

HIED 758/858
Leadership in Higher Education
Spring 2006
Tuesday: 4:20 – 7:00 p.m.
Originating from 205 Gornto

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Leadership, like art, is often more easily recognized than defined.

Course Description:

The course is a 3-hour, 3 credit, team taught course, utilizing discussion, lecture, reading, interviews, leadership analysis questionnaires, case studies, Blackboard postings, and projects. The course is a hybrid course alternately using television and Internet delivery. Leadership theory and research will be reviewed and discussed. Assignments will be oriented to an assessment of one's own leadership style and potential, assessment of the leadership of others, as well as leadership applications in a higher education setting.

Course Purpose:

This course has been designed for students aspiring to an administrative leadership position in higher education.

Learning and Performance Objectives:

1. Students will become familiar with the published theories of leadership and the research that has been conducted to test the reliability and validity of those theories.
2. Students will learn to assess their own leadership, as well as that of others.
3. Students will apply their learning to institutions of higher education, assessing the leadership needs of institution.
4. Students will read and assess some of the current leadership literature.
5. Students will complete the course with an enhanced understanding of leadership.

Course Requirements:

1. Attend and participate in class.
2. Completion of all course assignments.
3. Writing shall be at the doctoral level.
4. Where appropriate, students are expected to cite related research to provide support for their work.
5. Maintain a journal throughout the duration of the course, reflecting on the many aspects of leadership.

Grading:

Grades will be assigned according to the quality of work presented by the students. Projects will be graded on the basis of rubrics developed for each project. Writing quality is expected to be at the graduate level. Several broad categories will contribute to the student's final grade:

1. Class attendance, participation, and discussion: 20%
2. Projects: 20%
3. Analysis of case studies: 20%
4. Student presentations and journal: 20%
5. Final Exam: 20%

Grades will be assigned based upon the following scale:

92.1 to 100	=	A
90 to 92	=	A-
85 to 89.9	=	B+
80 to 84.9	=	B
78 to 79.9	=	B-
75 to 77.9	=	C+
70 to 74.9	=	C
68 to 69.9	=	C-

University Honors Pledge: Each student is expected to abide by the honor system of Old Dominion University.

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.”

Office Hours:

Monday through Thursday: by appointment.

Texts:

- Northouse, Peter G., Leadership: Theory and Practice, Thousand Oaks, CA: Sage, 2004 (3rd edition).
 Stanford-Blair, Nancy and Dickman, Michael H., Leading Coherently: Reflections From Leaders Around the World, 2005

Other References:**Associations and Professional Organizations**

1. American Association of Community Colleges (AACC)
2. American Association of Higher Education (AAHE)
3. American Council on Education (ACE)
4. Association for the Study of Higher Education (ASHE)
5. College Board
6. College Entrance Examination Board (CEEB)
7. Educause
8. Education Commission of the States (ECS)
9. The Institute for Higher Education Policy
10. National Association of College and University Business Officers (NACUBO)
11. The National Association of College Stores
12. National Association of Financial Aid Administrators
13. National Association of State Budget Officers
14. National Center for Educational Statistics (NCES)
15. The National Center for Public Policy and Higher Education
16. National Conference of State Legislatures
17. National Council for Higher Education Management Systems (NCHEMS)
18. National Governor's Association
19. Society for College and University Planning (SCUP)

Books

1. Baker, George A., III and Associates, Cultural Leadership, Washington, DC: American Association of Community Colleges, 1992.
2. Bass, Bernard M., Bass and Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications, NY: The Free Press, 1990.
3. Bennis, Warren, Managing People is Like Herding Cats, Provo, UT: Executive Excellence Publishing, 1999.
4. Buckingham, Marcus and Coffman, Curt, First Break All the Rules, NY: Simon and Schuster, 1999.
5. Buckingham, Marcus and Clifton, Donald O., Now, Discover Your Strengths, NY: The Free Press, 2001.
6. Charan, Ram, Drotter, Stephen, and Noel, James, The Leadership Pipeline, San Francisco: Jossey-Bass, 2001.
7. Clifton, Donald O. and Anderson, Edward "Chip," StrengthsQuest, Washington, DC: The Gallup Organization, 2001.
8. Cohen, Michael D. and March, James G., Leadership and Ambiguity, Boston: Harvard Business School, 1974.

