

EAD991B - Case Studies in Educational Leadership

Summer 2003

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Course Description:

We talk about leadership as though it is a clearly understood concept. While we may not be able to concisely define it, "we know it when we see it." Or do we? What does it really mean to be an educational leader? How does leadership affect educational organizations? The purpose of this course is to explore leadership in education from a variety of perspectives. In it, we will develop a better understanding of leadership in complex educational settings, what it looks like throughout the organization, how it is enacted, and how it is relevant to addressing problems facing us today. The course is case based, allowing students to use leadership literature to think through contemporary issues and see the different ways in which leaders can be instrumental in creating change around those issues. Students will explore their own leadership philosophies and practices as well.

Through the review of leadership writings, on-line discussions, the analysis of three case problems, and other class activities, participants will:

- Critically review current ideas and theories about leadership
- Consider the application of these leadership ideas in educational settings
- Understand the ways in which leadership and leader behavior can influence change and problem solving in educational organizations
- Develop a personal philosophy of educational leadership

Textbooks:

- Allen, K. E., Bordas, J., Robinson Hickman, G., Matusek, L. R., & Whitmire, K. J. (1998). Leadership in the twenty-first century. Rethinking Leadership Working Papers. Academy of Leadership Press.
<http://www.academy.umd.edu/publications/klspdocs/21stcen.html>
- Astin, A. W. & Astin, H. S. (2000). Principles of transformative leadership. In A. W. Astin & H. S. Astin (Eds.), Leadership Reconsidered: Engaging Higher Education in Social Change. (p. 8-17). W. K. Kellogg Foundation.
<http://www.wkkf.org/pubs/CCT/Leadership/Pub3368.pdf>
- Bolman, L. G. & Deal, T. E. (2001). Leading with soul: An uncommon journey of

spirit. San Francisco: Jossey-Bass.

<http://www.academy.umd.edu/ILA/pdfs/Pielstick.pdf>

- C. Dean Pielstick (1999). "The Transforming Leader: A Meta-Ethnographic Analysis." International Leadership Association/Academy of Leadership.
- Komives, S. R., Lucas, N., & McMahon, T. R. (1998). A new way of understanding leadership. In S. R. Komives, N. Lucas, & T. R. McMahon, Exploring Leadership: For College Students Who Want to Make a Difference. (p. 67-106). San Francisco: Jossey-Bass.
http://www.academy.umd.edu/publications/leadership_education/exploring.htm

More Information:

Course Content

Leadership is perhaps one of the topics most written about; there is a wealth of information available on the topic, and we will be reading but a small portion of this literature. Assigned readings provide the foundation for class discussions, while students are strongly encouraged to seek out additional readings based on interests and the nature of their case problems. Required texts will be noted on the course website. Some preliminary leadership links are provided, but they are only a starting place for supplemental reading.

The course is structured in three parts. Part One is designed to acquaint participants with the on-line learning environment, with members of the class, and with basic ideas about leadership. It will provide common ground for the rest of the class.

Part Two is where most of our intellectual work takes place. It is divided into three sections. Each contains assigned readings and a case problem. The readings provide a foundation for thinking about the case problem. We will do the readings, discuss the case problem, investigate additional literature that supports our understanding of the leadership issues and strategies appropriate to the problem, and then write a short analysis (4-6 pages) of the case problem. Small groups will also develop their own case problem, to be analyzed by a different colleague group. The final activity for each section in Part Two of the class is a brief reflection on what was learned in this section of the course.

Part Three of the course is an opportunity for professional reflection. Each member will develop and write their own educational leadership philosophy to be shared with the class. Wrap-up activities for the course will also be a part of Part Three.

Assessment

Evaluation for the course is based on several components:

- Participation in thoughtful and critical on-line discussions and class activities (35%). Each member of the seminar is expected to read materials carefully and be prepared to critically discuss and challenge the readings and each other in on-line discussion. A minimum of at least two substantive on-line entries per week is expected.

- Written case analyses including reflections (10% for the first case, 15% for the next three case analyses; 10% for developing a case problem). Specific guidelines for these analyses, as well as the general assessment criteria will be available on the course website.
- Educational leadership philosophy (15%). Development of your educational leadership philosophy will draw temporary closure to this leadership experience. Using your case reflections, the readings, on-line discussions, personal experiences, etc., each member will give written voice to their personal leadership philosophy in a paper not to exceed 10 typed pages.

The Instructor

Marilyn Amey is associate professor in education administration and program chair of the Higher, Adult and Lifelong Education graduate programs. Her research focuses on leadership, administrative and change issues in higher education organizations, and faculty concerns including life balance and improving teaching and learning. Dr. Amey is principal investigator of a research team working on a national study of community college administrators, and is co-authoring a book on interdisciplinary collaboration and academic work. She is co-editor of the second edition of *Beginning Your Journey: A Guide for New Professional in Student Affairs*, published by the National Association for Student Personnel Administrators (NASPA). She is also a member of the inaugural class of NASPA Faculty Fellows and the editor of the *Journal of General Education*.