Agenda, EDAD 6010/EDAD 6020

Thursday, June 14, 2018 Class Session

Principal Preparation Program

Waverly Junior High School

1. Discussion of leadership behavior:
2. Task-oriented—initiating structure, clarifying roles, planning and organizing operations, monitoring organizational functions, accomplishing tasks, using personnel and resources efficiently, maintaining stable and reliable processes, making incremental improvements

* See <http://smallbusiness.chron.com/strengths-weaknesses-taskoriented-leadership-style-37835.html>

1. Relations-oriented—consideration, supporting, developing, recognizing, consulting, and managing conflict; improving relationships, helping people, increasing cooperation and teamwork, building commitment to the organization.

* See < <http://smallbusiness.chron.com/differences-between-taskoriented-leaders-relationaloriented-leaders-35998.html>

1. Change-oriented—scanning and interpreting external events, articulating an attractive vision, proposing innovative programs, appealing for change, creating a coalition to support and implement change; adapting to change in the environment, making major changes in goals, policies, procedures, and programs, gaining commitment to change.

* See <http://smallbusiness.chron.com/differences-between-taskoriented-leaders-relationaloriented-leaders-35998.html>

1. Related tasks:

* Discuss in small groups the dimensions of task orientation, relationship orientation, and change orientation for a leader.
* Give particular consideration to the challenges associated with each of the orientations.
* Designate the manner/intersections that the orientations have with the constructs that have already been studied this semester.
* Identify and report the challenges and intersections to the cohort and to the listserv.

1. Engage in the T/P, Production/People Instrument:
   1. Complete the instrument.
   2. Discuss in small groups the results of the instrument.
   3. Send the instructor [larsonw@ohio.edu](mailto:larsonw@ohio.edu) a reflection of your reactions to the results of the instrument.
   4. Try to base the reflections on what you have learned since June 5.
2. Servant leadership:
3. View a DVD/video regarding servant leadership?
4. Divide into small groups and discuss the following questions:

* What is servant leadership?
* In what manner might servant leadership be applicable to school administration?
* What objectives might be best obtained with servant leadership?
* What are the 10 characteristics of a servant leader?
* Which characteristics would be the easiest and most difficult for you to implement in your school?
* Which characteristics would you find desirable and not desirable to implement in your school?

1. Examine human behavior, particularly in a school setting:
   1. Needs-based theoretical constructs:

* Hierarchy of needs, basic needs, Abraham Maslow
* In what manner might Maslow’s levels of needs influence your direct reports?
* In what manner might you use Maslow’s construct to be a more effective administrator.
* Herzberg’s motivators and hygiene factors:
* Does satisfying hygiene factors motivate workers?
* If not, what does it accomplish?
* McClelland’s for achievement:
* Describe achievement-oriented employees.
* What temptation should be avoided by a supervisor when issuing assignments to achievement-oriented employees?
* DeCharms’ need for self-determination (i.e., autonomy):
* Do you have a need for self-determination?
* If yes, please describe your need and attempt to identify its source.
* Do you suspect that administrators are more inclined to be “origins” or “pawns?”
* What is the rationale for your response?
* Which group of folks is prevalent in most communities, origins or pawns?
* Please share the rationale for your response.
* Related tasks
* Identify the meaning of each of the constructs.
* Identify the manner in which each of the constructs apply to the work of a school administrator.
* Next, identify the manner in which your temperament/type.
* Finally, identify the relationship between the constructs and transactional and transformational leadership, rational, natural, and open/social systems, and the four frameworks (political, human resource, structural, and symbolic) of Bolman and Deal’s Venn diagram.
  1. Theoretical belief constructs:
* Weimer’s causality attribution theory:
* Do you have more of an internal or an external locus of control?
* In what manner does your locus of control influence your behavior?
* What aspects of your locus of control will you need to consider as an administrator?
* Dweck’s ability theory:
* Do you subscribe more to ability being stable or incremental?
* Which perspective do you think is prevalent among the teachers in your school?
* If your perspective differs from the staff of the school in which you become a principal, in what manner will you deal with the difference?
* Matters of equity, Greenberg:
* As an administrator what form of attention will you need to give to matters of equity?
* Do you think that your direct reports will want equity and do you perceive that such an expectation represents a good idea?
* For example, you might ask the direct reports if they want to receive equitable treatment with their colleagues.
* Then, you might ask them to describe equity.
* Finally, you might ask them if you should only give them special consideration when you are able to do the same for the other staff members.
* Vroom’s expectancy theory:
* Describe instrumentality and valence as they apply to expectancy theory and particularly to motivation.
* How might you use instrumentality and valence to enhance motivation among the staff once you become an administrator?

1. Visit with past Program Graduates, particularly with the objective of attempting to pursue the Principal Preparation Program to obtain your professional objectives.
2. Identify individually items that were studied and hopefully learned this week and send them to the instructor.
3. Hope you have a pleasant weekend.