9. Drucker, Peter F., Management: Tasks, Responsibilities, Practices, NY: Harper and Row, 1973.
10. _____, Management Challenges for the 21st Century, NY: HarperCollins, 1999.
11. Gardner, John W., On Leadership, NY: Free Press, 1990.
12. Hickman, Gill Robinson, Ed., Leading Organizations, Thousand Oaks, CA: Sage, 1998.
13. House, Robert J., Hanges, Paul J., Javidan, Mansour, Dorfman, Peter W. and Gupta, Vipin, Culture, Leadership, and Organizations: The GLOBE study of 62 Societies, Thousand Oaks, CA: Sage, 2004.
14. Kellerman, Barbara, Bad Leadership, Boston: Harvard Business School, 2004.
15. Kotter, John P., What Leaders Really Do, Boston: Harvard Business Review, 1999.
16. Leadership and Self-Deception, San Francisco: Berrett-Koehler, The Arbinger Institute, 2002.
17. Lee, Robert J. and King, Sara N., Discovering the Leader in You: A Guide to Realizing Your Personal Leadership Potential, Center for Creative Leadership, San Francisco: Jossey-Bass, 2001.
18. Lipman-Blumen, Jean, The Allure of Toxic Leaders, NY: Oxford U., 2005.
19. Maccoby, Michael, The Leader, NY: Ballantine, 1981.
20. Myran, Gunder, Baker, George A. III, Simone, Beverly, Zeiss, Tony, Leadership Strategies for Community College Executives, Washington, DC: American Association of Community Colleges, 2003.
21. Pellicer, Leonard O., Caring Enough to Lead: Schools and the Sacred Trust, Thousand Oaks, CA: Sage, 1999.
22. Publication Manual of the American Psychological Association (10h Ed.), Washington, DC: American Psychological Association, 2001.
23. Vaill, Peter B., Spirited Leading and Learning, San Francisco: Jossey-Bass, 1998.
24. Wheatley, Margaret J., Leadership and the New Science, San Francisco: Berrett-Koehler, 1994.
25. Yukl, Gary, Leadership in Organizations, Upper Saddle River, NJ: Prentice Hall, 2002.

Periodicals & Reports

1. Change (AAHE)
2. Chronicle of Higher Education
3. Community College Journal (AACC)
4. Community College Review, Raleigh, NC: North Carolina State University.
5. "Exploring the Economics of Higher Education," Forum for the Future of Higher Education, Ford Policy Forum, 2001
6. Journal of Higher Education, Columbus: Ohio State University Press.
7. Research in Higher Education, NY: Agathon Press.
8. Review of Higher Education, (ASHE)

Websites:

1. <http://www.aacc.nche.edu> (American Association of Community Colleges)
2. <http://www.aahe.org> (American Association of Higher Education)

3. <http://www.acct.org> (Association of Community College Trustees)
4. <http://www.acenet.edu> (American Council on Education)
5. <http://www.cas.edu/> (Council for the Advancement of Standards)
6. <http://www.chronicle.org>
7. <http://www.collegeboard.com>
8. <http://www.higheredinfo.org>
9. <http://www.higheredpolicy.info>
10. <http://www.insidehighered.com>
11. <http://www.league.org> (League for Innovation in the Community College)
12. <http://www.nces.ed.gov>
13. <http://www.scup.org> (Society for College and University Planning)
14. <http://www.sacscoc.org/> (Southern Association of Colleges and Schools)

Course Outline:

