decades.
2. Review and critique structural functionalist views of organizational leadership.
3. To undertake a scholarly examination of several emerging theories and perspectives including systems concepts, chaos theory, critical theory, postmodern/poststructuralist theories, and communitarian tendencies as well as discussing implications of these theories/perspectives for ethical leadership for schools.
4. Discuss how these theories may be used to inform and enhance administrative practice and frame research studies.

REQUIRED TEXTS:

Wheatley, M. (1999). *Leadership and the new science: Discovering order in a chaotic World, 2nd Ed.* San Francisco: Berrett-Koehler. (ISBN 1-57675-055-8).

Foster, W. (1986). *Paradigms and promises: New approaches to educational administration.* Buffalo, NY: Prometheus Books.(ISBN: 0-87975-366-8, pbk.)

Starratt, R. (1996). *Transforming educational administration: Meaning, community, and excellence.* NY: McGraw Hill. (ISBN 0-07-061239-0).

Murphy, J. and Louis, K. S. (Eds.) (1999). *Handbook of research on Educational Administration, 2nd Edition.* San Francisco: Jossey-Bass (ISBN#0-7879-4340-1).

BOOKSTORES:

University of Kentucky Bookstore : (606) 257-6309. Toll Free Number: 1-800-327-6141.

SUPPLEMENTARY TEXTS

Suggested Readings provide an opportunity for Doctor's Degree students to expand their understanding of perspectives and applications discussed in class. Most of these will be available in the **Reserve** section of the Campus library in regular holdings.

INSTRUCTIONAL TECHNOLOGY:

This course will integrate to support instruction through electronic postings on the course **web site, e-mail, and a list-serve**. All assignments, directions, examples, and Student profile Sheet (used in submitting assignment electronically) and formats for assignments will be posted on the course web site. Students will be able to access the course syllabus, review and submit assignments on the Course web site. In addition, students will receive individual consultation, critiques of their work and engage in interactive discussions with other students and the instructor using the course listserv and email. You are expected to subscribe/unsubscribe to **EDA 702@lsv.uky.edu** as long as you are enrolled in the course.

ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES

The instructor will adhere to all University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students are expected to read and understand these policies prior to course work. Specific policies which obtain to the course include:

Attendance:

1. The student is expected to attend all seminar class sessions. Genuine and informed participation is a criterion for a grade in the course. Students who are unable to attend class because of illness, a death in the immediate family, professional obligations, religious holidays, or other circumstances which the instructor finds reasonable cause for non attendance must inform the instructor in advance of class meetings. Students missing class must provide the instructor with a written excuse no latter than the week following the absence.
2. Unexcused absences will result in a reduction in the student's grade for class participation up to 10% of the total grade for the class.
3. Unexcused and excused absences that exceed four (4) class meetings during the semester may result in the instructor requesting the student take a **W** (withdraw) or **I** (incomplete) for the course.

Completion of Assignments

The student is expected to carry out all required work and take examinations at class periods designated by the instructor. In instances in which students have an excused absence, the instructor will make appropriate arrangements for students to make up work, submit papers, and take examinations.

Submitting Work Prior to Due Dates

Students have the option of turning papers into the instructor early for review and critique. Final papers must be submitted due dates listed in the syllabus.

Submitting Assigned Work Late

No penalty will be assessed students for late work if they have an excused absence. Students may receive permission to submit papers late with prior approval of the instructor. Without prior approval, the instructor may reduced the grade received by one full letter grade below the grade earned.

Standards for Written Work

All written work must be typed or produced from a word processor. **APA style is required.**

EVALUATION AND COURSE GRADING

Your grade for this course will be based upon the instructor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. **Note:** Genuine and informed participation in applying ideas from the assigned readings to class discussions will be used to determine borderline grades.

Complete five (5), 3 page (typed, double-spaced) Reaction Papers - 100%

2. Use web study guide questions

GENERAL MARKING SYSTEM

A grading curve will **not** be used to determine letter grades.

