

EAD 963
Leadership in Postsecondary Institutions
Spring, 2002

Leadership. What is it? Who has it? Can it be taught? Is it the same as management? How does it affect organizations? What are the issues for educational leaders? Are we facing a leadership crisis?

We talk about leadership as though it were a clearly understood concept. While we may not be able to concisely define it, "we know it when we see it." Or do we? The purpose of this seminar is to explore leadership in education, particularly higher education, from a variety of perspectives. The seminar is intended to engage each member in discovering what leadership is all about through reading widely, discussing openly and vigorously, and becoming deeply involved in an individual leadership project.

The seminar examines leadership on a broad, conceptual and theoretical basis. Readings come from a variety of disciplinary perspectives such as sociology, organizational behavior, and psychology. We will consider various aspects of leadership and will analyze the leader from a symbolic perspective, as a manager of meaning and critical change agent. We will look at the enactment of leadership as a cognitive, moral and ethical process. Following sufficient grounding in "the basics," we will then challenge ourselves to deconstruct our leadership realities with the help of various critical perspectives as we prepare to reconstruct who the leaders will, and need to, be in the educational organizations of tomorrow.

As indicated, each member of the seminar is expected to come to class prepared to **critically discuss** and challenge the readings and each other. Since we will all be evolving in our perspectives on leadership, the sessions will involve a minimum of lecture and a maximum of discussion/debate grounded in the literature. Each member will be asked to assume a role in organizing and facilitating a class discussion, thereby allowing the quality of the class to be collectively determined. We will also utilize our own experiences and reflections to help synthesize and integrate the readings and discussions. Baseline readings for the seminar include the following source books and a reading packet:

Bogue's *Leadership by Design*
Bensimon and Neumann's *Redesigning Collegiate Leadership*
Heifetz's *Leadership Without Easy Answers*
Reading Packet

Reflective practice is key to effective leadership and therefore one's ability to capture thoughts, cognitive complexities and insights, and to think through their relevance in one's life and work are important skills. To this end, each member of the seminar will maintain a leadership journal throughout the semester. The journal provides a venue for reflecting on class readings, generating burning questions for discussion, recording thoughts about leadership in general and about one's evolving leadership role and perspective. The journal will be collected periodically throughout the term, as noted on your syllabus so that the lead facilitator can be kept aware of individual leadership journeys.

A critical, self-reflective paper that will draw temporary closure to this leadership experience is also a requirement. Using your journal, the readings, class discussions, personal experiences, etc., each member will give written voice to their personal leadership journey in a paper not to exceed 20 typed pages.

Evaluation for the seminar will be based on several components: attendance/willingness to participate in **thoughtful and critical** class discussions (40%), role as discussion facilitator (20%), journal (20%), and reflective paper (20%). Feedback on the first two components will be provided by all seminar participants - in other words, we all provide feedback to each other on the specific role of discussion facilitator and more general role of seminar colleague [feedback to others is considered part of class participation]. The lead facilitator will evaluate journals and the final aspect of the seminar evaluation will come from each member's reflection on their own growth - as a leadership scholar and practitioner.

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COURSE SCHEDULE

Week I 1/07/02	Introduction
Week II 1/14/02	Bennis, Four Traits of Leadership (P) Cronin, Reflections on Leadership (P) Curry, Classic Representations of Leadership (P) Gardner, The Tasks of Leadership (P) McCall, Conjecturing About Creative Leaders (P)
Week III 1/21/02	Martin Luther King Day - no Class
Week IV 1/28/02	Followership Bogue, The Touch of Compassion Bogue, The Dignity Test DePree, Followership (P) Kelley, In Praise of Followers (P) Lipman-Bluman, Why Do We Tolerate Bad Leaders? (P) Potter, Rosenbach & Pittman, Followers for the Times

	<p>(P)</p> <p>Smith, The Following Part of Leading (P)</p> <p>Smyth, A 'Pedagogical' and 'Educative' View of Leadership (P)</p>
<p>Week V 2/04/02</p>	<p>Leader Cognition and Development</p> <p>Amey, Cognitive Constructions of Leadership (P)</p> <p>Bogue, The Habit of Curiosity</p> <p>Codd, Educational Leadership as Reflective Action (P)</p> <p>Cross and Revekas, Leadership in a Different Voice (P)</p> <p>Curry, A Frame for Analysis of the Leader Persona (P)</p> <p>Curry, The Confluence of Past Experiences and Present Circumstances (P)</p> <p>DeVries, The Leadership Mystique (P)</p> <p>Foster, Toward a Critical Practice of Leadership (P)</p> <p>Kotter, Leadership and Lifelong Learning (P)</p> <p>Slater, Leading Yourself (P)</p>
<p>Week VI 2/11/02</p>	<p>Morality and Ethical Leadership</p> <p>Bogue, Call for Candor</p> <p>Bogue, Preface (P)</p> <p>Bogue, The Low Road to Morality (P)</p> <p>Bogue, Question for Courage</p> <p>Badarraco and Ellsworth, Introduction (P)</p> <p>Badarraco and Ellsworth, Integrity in Action (P)</p> <p>Maccoby, Narcissistic Leaders (P)</p> <p>Journals Due</p>

