EDLD 6311 is designed to familiarize current and future leaders with theory and research in leadership. Resources for the course are taken from fields of education and other social sciences, as well as business management. The course begins with a survey of seminal leadership theories and culminates in a study of ethical leadership practice and epistemological perspectives. Students will have opportunities to reflect on and apply leadership theories to their professional education contexts. This is a professional graduate level seminar.


Additional Readings: See References below.

Objectives/ Means of Assessing

- Acquire an overview of seminal leadership theories (Class projects/ discussions/ midterm/ journal).

- Place the evolution of leadership theorizing in proper historic context (Class projects/ discussions/ final exam/ journal).

- Explain the theoretic underpinnings of transformational/ transactional and theory x and y theories and...... Apply them to real educational situations (Class projects/ discussion/ journal/ case studies/ final exam).

- Read about, discuss, and apply the ethical leadership paradigm advanced by Kidder: Right versus Right, Right versus Wrong, Ethical Dilemmas (Group project/ journal/ final exam).

- Apply Kidder’s paradigm to education (Group project/ final exam).

- Reflect and self assess one’s individual leadership strengths and weaknesses (Discussions/ journal/ class projects).

- Conduct independent research and readings sufficient to complete assignments (Class participation/ group project/ final exam).

- Be part of a learning community in which every member contributes to the whole (class participation/ group project/ discussions).
Requirements

Requirements (Each is roughly equal to one-fifth or twenty percent of your final grade).

1. Participate in all class projects and discussions.
2. Complete all class assignments, including assigned and optional readings necessary for navigating the class. Read what you are asked to read, plus what you need to read in order to be on top of the assignments and projects.
3. Complete a reflective journal.
4. As part of a working group, facilitate a class on one aspect of Kidder’s ethical model (to be assigned) related to education.
5. Complete a Web CT online midterm.
6. Complete a final comprehensive examination.

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Class projects</th>
<th>Readings and Assignments</th>
<th>Reflective Journal</th>
<th>Group Ethics Project</th>
<th>Midterm</th>
<th>Final Exam</th>
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<tr>
<td></td>
<td></td>
<td>Approximately 20 percent of final grade</td>
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Grading Policies

Learning within a group is one model of relational leadership. The quality and depth of each person’s learning depends on the full participation of all members. It is expected that you attend all classes and read and study so that you are prepared to contribute to class discussions. One also expects that all course requirements will be completed excellently and on time.

Class participation includes four components: (1) attendance, (2) thorough preparation for each class meeting including (a) reading assigned materials, and (b) preparation to address questions/topics when required; (3) active and full participation in small and large group activities; and, (4) completion of all written and oral assignments.

The grade of "A" designates **excellence**. This will require not only a sound grasp of the materials and demonstration of an ability to analyze them at a doctoral level, but also a clear capacity to synthesize and evaluate relevant information and apply principles contained for effective problem solving and scholarly level study.

The grade of “B” designates work that shows a sound grasp of concepts and completion of all expectations at an above average level.

Incompletes, in accordance with TAMU-CC university regulations, will only be considered for students a) passing the course who b) experience something beyond their control that prevents them from completing all assignments.

Make-up assignments are the exception and only considered in the case of dire circumstances beyond the student’s control.
Students successfully completing EDLD 6311 will:

1. Acquire an overview of seminal leadership theories.
2. Apply seminal theories to a historical case study.
3. Identify leadership concepts that hold promise for their professional contexts.
4. Self-assess one’s traits and values related to leadership; exhibit this reflection in an on-going, concise and thoughtful journal.
5. Understand the epistemology of ethical dilemmas affecting leaders and apply this knowledge to education contexts and other case studies.
6. As part of a small group, facilitate a class on an assigned ethics topic and apply the topic to education.
7. Contribute to a learning community through reflection, individual research, and critical discussion.
8. Complete a comprehensive written exam.

Instructional Methods and Activities

Methods

Illustrated lecture
Journaling
Group discussion and problem solving
Group projects and class presentation
Case studies, videos, guest lecturers
Midterm
Readings
Written Final Examination

Seminar Schedule*

Assignment 1
Introduction
What is leadership?
Individual Strengths and Weaknesses (Class Project)
Little (2003). *Lead us not into temptation.*

Assignment 2
Leadership in Turbulent Times
Theoretic Foundation
Leadership Inventory (Complete prior to class)
Would I Follow Me? (Class project)

Assignment 3
Transformational/Transactional Leadership
Read: Homrig, *Transformational Leadership*
Groups Formed: Contracts

Assignment 4
Transformational/Transactional Leadership
Managing versus Leading
Bass, *The Ethics of Transformational Leadership &
Ethics, Character, and Authentic Transformational Leadership*

**Assignment** 5
**Authentic versus Pseudo- Authentic Transformational Leaders**

**Assignment** 6
**Miscellaneous Theories**
Read: Collins, *Level Five Leadership*

**Assignment** 7
**Theory X and Theory Y**
Maslow’s Hierarchy Applied to Leadership
*Motivation theorists and their theories.*

**Midterm:** Online Opens March 7; Closes March 11

**Assignment** 8
**Bounty Case Study**
Kidder, Chapters 1, 2, 3

**Assignment** 9
**Bounty Case Study**
Banaji, et al. *How unethical are you?*

**Assignment** 10
**Ethics**
- Right versus Wrong
- Right versus Right

**Assignment** 11
**Ethics**
Moral Dilemma Paradigms
Kidder, Chapters 6, 9

**Assignment** 12
**Ethics Case Studies (2)**

**Assignment** 13
**Ethics Case Studies (1)**

**Review**
**Journals Due**
Avolio. *The great leadership migration.*

**Final Exam**

- I reserve the prerogative of moderately altering the schedule to accommodate class exigencies, such as pursuing interesting topics that come up in the seminar.

**References**

Avolio, B. (1997). The great leadership migration to a full range leadership development system. Academy of Leadership Press:

Bass, B. (1999). Two decades of research and development in transformational
Douglas McGregor- Theory X Y ([www.businessballs.com/mcgregor.htm](http://www.businessballs.com/mcgregor.htm)).