

**Workshop in Education: Leadership for Learning Organizations**  
**The University of Tennessee at Martin**  
**Department of Educational Studies**  
**EDST 440 CRN40042 /EDAS 765-OL CRN 40043**  
**Fall 2003**

**Instructor:**

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**Office Hours:**

Monday/Wednesday 8:00-3:00

Note: Because of my responsibilities with the graduate program, I attend various meetings. As a result, it is always a good idea to call and make an appointment if you need to speak with me in person.

**Semester Credit Hours: 3**

**Special Note About Course:** Taking an on-line course represents a relatively new teaching experience for this professor, as well as a new learning experience for many students. Similar to a correspondence course, the assignments will require a great deal of self-discipline. The instructor has designed the assignments and evaluation to provide incentive to participate in on-line discussions and to provide benchmarks throughout the semester. Students should expect to spend as much time with this class in their studies and assignments, in addition to the contact hours that would be involved in a traditional classroom setting. Likewise, students should conduct some level of self-reflection in terms of their own standard of academic integrity. While the policies that govern other academic endeavors apply to on-line courses, the dynamics of taking courses and submitting assignments on-line creates a different context of trust, responsibility, and obligation.

**Technical Issues:** By taking this course on-line, students are assumed to know basic word processing skills including how to save and retrieve files. Students taking this course must use their UTM e-mail account. The Blackboard quick link on the UTM home page includes a tutorial that explains how to use the drop box, which is a two-step process. It is the student's responsibility to learn how to do this so that assignments are submitted on time. For technical questions, students should contact

the Computer Help Desk at 731.587.7900. The professor of this course will not answer your questions about technology, but will gladly answer questions on the content of the course.

**Description:** This course will introduce concepts and theories of leadership. Emphasis will focus on the context of leading in learning environments: types of organizations, stakeholders, group dynamics, change, and establishing goals. The course will also include self-assessment and experiential components to supplement the translation of theory to practice. The course will approach leadership as a social process that involves the interaction of leaders, followers, and stakeholders in different contexts. With the rate of change in new information and knowledge, the ability to create and sustain a learning organization is especially relevant to education, but also holds application for other fields (e.g. business, agriculture, criminal justice).

**Course Objectives:**

Students will demonstrate knowledge of leadership theories.  
Students will assess their personal styles of leadership.  
Students will demonstrate the ability assess organizational culture  
Students will demonstrate the ability to assess group dynamics—  
readiness to work or to be led, affinity to group purpose for being a member, etc.

**Evaluation Procedures:**

All written assignments should follow APA (fifth edition) format and should be submitted via the digital drop box. All assignments should be submitted with the following format: last namefirst initial\_ name of assignment. (bdaniel\_discussion board 1).

Assignment #1. Discussion Board. Special topics will be posted to Discussion Board. Students are expected to contribute with substantive, respectful dialogue. Total Points: 20 points/Discussion Board X 5 = 100. There may be more than 5 discussion boards posted, but you must participate in at least 5.

Assignment #2. Post personal website. The purpose of the website is to develop a sense of community in this asynchronous learning setting – to create our own learning environment. Humor and creativity is appreciated, but within boundaries that would be appropriate in a traditional class setting. No profanity or vulgarity. Go to Student Tools, and edit your homepage. To view other students' homepages, go to Communication tab and click on Roster. You can search for the person in the class or List All. Click on the individual names to link to the home

pages. Content should include your name, degree program, and career aspirations. In addition, import a picture or clipart that represents the role of a leader in an organization and explain your choice (e.g. a picture of an arrow that symbolizes that a leader provides direction). Due: August 25. Total Points: 25

Assignment #3. Pensees. The word means "...a thought expressed in literary form." These brief papers will ask you to reflect on certain topics. Your reflections should run a maximum of two pages of double-spaced text. 20 points X 3= 60 Total Points

Assignment #4. Submit an annotated bibliography of three articles (five for graduate students) regarding organizational climate and/or leadership as these subjects relate to the course objectives. At least one of the articles should come from an education journal and at least one should come from a field outside of your major. For example, education students should review at least one article from business, medicine, etc. None of the articles should come from popular media (e.g. *Newsweek*, *Time*, etc.). Due: October 13<sup>th</sup>. Total Points: 15 points for undergraduates/25 points for graduate students.

Assignment #7. Final project. Undergraduate students may choose one of the following options. Graduate students must complete both options. To meet the expectations of the assignment, students should expect to write 8-12 pages.

Option I. Choose a common problem in the school setting (as relates to inhibiting a positive, learning culture) and propose a plan to the organization's leadership for adoption, based on the disciplines explained in *The Fifth Discipline*. Include a section that details the role of the leader and what specific skills would be required of the leader(s) in the situation you describe. Please review topic with professor before beginning project.

Option II. Choose an organization and assess its learningfulness based on the disciplines principles reviewed in this course. Your organization can be a government agency (UTM, NASA), a publicly traded company (Disney, Enron), or a local organization (church, school, or hospital). Describe and discuss the leader(s), past or present, who shape the current milieu.

Due: December 8<sup>th</sup>. Total Points: 40 points for undergraduates. 60 points for graduate students.

#9 Quizzes. Quizzes will cover information presented in the readings. 15 points each X 3= 45. Tentative dates for the quizzes: September 8, October 20, and November 24.

**Grading:**

All papers should follow the fifth edition of the APA manual.

(By percentage of total points)

95-100	A
86-94	B
80-85	C
70-79	D
Below 70	F

**Required Text:**

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* Doubleday/Currency: New York.

**Optional Text:**

Senge, P.M. (1994). *The fifth discipline field book: Strategies and tools for building a learning organization.* Doubleday/Currency: New York.

**Prerequisites:** None

**Conceptual Framework:**

**Initial Licensure Programs:** (Bachelor of Science in Education, Masters of Science in Education for Initial Licensure)

The Teacher Education Unit has adopted the theme “Educators as Facilitators of Learning” to represent its goal in preparing future teachers. The program goals are depicted as three keys that the Unit faculty feels will unlock each candidate’s potential. They are:

Key 1 Knowledge, Skills and Application

Key 2 Reflective Practice

Key 3 Professional and Ethical Behavior

Inherent within each key component are outcomes that the candidate is expected to master in order to be recommended for licensure. These keys are linked together by a solid ring representing the Unit’s commitment to diversity, technology, and assessment.

**Advanced Programs:** (Masters of Science in Education with a major in Teaching, Counseling, and Educational Administration and Supervision)

The Graduate Faculty has adopted the theme “Professional Educators as Leaders and Enhancers of Human Development” to represent its goal in continuing an educator’s professional development. The advanced program goals are depicted as four keys that the graduate faculty feels will unlock each candidate’s potential. They are:

Key 1 Knowledge, Skills and Application

Key 2 Human Relations

Key 3 Inquiry

Key 4 Professional and Ethical Behavior

Inherent within each key component are outcomes that the candidate is expected to master upon completion of their individual program. These keys are linked together by a solid ring representing the faculty’s commitment to diversity, technology, and assessment.

**Disability Statement:** Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.