



**Governors State University**  
**College of Education/Division of Education**



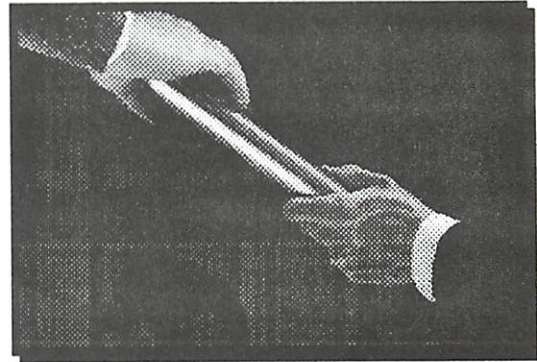
COURSE SYLLABUS- Fall 1997

**Course Title:** Leadership

**Course Number:** EDAD 713

**Credit Hours:** Three Graduate Credits

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GSU ARCHIVES  
 EDAD 713  
 FA97

**Catalog Description:**

Study of principles of leadership from historical, research, and application perspectives. Focus on management behavior, leader-team relations, group interaction, and organizational dynamics. Designed for students of administration, supervisors, administrators, school service personnel. *Prerequisite EDAD621*

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**Required Reading of Texts and Materials** (see note on last page of syllabus)

- Kaiser, J. et al. *The 21st Century Principal* (Mequon, WI: Stylex Publishing Company, 1995). Computerized multimedia interactive student self-study tutorials in both IBM/Windows for 386, 486, Pentium, Power PCs and for Macintosh/Hypercard 2.1 accompany the textbook.
- You should already have read the following text from having completed EDAD621. The course is a prerequisite for this course and knowledge from the textbook for that course is required:  
 Kaiser, J. (1993). *Educational Administration 2nd Edition* (Mequon, WI: Stylex Publishing Company). Computerized interactive student self-study tutorials for both IBM/DOS and for Macintosh/Hypercard 2.1 accompany the textbook.

**Other Interesting Reading** (not required for examinations)

- Steers, Richard M. and Black, J. Stewart *Organizational Behavior, 5th Edition* (1994) New York: HarperCollins College Publishers
- Cummings, L.L. and Dunham, Pandall B. (1980). *Introduction to Organizational Behavior: Text and Readings*. (Homewood, IL: Richard D. Irwin, Inc.).

**Instructional Objectives:**

To provide students with the opportunity to:

1. demonstrate knowledge of concepts in each topical area by identifying and defining subsystems of each concept and their corresponding key researchers of concepts.
2. demonstrate comprehension of their knowledge of each topical area by comparing differing views on each topic.
3. demonstrate their ability to analyze simulated and/or real organizational problems by:
  - a) categorizing the problems;
  - b) investigating the circumstances; and
  - c) selecting appropriate courses of action.
4. demonstrate their ability to synthesize new structures by planning more favorable principal responses to organizational problems.
5. demonstrate their ability to evaluate leadership through the assessment and critique of leader behavior.

EDAD 713

## Tentative Course Outline:

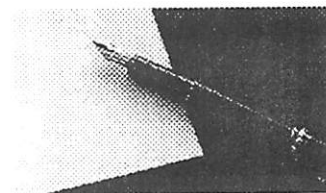
(Discussion time may vary. This often changes the starting and completion dates of specific topics within the course.)