A = 90-100 represents **exceptionally high achievement** as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.

B = 80-89 represents a **high achievement** as a result of ability and effort. It is valued at three grade points for each credit hour.

C = 70-79 represents **average achievement**. It is valued at two grade points for each credit hour.

E = 0- 59 represents **unsatisfactory performance** and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.

PERFORMANCE ASSESSMENT

An assessment of your knowledge and understanding of organizational and leadership perspectives discussed in this course will be assessed through their appropriate application to analyzing several theories. Reaction papers will have four sections: Identification of major points, reaction to the theory, identification of weaknesses, and a summary statement.

MAJOR TOPICS OF THE COURSE

Chaos Theory
Chaos Theory (Dynamical systems)
Postmodern/Poststructuralist theory
Postmodern contexts (poverty, race, and gender)
Critical theory
Feminist critique
Symbolic Frame
New institutional theory
Communitarian perspectives
Power and Ethics in school administration

MODE OF INSTRUCTION:

“To be a teacher is to be a learner. I am not a teacher... only a fellow student.” Soren Kierkegaard

1. Lecture 30%
2. Class discussion 70%

ASSIGNMENTS

Students will be required to complete and submit five **Reaction Papers**. The major purpose is to analyze and critique: (1) **Systems theory/Chaos theory**, (2) **Postmodern/poststructuralist theory**, (3) **Critical Theory**, (4) **New Institutional Theory**, and (5) **Communitarian perspectives**.

Reaction Papers: The body of the reaction paper will have four parts in which the student will: (1) Identify the major elements of the theory/perspective; (2) React to these elements with a rationale for your position; (3) Identify strengths and weaknesses in the theory/perspective, and (4) Provide a closing summary statement.

SUBMITTING ASSIGNMENTS ELECTRONICALLY:

Each time an assignment is submitted electronically (email) the student will complete a **Student Profile Form** which includes the Course number (EDA 702), Section Number, the Instructor's name and email address as well as the student's name and email address. (see the course web site). After filling out the **Student Profile Form**, and attaching the assignment, the student will electronically submit their answers (email). All Assignments are due by the class period indicated on the course syllabus.

RETURN OF PAPERS

All papers will be returned by the instructor in a timely manner and discussed in class to contribute to the teaching and learning process.

STUDENT COURSE EVALUATION

At the close of the semester, students will also be asked to complete a University of Kentucky teaching evaluation questionnaire which focuses on teaching, instructional processes, and general substance of the course.

SUMMARY OF DISCUSSION TOPICS AND ASSIGNMENTS

Class	Date	Topic	Assignment
1.	8/29	Introduction and Course Overview	
2.	9/5	Systems concepts	
3.	9/12	Chaos Theory	

4.	9/19	Chaos Theory	
5.	9/26	Postmodern Perspectives	Due: Reaction Paper
6.	10/3	Postmodern: Contexts: Demographics, race & gender	
7.	10/10	Postmodern: Leadership for Meaning, Community &	
8.	10/17	Postmodern: Leadership for Meaning, Community &	
9.	10/24	Critical Theory	Due: Reaction Paper
10.	10/31	Critical Theory (Halloween costumes optional)	
	11/7	Election Day-No Class Election Day-No Class	
11.	11/14	Organizational Cultures	Due: Reaction Paper
12.	11/21	New Institutional Theory	
13.	12/5	Communitarian Perspectives & Communitarian	Due: Reaction Paper
14.	12/12	Final Class-	Due: Reaction Paper

DISCUSSION TOPICS, ASSIGNMENTS, AND EXAMINATIONS

1. INTRODUCTION & COURSE OVERVIEW

2. SYSTEM CONCEPTS

Required Readings:

Katz, D. & Kahn, R. (1966). Organizations and the systems concept. In **Shafritz, J. and Ott, S.** (1996). *Classics of organizational theory, 3rd. Ed.* (pp. 274-286).

