Agenda, EDAD 6010/EDAD 6020

Tuesday, June 19 & Thursday, June 21, 2018 Class Sessions

Principal Preparation Program

Waverly Junior High School

1. Engage in formative quiz
2. March and Olsen
* What is the name of the form of leadership did Cohen, March, and Olsen identified and to which of Bolman and Deal’s domains does it most closely relate?
* See
* <http://faculty.babson.edu/krollag/org_site/encyclop/garbage_can.html>
* <https://www.google.com/search?q=garbage+can+theory&client=firefox-b-1&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiurY-4l9nbAhUG7IMKHRiIC9cQsAQIZA&biw=1568&bih=806>
* <https://study.com/academy/lesson/the-garbage-can-model-of-decision-making.html>
* What is a rational for your answer to the latter part of the question?
1. Reminder regarding applications:
* You may have been admitted based upon the receipt of an application, including a short resume, and a bachelor’s degree transcript.
* However, three letters of recommendation and an approximate 4-page reflection about your professional journey are needed.
* They should be sent directly to the Graduate College Office, Room 220, Research and Technology Building, Ohio University, Athens, OH 45701.
* If they are not received by the end of your first or second semester of study, a hold will be placed on your registration.
1. Explore shared/democratic/distributed leadership:
* What is the meaning of this form of leadership?
* In what ways might this form of leadership be used in the public sector?
* What might be the benefits of the use of shared leadership?
* What might be the detriments of the use of shared leadership?
* <https://www.youtube.com/watch?v=VPflhDlPXkM>
* <https://www.google.com/search?q=advantages+and+disadvantages+of+shared+leadership&client=firefox-b-1&tbm=isch&source=lnms&sa=X&ved=0ahUKEwixjeTAh9nbAhWGyoMKHTHoBp0Q_AUICigB&biw=1568&bih=806&dpr=1#imgrc=1ZBibKlMGrEFAM>:
* https://www.google.com/search?q=advantages+and+disadvantages+of+shared+leadership&client=firefox-b-1&tbm=isch&source=lnms&sa=X&ved=0ahUKEwixjeTAh9nbAhWGyoMKHTHoBp0Q\_AUICigB&biw=1568&bih=806&dpr=1#imgrc=XMrN-Ht-HHL3PM:
* <https://files.eric.ed.gov/fulltext/ED489145.pdf>
* <https://study.com/academy/lesson/what-is-democratic-leadership-definition-advantages-disadvantages.html>
* <https://www.youtube.com/watch?v=47VM5oz9Lac>
* <https://www.schoolclimate.org/themes/schoolclimate/assets/pdf/practice/sc-brief-leadership.pd>
* <http://educationnorthwest.org/northwest-matters/shared-leadership-action-evolution-school-improvement>
* <https://www.quora.com/What-are-the-main-advantages-and-disadvantages-of-distributive-leadership>
* <https://www.huffingtonpost.com/entry/shared-leadership-a-key-to-turning-around-schools_us_58861220e4b0111ea60b9854>
* <https://study.com/academy/lesson/self-directed-teams-definition-advantages-disadvantages.html>
* Related quotations from the June 30 edition of Forbes Magazine
* Tina Fey—in most cases being a good boss means hiring talented people and then getting out of their way.
* Malcom Forbes—the smartest bosses pick execs who are smarter.
* Sandra Day O’Connor—the expert horse rider lets the horse know immediately who is in control but then guides the horse with loose reins and seldom uses the spurs.
* George Patton—don’t tell people how to do things. Tell them what to do and let them surprise you with their results.
* Howard Schultz—if you’ve imprinted your values on the people around you, then you can dare to trust them to make the right moves.
* Related task:
* Identify a definition of shared/democratic/distributive form of leadership.
* Identify when you might be served and not served to use this form of leadership.
* Report the outcome and send it to the listserv.
1. Power:
* Discuss French and Raven’s description of the forms of power.
* See <http://changingminds.org/explanations/power/french_and_raven.htm>
* Such as:
* Coercive power
* Expert power
* Informational power
* Legitimate power
* Referent power
* Reward power
* Related task:
* Identify a definition of each of the forms of power.
* Identify when you might be served and not served to use each of the forms of power as an administrator.
* Identify the form of power which you would likely be best served to strive exhibit on a day-by-day basis.
* Report the outcome and send it to the listserv.
1. Organizational change:
* Examine the document titled “Six Secrets of Change by Michael Fullan
* Watch a portion of a video titled Managing Change, with Fullan
* Related tasks:
* Identify the meaning of organizational change.
* Identify the aspects of change which may be the most difficult for an educational administrator.
* Share with the cohort and the listserv what seems worthy of remembering from the document and video.
1. EDAD 6020 Final Examination:
* Introduction: An important facet of the studies for the first summer session pertains to the dimensions and dynamics of organizations, learning organizations, and learning communities.The importance of this facet is the influence that a structure can have on an organization and its effectiveness.For this reason, selected theorists/authors will be examined. They are Warner Burke, Edward Deming, Will Glasser, Peter Senge, and Richard Dufour and Robert Eaker.
* Topics to be studied: You will divide into five small groups, which will study and report on selected aspects of these concepts. They are, along with a few selected articles, charts, and videos:
* Burke’s notion about organizational change, as described in the Burke-Litwin model, including the manner that the model applies to transformational and transactional leadership. See:
* <https://www.google.com/search?q=burke+and+litwin&client=firefox-b-1&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiasauyvrbbAhUhxYMKHbD4CC0QsAQIUg&biw=1551&bih=806>>.
* <https://www.youtube.com/watch?v=50cxsdq3yvs>
* <https://www.youtube.com/watch?v=JkhZwJ1QiV4>
* <https://www.youtube.com/watch?v=dLygzCDByVM>
* <https://www.youtube.com/watch?v=t4U8XgHJT8k>
* Deming’s concept of systems and profound knowledge, with a special focus upon his Red Beads Experiment. See:
* <https://deming.org/explore/so-pk>
* <https://www.youtube.com/watch?v=xKv--YA8XJE>
* <https://www.youtube.com/watch?v=xKv--YA8XJE>
* <http://www.redbead.com/what/>
* <https://www.youtube.com/watch?v=ckBfbvOXDvU>
* <https://www.youtube.com/watch?v=JeWTD-0BRS4>
* <https://www.youtube.com/watch?v=HmCjr6cwDpI>
* Dufour & Eaker’s learning community. See:
* <http://olms.cte.jhu.edu/olms2/data/ck/file/DufourEakerChap1Week5.pdf>
* <https://www.naesp.org/sites/default/files/resources/2/Leadership_Compass/2007/LC2007v5n2a4.pdf>
* <https://www.google.com/search?q=dufour+and+eaker+learning+community&client=firefox-b-1&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjA7q3_v7bbAhUB0YMKHezpDxYQ_AUIDCgD&biw=1551&bih=806#imgrc=pl_CYef02GNaqM>:
* <https://www.youtube.com/watch?v=Lc_kHwa_FRE>
* <https://www.youtube.com/playlist?list=PL4274E78A5B74E2B2>
* Glasser’s notion about quality schools. See:
* <https://wglasser.com/our-approach/quality-schools/>
* <http://www.brucedavenport.com/quality-schools.html>
* <https://www.google.com/search?q=glasser+quality+schools&client=firefox-b-1&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiUmcPswLbbAhUp5IMKHcmlAj8Q_AUIDSgE&biw=1551&bih=806#imgrc=slVg6ynky1AxCM>:
* <https://www.youtube.com/watch?v=HFHNZwq2D1w>
* <https://www.youtube.com/watch?v=JUSyx4ly9eo>
* https://study.com/academy/lesson/applying-glassers-choice-theory-to-classroom-management.html
* Senge’s concept of systems, with a particularly focus upon learning organizations
* <http://infed.org/mobi/peter-senge-and-the-learning-organization/>
* <http://www.mutualresponsibility.org/science/what-is-systems-thinking-peter-senge-explains-systems-thinking-approach-and-principles>
* <https://study.com/academy/lesson/peter-senge-learning-organizations-systems-thinking.html>
* <https://www.google.com/search?q=senge+systems&client=firefox-b-1&source=lnms&tbm=isch&sa=X&ved=0ahUKEwixqIbhwbbbAhWp7YMKHVwBBr0Q_AUICygC&biw=1551&bih=806>
* Approach to the study:
* Each group will be expected to study and report on the assigned topics.
* Information for the study can be found in printed materials, on-line sites, and videos, the latter of which will be provided for you.
* The reports should embrace the notion that learning can be fun and entertaining; not necessarily dry and boring. In other words, you are expected to use your best instructional skills in order that your colleagues have an effective learning experience. Each student is expected to have a speaking role in a presentation.
* Twenty-five minute presentations are scheduled for the Thursday, June 26 class session.
* Might you divide into five small groups and select a couple of topics? The topic to which you are assigned will be identified through a drawing.
* During the presentations, the students will be expected to take notes. After the presentations have been completed, the students will be expected to craft and submit to the instructor reflections of four of the presentations, the exception being the presentation in which they participated.
* So let’s conduct the lottery and choose subject.
1. Examine human behavior, particularly in a school setting:
	* 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.
	+ 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?

* + Pursue more theoretical beliefs as time permits.
1. Pursue another temperament/type inventory as time permits.
2. Visit with past Program Graduates, particularly with the objective of attempting to pursue the Principal Preparation Program to obtain your professional objectives.
3. Identify individually items that were studied and hopefully learned this week and send them to the instructor.
4. Hope you have a pleasant weekend.