Week VII 2/18/02	Morality, Ethics, Power and Leadership Amey, Navigating the Raging River (P) Birnbaum, Politics or Porcelain (P) O'Toole, The Rushmoreans (P) O'Toole, Corporate Rushmoreans (P) O'Toole, Leaders of Leaders (P) Votaw, Face to Face with Power (P)
Week VIII 2/25/02	Leadership, Power and Organizational Influences (Part II) Glazer, The Glass Ceiling Phenomenon (P) Ideta, Asian Women Leaders of Higher Education (P) Kanter, Leadership for Change (P) Krantz, Lessons from the Field (P) O'Toole, When Leadership is an Organizational Trait (P) Senge, Leading Learning Organizations (P)
Week IX 3/4/02	Spring Break
Week X 3/11/02	Leadership Without Easy Answers (Heifetz) Values in Leadership To Lead or Mislead The Roots of Authority Mobilizing Adaptive Work Applying Power On a Razor's Edge Falling Off the Edge Creating Deviance Modulating the Provocation Assassination The Personal Challenge
Week XI 3/18/02	Managing Meaning Bolman & Deal, Community and the Cycle of Giving (P) Bolman & Deal, Significance (P) DePree, The Function of Hope (P)

	<p>DePree, Vision (P)</p> <p>Gladwell, The Changing Face of Science (P)</p> <p>Neumann, On the Making of Hard Times and Good Times (P)</p> <p>Phillips & Kennedy, Shaping and Managing Shared Values (P)</p> <p>Tedrow & Rhoads, Senior Women Community College Leaders (P)</p> <p>Watkins, Leadership, Power and Symbols in Educational Administration (P)</p> <p>Journals Due</p>
<p>Week XII 3/25/02</p>	<p>Transformational and Transactional Leadership</p> <p>Bensimon, Transactional, Transformational or Transvigorational Leaders (P)</p> <p>Blackmore, Educational Leadership: A Feminist Critique and Reconstruction (P)</p> <p>Cuoto, To Give Their Gifts: The Innovative, Transforming Leadership of Adaptive Work (P)</p> <p>Kotter, Successful Change (P)</p> <p>Kotter, What Leaders Really Do (P)</p> <p>Kuhnert and Lewis, Transactional and Transformational Leadership: A Constructive/Developmental Analysis (P)</p> <p>Weick, Leadership as the Legitimation of Doubt (P)</p>

<p>Week XIII 4/01/02</p>	<p>Thinking Beyond the Hierarchy: Leadership Teams</p> <p>Bennis & Biederman, The End of the Great Man (P)</p> <p>Bensimon and Neumann, Leadership by Teams</p> <p>Bensimon and Neumann, A Different Way to Think About Leadership Teams</p> <p>Bensimon and Neumann, What Teams Can Do</p> <p>Bensimon and Neumann, Making Teams Work</p> <p>Bensimon and Neumann, The Relational and Interpretive Work of Team Building</p> <p>Bensimon and Neumann, Reconstructing Collegiate Leadership as a Collective Process</p> <p>Cross, Evolution or Revolution: Creating a Team-Based Organization (P)</p> <p>Kezar, Trying Transformation: Implementing Team-Oriented Forms of Leadership (P)</p>
<p>Week XIV 4/08/02</p>	<p>Leadership from Within</p> <p>Bogue, The Servant Exemplar</p> <p>Greenleaf, The Servant as Leader (P)</p> <p>Heider, The Leader Who Knows How to Make Things Happen (P)</p> <p>The Tao Teh Ching of Lao Tzu and Chinese Mysticism (P)</p> <p>Pollard, The Leader Who Serves (P)</p> <p>Townsend, The Measure of Woman (P)</p> <p>Warner, Cultural Leadership (TBD)</p>
<p>Week XV 4/15/02</p>	<p>Realizing Potential</p> <p>DePree, Places of Realized Potential (P)</p> <p>Greenberg-Walt & Robertson, The Evolving Role of</p>

	<p>Executive Leadership (P)</p> <p>Kouzes & Posner, Bringing Leadership Lessons from the Past with the Future (P)</p> <p>Nanus & Dobbs, Leaving a Legacy (P)</p> <p>Nidiffer, New Leadership for a New Century (P)</p> <p>O'Toole, Why Democratic Leadership is Not an Oxymoron (P)</p> <p>Rost, Leadership in the Future (P)</p> <p>Spreitzer & Cummings, The Leadership Challenge of the Next Generation (P)</p>
<p>Week XVI 4/22/02</p>	<p>Course Wrap-Up</p> <p>Kim and Mauborgne, The Wheel and the Light (P)</p> <p>Reflective paper and journals due 4/29/02</p>