Rait, E. (1995). Against the Current: Organizational learning in schools. In Bacharach, S. and Mundell, B. *Images of schools: Structures and roles in organizational behavior.* Thousand Oakes, CA: Corwin.

Senge, P. (1990), The fifth discipline: A shift of mind. In **Shafritz, J. and Ott, S.** (1996). *Classics of organizational theory, 3rd. Ed.* (pp. 513-522).

Suggested Film:

Mindwalk- Berndt Capra

3-4. **CHAOS THEORY: LEADING LEARNING ORGANIZATIONS**

Required Readings:

Wheatley, M. (1999). *Leadership and the new science: Discovering order in a chaotic world*, 2nd Ed. San Francisco: Berrett-Koehler.

5. **POSTMODERN/POSTSTRUCTURAL PERSPECTIVES**

Required Readings:

Maxey, S. (1994). *Postmodern school leadership: Meeting the crisis in educational administration*. Introduction (pp.1-13).

Elkind, D. (1995). School and family in the postmodern world. *Phi Delta Kappan*, 77(1), 8-14.

Bergquist, W. (1993). Postmodern thought in a nutshell: Where art and science come together. In Shafritz, J. and Ott, S. (1996). *Classics of organizational theory*, 3rd. Ed., 578-591.

6. **POSTMODERN CONTEXT: DEMOGRAPHICS, RACE, & GENDER**

Required Readings

Context:

Björk, L. (1996). Educational reform in changing contexts of families and communities: Leading school interagency collaboration. In K. Lane, M. Richardson & D.Von Berkum. *The school safety handbook: taking action for student and staff protection*. Lancaster, PA: Technomic. **(Read pp. 253-267 only)**

Feminist Critique:

Blount, J. (1994). One postmodern feminist perspective on educational leadership:

And ain't I a leader? in **Maxey, S.** *Postmodern school leadership: Meeting the crisis in educational administration.* Westport, CN: Praeger.

Acker, J. (1992). Gendering Organizational theory. In **Shafritz, J. and Ott, S.** (1996). *Classics of organizational theory, 3rd. Ed.* pp. 578-591.

Suggested Readings:

Ward, J. (1993). Demographic politics and American schools: Struggles for power and justice. In Marshall, C. (ed). *The new politics of race and gender.* Washington, DC: Falmer.(pp. 7-14).

KcKenzie (1992). Educational discourse in the postmodern world. *Educational Considerations*, 19(2), 20-25.

Shakeshaft, C. (1989). *Women in educational administration.* Newbury Park: Sage.

Bem, S. (1993). *The lenses of gender.* New Haven: Yale University Press.

7. **POSTMODERN LEADERSHIP: MEANING, COMMUNITY & EXCELLENCE**

Required Readings

Starratt, R. (1996). *Transfroming educational administration: Meaning, community, and excellence.* NY: McGraw Hill.

8. **POSTMODERN LEADERSHIP: MEANING, COMMUNITY & EXCELLENCE (CONT.)**

Required Readings

Starratt, R. (1996). *Transfroming educational administration: Meaning, community, and excellence.* NY: McGraw Hill.

9. **CRITICAL THEORY: REFLECTIONS ON ADMINISTRATIVE THEORY**

Required Readings

Foster, W. (1986). *Paradigms and promises: New approaches to educational administration*. Buffalo: Prometheus Press.

Chapt. 1: Administration as a moral science.

Chapt. 3: Paradigms and promises: Re-viewing administrative theories.

Chapt. 4: Foundations for critical analysis

10. CRITICAL THEORY: REFLECTIONS ON ADMINISTRATIVE THEORY

Required Readings

Foster, W. (1986). *Paradigms and promises: New approaches to educational administration*. Buffalo: Prometheus Press.

