

LEARNING AS LEADERSHIP AND THE POLITICS OF SCHOOLING

EDA 591

Arizona State University

College of Education

Spring 2006

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DAYS: Saturdays and Sundays, 9:00am – 5:00pm
TIMES: March 18, 19, April 1, 2, 15, 16, 2006

“Educators operate in a complex web of political relationships, taking actions that have political consequences for themselves and others.”

Course Description

We will use the above quote as our theme to guide our perspective for the semester. This course is designed to provoke people to see themselves as political actors who must meet the adaptive challenges posed by organizations, institutions, and communities as they carry out their personal and professional responsibilities. The goal of this course is to develop a basic understanding how action or inaction of leaders have consequences, that exercising leadership requires learning about varying social, cultural, and political contexts, and that skills and fundamental knowledge of political strategies is necessary aspect of success. The class will operate on the presumption that people have the ability to mobilize groups toward a common purpose to improve the human social, political, and cultural condition. Students will have an opportunity to analyze and critique education related issues that they have experienced including ethical considerations, social and cultural clashes, and personal dilemmas that affects their personal and professional aspirations. Learning will happen through a variety of presentations, written assignments, case analysis and discussions.

WORK EXPECTATIONS: Successful work in this course consists of attendance, participation, and completion of written assignments. Attendance in each class is expected. Written material submitted should clearly be worthy of graduate level work. The following criteria will be used for grading all papers: 1) Content—clearly stated ideas, soundly argued and supported with examples from literature including citations, presentations and discussions, 2) Structure—papers should “flow” and be well organized, 3) Grammar—papers should be carefully reviewed for basic English, spell checked, etc. Participation will be based on three criteria: 1) your contribution to other people’s learning, 2) clarity and originality of your contribution, and 3) your willingness to take responsibility for making the class discussion work.

Grade Distribution

Written Assignments	40%
Attendance/Participation	30%
Final Paper	30%

Paper Parameters

- cover page, page numbers
- name as headers, double-spaced
- 1 inch margins, 12pt font-Times

***All students are strongly advised to read, and comply with university and school policies on attribution of sources and plagiarism in all written assignments. ***

REQUIRED COURSE TEXT:

1. Leadership Without Easy Answers, Ronald A. Heifetz, (1994) Harvard University Press, Cambridge, MA

ADDITIONAL READINGS:

Chapter 3 *The Meaning of Educational Change* By Michael G. Fullan with Suzanne Stiegelbauer in The New Meaning of Educational Change, 2nd Edition, Teachers College Press, New York, NY 1991

Chapter 3 *What Sort of Ideas Become Public Ideas?* By Mark Moore in The Power of Public Ideas edited by Robert B. Reich Harvard University Press, Cambridge, MA 1988

Chapter 1 *Beyond Self-Interest* By Gary R. Orren in The Power of Public Ideas edited by Robert B. Reich, Harvard University Press, Cambridge, MA 1988

Chapter 1 *Defining Organizational Culture*, By Edgar H. Schein from Organizational Culture and Leadership, Jossey-Bass Publishers, San Francisco, CA 1992

Chapter 2 *Uncovering the Levels of Culture*, By Edgar H. Schein from Organizational Culture and Leadership, Jossey-Bass Publishers, San Francisco, CA 1992

Chapter 6 *Assumptions About Reality, Truth, Time, and Space* By Edgar H. Schein from Organizational Culture and Leadership, Jossey-Bass Publishers, San Francisco, CA 1992

Chapter 4 *The Laws of the Fifth Discipline* By Peter M. Senge in The Fifth Discipline: The Art & Practice of the Learning Organization, Doubleday/Bantam Publishing, New York, NY 1994

Chapter 2 *Individuals, Groups and Community*, By Charles V. Willie from Theories of Human Social Action, General Hall, Inc., Dix Hills, New York 1994

Chapter 3 *The Structure and Process of Community Action* By Charles V. Willie from Theories of Human Social Action, General Hall, Inc., Dix Hills, New York 1994

Pre-Reading and Pre-Assignments

Readings for the first class:

1. Heifetz, chapter 1, 2, 3, 4
2. Fullan, *The Meaning of Educational Change*
3. Willie, *Individuals, Groups, and Community*
4. Orren, *Beyond Self-Interest*

<p>Assignment #1: Leadership Failure Due: March 18, 2006</p>

MARCH 18, SATURDAY

Leadership as a Method: The Personal Challenge

What does it mean to be a leader? What is political about me? Who are the players? What are the individual, social, cultural, and institutional factors that influence the formation of political identity?

Terms: The Adaptive Challenge, Social Systems, Work, Work Avoidance, Equilibrium, Balcony, Dancefloor, Diagnosing

MARCH 19, SUNDAY

The Politics of Leading with (and without) Authority-Part I

Why is it so difficult to make a “good” decision? What are some of the issues to consider in making a decision? What kind of strategy is necessary to be “effective”?

Terms: Roles, Self, Reality, Purpose, Authority, Aspirations, Creativity, Moving to the Balcony, Holding Back, Holding Steady, Provocateur, Disequilibrium

Readings for the next class:

1. Heifetz, Chapter 5, 6, 7, 8
 2. Schein, *Assumptions About Reality, Truth, Time, and Space*
 3. Willie, *The Structure and Process of Community Action*
 4. Schein, *Defining Organizational Culture*
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APRIL 1, SATURDAY

The Politics of Leading with (and without) Authority-Part II

What goes on in the mind of an authority? What are his /her strategies for survival? What is a fair and equitable use of authority?

APRIL 2, SUNDAY

Developing Strategies-The Art of Policymaking

What kind of tools should a one have to face the adaptive challenge? What does an effective and successful strategy mean? Who or what are the considerations of making an effective policy?

Topics: Diagnostic work, Courage, Creativity, Cultural Adaptation, Partnering, Pacing the Work, Assassination, Listening,

<p>Internship Assignment #2: Written Diagnosis of Leader. Due: April 15, 2006</p>
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Readings for the next class:

1. Heifetz, Chapter 9, 10, 11
 2. Schein, *Uncovering the Levels of Culture*
 3. Moore, *What Sort of Ideas Become Public Ideas?*
 4. Senge, *The Laws of the Fifth Discipline*
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APRIL 15, SATURDAY

Developing Strategies-The Art of Staying Alive

What are some of the complex issues a leader must consider? What kind of decisions is socially acceptable? How long can one sustain a moment of change? What makes a community, institution, organization function?

APRIL 16, SUNDAY

The Effects of Politics: Understanding Social Systems

What makes one effective in the face of challenges? How does one survive? How is longevity interpreted for a leader? How long does one stay in a single leadership position? And when is it time to leave or move on?

Terms: Holding Steady, Harmony, Communication, Strategy, Reality, Boundaries, Aspiration

Final Assignment: The Final Paper 10 pages Due: TBD