Tentative DATE	TOPIC	CLASS CONTENT	ASSIGNMENT TO BE COMPLETED PRIOR TO CORRESPONDING DATE
9/3/97	<u>Course Introduction</u>	<ul style="list-style-type: none"> <li>• course protocol</li> <li>• computer protocol, email &amp; class listserv</li> <li>• course content</li> <li>• methods of instruction</li> <li>• methods of evaluation</li> </ul>	
9/10/97	<u>Administrative Mindedness</u>	<ul style="list-style-type: none"> <li>• Dogmatism: Rokeach</li> <li>• Abstract Thinking: Harvey</li> <li>• Organismic Mindedness: Kaiser</li> </ul>	<ul style="list-style-type: none"> <li>• K (EA) 1</li> <li>S&amp;B 1</li> </ul>
9/17/97	<u>Communications Between Managers</u>	<ul style="list-style-type: none"> <li>• entropy</li> <li>• sending &amp; receiving</li> <li>• listening through repetition.</li> <li>• Film: <i>British Meeting in Progress</i></li> <li>• Film: <i>Can We Talk</i></li> </ul>	<ul style="list-style-type: none"> <li>• K (P) 1,2; K (EA) 1;</li> <li>C&amp;D 16,18,20,21,22,23</li> <li>S&amp;B 8,14,15</li> <li>• In no more than two paragraphs complete the following: In any one job you have held, Which of these two management theories, <i>Scientific Management</i> or <i>Human Relations Theory</i>, would you say best describes the management philosophy of a boss for whom you have worked (now or in the past). Briefly explain your job and why you believe this. Email to Dr. Kaiser between the previous class and this class for quicker feedback or hand it to him at the start of this class.</li> </ul>
9/24/97	<u>Communications Among Managers</u>	<ul style="list-style-type: none"> <li>• Power Relationships in Groups: <i>J.R.P. French</i></li> <li>• Mindedness Mix in Groups: Conway &amp; Ables</li> <li>• Risky Shift: Kogan &amp; Wallach</li> <li>• Groupthink: Janis                             <ul style="list-style-type: none"> <li>• Film: <i>Groupthink</i></li> </ul> </li> <li>• Group Problem Solving Pros &amp; Cons: Maier</li> </ul>	<ul style="list-style-type: none"> <li>• K (P) 1,2</li> <li>C&amp;D 16,18,20,21,22,23</li> <li>S&amp;B 8,14,15</li> </ul>
10/1/97	Computer Lab	Learning to use software accompanying textbook	
10/8/97	<u>Review at Student Request and First Exam (45 minutes) Motivation (Part 1)</u>	<ul style="list-style-type: none"> <li>• All lectures and readings to date</li> <li>• Human Need Hierarchy: Maslow</li> <li>• Motivator-Hygiene Factors: Herzberg</li> </ul>	<ul style="list-style-type: none"> <li>• Study all lectures and readings to date</li> <li>• K (P)1</li> <li>K (EA)1</li> <li>C&amp;D 4,5,6,9,30,31</li> <li>S&amp;B 5,6,9</li> </ul>
10/15/97	<u>Motivation (Part 2)</u>	<ul style="list-style-type: none"> <li>• Pygmalion &amp; Galatea Effects</li> <li>• Theory X-Theory Y: McGregor</li> <li>• Film: <i>The Galatea Effect</i></li> </ul>	<ul style="list-style-type: none"> <li>• K (P)1, 5</li> <li>K (EA)1</li> </ul>

10/22/97	<b><u>Motivation (Part 3)</u></b>	<ul style="list-style-type: none"> <li>• Neo Freudian Equity Theory</li> <li>• Neo Skinnerian Merit &amp; Incentive Theory</li> <li>• Film: <i>The Rewards of Rewarding</i></li> <li>• Correcting &amp; Punishing</li> </ul>	<ul style="list-style-type: none"> <li>• K (P)1,6</li> <li>K(EA)1</li> <li>S&amp;B Ch.4 Pgs.116-119, Ch7</li> </ul>
10/29/97	<b><u>Leadership Excellence</u></b>	<ul style="list-style-type: none"> <li>• Films: <i>In Search of Excellence</i>, <i>Leadership Alliance</i></li> <li>• Exercise: "Cooperative Excellence"</li> </ul>	
11/5/97	<b><u>Leadership (Part 1)</u></b>	<ul style="list-style-type: none"> <li>• Style: Halpin, Blake &amp; Mouton</li> <li>• Instruments: <i>LBDQ</i> (in textbook)</li> </ul>	<p>Complete the <i>LBDQ</i> in your textbook and bring your scores for both parts for use at the start of class today</p> <ul style="list-style-type: none"> <li>• K (P)1, 5;</li> <li>K (EA) 1</li> <li>C&amp;D 28, 29;</li> <li>S&amp;B 19</li> </ul>
11/12/97	<b><u>Change &amp; Machiavellianism</u></b>	<ul style="list-style-type: none"> <li>• Change: Sources of Resistance and Managerial Intervention</li> <li>Film: <i>Taking Charge of Change</i></li> <li>• Machiavellianism</li> <li>Instrument <i>EMS</i> (in Textbook)</li> </ul>	<ul style="list-style-type: none"> <li>• K (P)1,12</li> <li>K(EA) 12</li> <li>C&amp;D 43,44</li> <li>S&amp;B 19</li> <li>• Be sure to have complete the EMS by today</li> </ul>
11/19/97	<b><u>Review at Student Request &amp; Second Exam</u></b>	All lectures and readings between the first exam and today	Study all lectures and readings between the first exam and today
12/3/97	<b><u>Leadership (Part 2)</u></b>	<ul style="list-style-type: none"> <li>• Situational: Hersey &amp; Blanchard</li> <li>• Contingency: Fiedler</li> <li>• Instrument: <i>The LPEC</i> (in Textbook)</li> </ul>	<ul style="list-style-type: none"> <li>• K (P)1; 5, 6, 11</li> <li>K (EA)1</li> <li>S&amp;B 12</li> <li>C&amp;D 26,11,15,25,27</li> <li>• Be sure to have completed the LPEC by today</li> </ul>
12/10/97	<b><u>Review at Student Request and Third Exam</u></b>	All lectures and all readings for the entire course	<ul style="list-style-type: none"> <li>• Option II Paper is due today</li> <li>• Study all lectures and all readings for the entire course</li> </ul>

