

**LDR 710**  
**Leadership Theory, Practices and Principles**  
**Spring 2009**

**Professor:** Dr. Randall M. Kerkhoff  
**E-mail:** [kerkhoffr@rockville.k12.in.us](mailto:kerkhoffr@rockville.k12.in.us)  
**Phone:** (765) 569-5582 work  
(765) 592-3532 cell \* (Best method)

**Texts:** Northouse, Peter G. (2006). *Leadership, Theory and Practice*. 4<sup>th</sup> Edition. Thousand Oaks, CA: Sage Publications ISBN 141294161X

Senge, Peter M. (1994). *The Fifth Discipline*. New York, NY: Doubleday Publishing. ISBN 0385260954

**Additional Resource:** Joel Barker's Leadershift Video Seminar. (Provided by the Professor)

**Theme:** The educator is a facilitator and conveyor of knowledge and cultural heritage.

**University Mission:** (See Attached)

**School of Education Mission:** (See Attached)

**Interstate School Leaders Licensure Consortium Standards (ISLLC) and the Indiana Professional Standards Board Standards (IPSB)**

- *Educational Vision* – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
- *School Culture* – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustain a school culture that is shared and supported b the greater school community.
- *Management* – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.
- *Communication and Collaboration with Communities* – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.
- *Acting with Honesty, Fairness, and Professional Ethics* – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.

- *The Political, Social, Legal, Economic, and Cultural Environments* – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.

### **Course Description:**

The purpose of this course is to provide students with opportunities to research and discuss the philosophical and theoretical lineage of leadership and how the various concepts link to actual practice. Students are to study and analyze a school reform effort, assess the role of leadership in that effort and recommend how to apply the effort in actual practice from a leadership standpoint. Students are expected to examine the role of leadership as it has been used, and is currently used, in the educational and workplace settings as well as explore the use of consensus building as a leadership tool in various diverse cultural and gender situations.

### **Course Objectives and Student Outcomes:**

The student will develop and/or demonstrate a knowledge and understanding of the skills involved in the objectives and outcomes a presented and develop a positive attitude and values regarding the following as they apply to the specific objective or role (and its importance) as an educational leader.

- Change forces and the process of change in organizations;
- Distinguishing leaders from managers by exploring leadership theory and practice in the past, present and predicting the future;
- Leadership style and productivity;
- Change strategies and options for organizational restructuring and renewal;
- Applying open systems theory to contingency theory in specific work setting;
- Linking conflict management theories to specific organizational settings;
- Applying various leadership styles and approaches to practical organizational settings;
- Consensus building and its application to various leadership theories and styles across genders an various cultural settings; and
- Measuring organizational culture and climate in relation to leadership styles and change strategies (Examples of climate audits: Organizational Climate Description Questionnaire or Organizational Climate Index).

### **Instructional Procedures:**

Instructional strategies and approaches will include, but not be limited to, textbook and article reading, research assignments, student reports and presentations using appropriate technology, lecture, discussion, case studies, simulations, interviews and discussions with leaders in schools, industry and other organizations.

**Evaluation:**

Evaluation will be based on attendance, oral and written critiques and investigative reports, presentations, in class discussion and assigned topics, and researched issues and problems related to the course content.

**Grading:**

A = 100 – 96    A- = 95 – 94    B+ = 93 – 92    B = 91 – 90    B- = 89 -87

**Attendance:**

Regular class attendance is *expected*. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty will be deducted from the final grade for absence.

**Class Dates:**

Jan 10<sup>th</sup>, Jan 24<sup>th</sup>, Feb 7<sup>th</sup>, Feb 21<sup>st</sup>, Mar 7<sup>th</sup>, and Mar 21<sup>st</sup>. January 10<sup>th</sup> and March 17<sup>th</sup> will be held on main campus, Oakland City, Indiana.

**Assignments:**

Select a research topic on organizational change (reform) from one or the assigned texts (adapted for an education setting), or one approved by your professor that relates to your own organization. Use your assigned texts, journals, newspapers, and other selected reading (see bibliography) as your literature sources. The reasons and process of change, change strategies, various options explored, the role of the leader, the actual applications of the process, and its degree of productivity should be included. Include discussions with leader (in your organization) in this change process. Conclude with your own reflection and recommendations with emphasis on the style, role and effectiveness of the leader throughout the process.

At the direction of your professor, you will read the Senge, Northouse, and other related material participate in the leadership seminar, presentations, discussions, role playing, and panel discussions as the various leadership styles, traits, and theories are explored and analyzed. Apply this knowledge and information to related case studies, the writings of Senge, Northouse, and the objectives listed in the syllabus. Be prepared to relate and transfer your knowledge and insights to you own organizational setting an experiences

Read the Senge material and prepare a 3-5 page paper that reflects on the course objectives for this class.

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## **University Mission**

Oakland City University in Oakland City, Indiana is a learning community dedicated to:

- academic knowledge, technical preparation, and life-long learning;
- the preparation for gainful employment through academic excellence;
- the promotion of Christian ethical and moral values;
- the enhancement of each person's intellectual, spiritual, physical, and social development;
- and, community service through positive leadership.

### **School of Education's Mission:**

The School of Education and Technology at O.C.U. is a collaborative learning community dedicated to:

- academic knowledge, technological skills, pedagogical proficiency, and life-long learning;
- the promotion of Christian ethical and moral values;
- the enhancement of each student practitioner's intellectual, spiritual, and social development;
- and community service through positive leadership.