Chapt. 6: Critical perspectives on organizational theory

Chapt. 8: Leadership

Chapt. 9: Praxis: Action working with theory

Suggested Readings

Evers, C. and Lakomski, G. (1991). *Knowing educational administration: Contemporary methodological controversies in educational administration research*, Oxford: Pergamon Press.

Chapt. 3: The Theory Movement: Past and Present.

Apple, M. (1986). *Teachers and texts: A political economy of class and gender relations in education*. NY: Routledge and Kegan Paul. (205 pgs.)

Agger, B. (1993). *Toward a postmodern feminist critical theory*. Westport, CT: Praeger.

ORGANIZATIONAL CULTURES

Required Readings:

Firestone, W. & Luois, K. S. (2000). Schools as cultures. In J. Murphy & K. S. Louis (Eds.). *Handbook of research on Educational Administration, 2nd Edition*. San Francisco: Jossey-Bass, 297-322.

Schein, E. (1992). Defining Organizational Culture. In **Shafritz, J. and Ott, S.** (1996). *Classics of organizational theory, 3rd. Ed.* pp.430-441.

473-
484.
Harrison, M., Berger, T. & J. (1996). Changing organizational cultures. In **Shafritz, J. and Ott, S.** (1996). *Classics of organizational theory, 3rd. Ed.* pp.

12. NEW INSTITUTIONAL THEORY

Required Readings:

Rowan, B. & Miskell, C. (2000). Institutional theory and the study of educational organizations. In J. Murphy & K. S. Louis (Eds.). *Handbook of research on Educational Administration, 2nd Edition.* San Francisco: Jossey-Bass, (359-384).

Björk, L. & Richardson, M. (1997). Institutional Barriers to educational leadership training: A case study. *Educational Forum*, 62(1), 74-81.

13. COMMUNITARIAN PERSPECTIVE

Required Readings:

Beck, L. & Foster, W. (2000). Administration and community: Considering challenges, exploring possibilities. In J. Murphy & K. S. Louis (Eds.). *Handbook of research on Educational Administration, 2nd Edition.* San Francisco: Jossey-Bass, 359-384.

ETHICS, POWER & POSTMODERN LEADERSHIP

Required Readings

Greenfield, W. (1993). Articulating Values and ethics in administrator preparation. In Capper, C. *Educational administration in a pluralist society.* Albany, NY: SUNY Press.

Miron, L. and Elliott, R. (1994). Moral leadership in a poststructural era. In Maxey, S. (1994). *Postmodern school leadership: Meeting the crisis in educational administration.*

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EDA 702-Seminar in Administration: Leadership in Organizations II
Dr. Lars G. Björk, Associate Professor

GENERAL INSTRUCTIONS FOR PREPARING REACTION PAPERS:

- 1. Identify the major components of the theory** (25 points):
Provide a concise overview of the theory and review as well as its major components.
- 2. React to the theory (25 points):**
Provide a reaction statement to the theory/perspective including a grounded rational for your position.
- 3. Identification of strengths and weaknesses of the theory/perspective:**
Analyze the theory and present a concise description of how it may be useful or not for practitioners and researchers .

4. Closing summary statement (25 points):

Summarize the main points made in each of the previous sections and provide concluding remarks.

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STUDENT PROFILE FORMSTUDENT PROFILE FORM

EDA 702-Seminar in Administration: Leadership in Educational Organizations II

INSTRUCTOR: Dr. Lars G. Björk, Associate Professor

Reaction Paper #: _____ Reaction Paper #:

DATE SUBMITTED: _____ DATE SUBMITTED:

STUDENT NAME: _____ EMAIL: < _____ >

POINTS: _____ GRADE:

**REWRITE #: _____ POINTS: _____ GRADE: _____
(Note: always include the instructors previous grade/critique)**

3. Identification of strengths and weaknesses of the theory/perspective (25 points):

4. Closing summary statement (25 points):