### Note to Students on Learning Activities and Evaluation:

1. Tentative topics for discussion are listed above along with corresponding simulations, films, instruments, and other activities. Dates may change as the semester progresses.
2. Each student is expected to arrive on time and continuously attend the course. **If you expect to continually arrive late or miss class meetings, you are advised to find a different section or enroll in a semester more suitable to your priorities.** The three listed exams can have dates which change depending on the progress of the course, but none of the three exams listed in the tentative course outline will be given without at least one week's notice. **Attendance at all exams is mandatory.** Makeup quizzes, tests and lectures will not be available for absentees and tardies. Grades shall be determined by the instructor and shall be based on class participation, exams, papers, presentations, reports, quizzes, and any other assignments from the reading and class discussions.
3. Be prepared for class discussion by studying the assigned readings and reviewing your class notes from previous lectures. Such preparation will also be helpful in preparing for any possible unscheduled (surprise) quizzes.
4. Exam #1 will cover all readings and class lectures to date.  
Exam #2 will cover only the material between Exam #1 and Exam #2.  
Exam #3 will cover the entire course. Additional unscheduled exams, reading, and writing assignments may also be given.
5. Grading will be based on the following:  
It is the student's choice as to whether to solely use objective exams or to use a mix of objective exams and a term paper. Choose option #1 or option #2 below.



OPTION I: No Term Paper	
Exams 1, 2, & 3 will count for 25% each: Total 75%	75%
Assignment for 5/21/97: 10%	10%
Other quizzes announced or unannounced: 15%	15%
<b>TOTAL</b>	<b>100%</b>

OPTION II: (see #6 below) With Term Paper	
Exams 1, 2, & 3 will count for 15% each. Total 45%	45%
Assignment for 5/21/97: 10%	10%
Other quizzes announced or unannounced: 15%	15%
Term Paper (approve topic with Dr. Kaiser): 30%	30%
<b>TOTAL</b>	<b>100%</b>

6. For Option #II: A student may choose to complete a term paper. The paper shall be approximately 15 double-spaced pages in length with a quantity and quality of references appropriate to the graduate level. The topic must be approved by the instructor. See #7 below for evaluation criteria.

7. The criteria for evaluation of any possible written assignments will include the following:

- a. Papers must have an opening statement(s) that defines the issue or trend clearly and introduces the purpose and layout for the paper. It must be divided into headings and subheadings so as to avoid overly lengthy sections. It must have a summary section. Term paper topics must be approved by Dr. Kaiser.
- b. The main body of information should be integrated from a review of the literature appropriate to the topic. In other words, your "gut level" feelings will be received with less criticism if you can "back up" such hunches with support from appropriate references to the literature.
- c. The referencing style manual for any possible paper assignment is left up to you. Be prepared to produce the style manual if necessary. The following publications are excellent:
  1. The APA Publication Manual.
  2. Kate Turabian's Manual of Style

8. The nature and size of the class will be a factor used by the instructor in determining the number of unscheduled exams and unscheduled assignments.

**Textbooks:**

The course objectives are not lock-step with one textbook. As such, materials from numerous books, articles, films, and other media are utilized in this course. That means that no one textbook will be completely utilized in this course. However, the university recommends that one text be listed as "required". Since parts of The 21st Century Principal are also used in EDAD 822, and parts of Educational Administration are also used in EDAD621, there is no reason for the student to feel pressured to purchase other textbooks. Purchase of "required" books is not mandatory, reading them is mandatory.

The instructional objectives listed on page 1 of this syllabus are attempted through a variety of techniques throughout the course. Films, tapes, speakers, lectures, discussion, simulations, etc. may provide opportunities for students to accomplish objectives presented. Because of the nature of the field, nature of the class, and size of the class, other activities may be assigned.