<u>Date</u>	<u>Topics and Activities</u>
1/10/06 TTN	<p>Introduction of faculty and students, using personal profiles. Course introduction, review of syllabus, reading and project assignments, and the Leadership Questionnaire. <u>Presentation/Discussion:</u> Review and Discuss the concept of leadership at the personal, interpersonal, and organizational level. <u>Assignments:</u> Annotated bibliographies, personal leadership assessment, reflective journal. leader interviews. Complete Exercise 1.1, p. 12 in Stanford-Blair text. <u>Reading:</u> Northouse, Chapter 1 Stanford-Blair, Introduction and Part I, No. 1</p>
1/17/06 Bb	<p><u>Reading:</u> Read Chapters 2,3,4, and 5 in the Northouse Text, and numbers 2 and 3 of Part I. <u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Complete Exercise 2.1 and 2.2, p. 37 and Exercise 3.1 in the Stanford-Blair text and post on Bb. 2. Compare and contrast the Trait, Skills, Style, and Situational Approaches presented in Northouse and post your analysis on Bb.
1/24/06 TTN	<p><u>Presentation:</u> Contingency Theory <u>Discussion:</u> Comparison of Trait, Skills, Style, and Situational Approaches. <u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Write your definition of Leadership, referencing support for your definition from your readings about leadership, and post on Bb. 2. View the film, "Twelve O'clock High," and write a brief (3-4 pages) analysis of the film from a leadership perspective, and post on Bb.
1/31/06 Bb	<p><u>Reading:</u> Part II, numbers 4 and 5 of Stanford Blair. Chapter 7 in Northouse.</p>

Assignments:

1. Complete and post assignments from 1/24.
2. Complete Exercises 4.1, p. 58 and 5.1, p. 82 of Stanford-Blair and post on Bb.
3. Write a one to two page reaction to Path-Goal Theory and post on Bb.

- 2/7/06 TTN Presentation: Transformational Leadership
Discussion: “Twelve O’clock High”
Assignments:
1. Write a brief paper (5 to 7 pages) describing your leadership philosophy and the theory or theories of leadership you believe supports your philosophy.
 2. Develop a 2 page paper from your journal reflecting on how your thoughts have changed about leadership since the course began and post on Bb.
- Reading: Chapter 8, Northouse; Part II, Numbers 6 and 7 of Stanford-Blair.
- 2/14/06 Bb Assignment: Complete the exercises on p. 113 and 124 of the Stanford-Blair text and post on Bb.
- 2/21/06 TTN Presentation: Team Leadership
 Interview Instrument Design and Interview Skills
Discussion: Your philosophy of leadership
Assignment: In teams of 2-4, identify a leader in higher education and interview that person about their philosophy and thoughts on leadership. Write up a team report of your findings (6-8 pages) and post on Bb.
Reading: Part III, Chapter 8 in the Stanford-Blair book. Chapter 11 and 12 of Northouse.
- 2/28/05 Bb Continue reading and project assignments.
 Complete Exercise 8.1, p. 152 of the Stanford-Blair text and post on Bb.
- 3/7/05 Spring Break
- 3/14/05 TTN Presentation: Women and Leadership – Guests: Dr. Roseann Runte, President, ODU; Dr. Deborah DiCrocce, President, Tidewater CC
Discussion: Gender Differences in Leadership
Reading: Part III, Chapter 9 of Stanford-Blair
- 3/21/05 Bb Position Paper: “Contemporary Opportunities and Challenges for Women in Leadership Positions in Higher Education” (6-8 pages and post on Bb.
 Complete exercise 9.1, p. 170 of the Stanford-Blair text.

- 3/28/05 TTN Student Presentations: Higher Education Leader Interviews
Reading: Part III, Chapters 10 and 11 of the Stanford-Blair text.
- 4/4/05 Bb Complete exercises 11.1 – 11.4, pages 185-186 in the Stanford-Blair book and post on Bb.
Reading: Chapter 13 of Northouse
- 4/11/05 TTN “Leadership Ethics”
Reading: Epilogue, pages 191-192 of Stanford-Blair.
Assignment: Complete exercises 11.5 and 11.6, pages 188 and 189 of Stanford-Blair text and post on Bb.
- 4/18/05 Bb In teams of 2-4, select a higher education leader to interview. Compare and contrast this leaders approach to leadership with the earlier person interviewed. Post team report on Bb (6-8 pages).
- 4/25/05 **Higher Education Students Only**: Review and Synthesis – meet in Webb 2008.
- 4/25/05 TTN **CCL Students Only**
Power as the Basis of Leadership. Forms of power: wealth, position, expert, referent, charisma. Course Summary – What have we learned – how does it relate to the CC?
Assignment: CC Case Study
- 5/2/05 **Community College Students Only**: Final Exam: CC Case Study
Higher Education Students: Meet in Webb 2008 for Final Exam
- 5/5/05 Final Exams Due

Note: This syllabus may change due to: changing circumstances during the semester, student interest, or opportunities for guest speakers who may enrich the course.