

**Vision Statement**

We develop educational leaders who create tomorrow's opportunities.

**Mission Statement**

Our mission is to prepare professionals to serve and lead education and human services organizations.

**EDL 650**

**Syllabus**

**Critical Issues in Education**

**Educational Leadership Department**

**General Information**

***Credit hours:*** 3

***Instructor:*** Dr. Blair

***Office hours:*** Tuesdays and Thursdays

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***Course Prerequisites***

**EDL 600**

***Course Description***

Overview of critical issues in education

**ELCC 2011 Building Level Standards**

3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff. *Textbook, local and state issues discussed, case study, group projects.*

3.4 Candidates understand and can develop school capacity for distributed leadership. *Textbook, discussions, book reviews, projects.*

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's environment. *Field work, signature assignment.*

4.2 Candidates understand and can mobilize community resources within the school community. *Discussions, projects, field experience, signature assignment.*

5.1 Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. *Discussions, group and individual projects, issues paper.*

5.2 Candidates understand and can model principles of self-awareness, reflective practice transparency, and ethical behavior as related to their roles within the school. *Discussions, field work, group and individual projects, interviews.*

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity. *Individual and group project, field experiences, discussion.*

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. *Discussion, field work, individual and group project, signature assignment.*

5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. *Signature assignment, individual project, group project, discussions.*

7.1 Substantial Field and Clinical Internship experiences; the program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences. *15 hours of field experience at the building level, portfolio.*

### **Student Learning Expectations**

1. Be knowledgeable of the influence of the historical eras of leadership and the social and educational reforms movements in the U.S.
2. Be knowledgeable of and develop skill in analyzing and resolving issues.
3. Be knowledgeable of emotional intelligence and practice a variety of leadership.
4. Demonstrate ability to resolve a field-based local issue.
4. Further develop and reflect on leadership skills in field-based settings.
5. The learner will plan and implement 15 hours of field experience in leadership.
7. Continue to develop mastery of the ELCC/ ISLLC and ADE Standards.

### **Course Structure and Approach**

The course will utilize various methods of instruction, i.e., lecture notes, small group analysis, and class debate, discussion, and resolution of current educational issues. Students will further develop skills of reflection and practice in vision, decision making, communication, group leadership, power, conflict resolution, climate, motivation, change, and evaluation. Students will use interview, observation, reflection, and evaluative skills in conducting one local issue resolution project and a series of real life activities covering the essential leadership skills.

### **Textbook and required materials**

Nelson, J. L., Palonsky, S. B. and McCarthy, M. R. (2004). *Critical issues in education*, 6<sup>th</sup> ed or newer if one is available. McGraw-Hill Publishing.

Goleman, D., Boyatzis, R. & McKee, A. (2002). *Primal leadership: Learning to lead with emotional intelligence*. Boston: Harvard Business School Press. ISBN 1-57851-486-X.

Martin, G.E., Wright, W.F, Danzig, A.B, Flanary, R.A. & Brown, F. (2005). *School leader internship: Developing, monitoring, and evaluating your leadership experience (3rd ed.)*. Larchmont, NY: Eye on Education.

### **Recommended optional materials/ references**

Further readings from the approved reading list, newsletters and periodicals from professional educational organizations (e.g. NASSP, NAESP, NMSA, ASCD), and school or district mentors.

### **Assessment of Student Learning Outcomes**

The course will require the following assignments with general guidelines and point totals listed below. For online course students due dates will be assigned for the group postings and responses. If in the face to face course the instructor will set dates for presentations. Individual projects are due anytime during the course, however, any work turned in after the last date for the class will not be accepted. Please contact the instructor about due dates if more structure is needed. This will be done on an individual basis.

#### **1) Group Posting of Issues: Online students:**

All Students will be assigned to a group and responsible for a first and second posting of an issue. The group will post a first posting giving the definition of the issue, listing the goals (pros) and concerns (cons) and a resolution (recommended actions) that meets the goals and addressed the concerns. Following the first posting, the rest of the class will post a reaction (see in the next item). The group will then consider all class comments and improve / adapt their second posting to incorporate advice and additional pros or concerns that the class has made. The CHANGES to the first posting that are made in the second posting must be put in ALL CAPS. In this manner, all students can readily see the changes made from their critique. Issues will be posted in the Discussion area. In live classes, groups will present as per directions of the instructor.

##### *Rubric for Group Postings/Presentations*

- Issue is accurately defined up to 20 points
- List of pros and cons are accurate and comprehensive up to 20 points
- Recommended actions are logical and address pros and cons up to 25 points
- Exhibits graduate level writing and organization up to 10 points
- Total up to 75 points

**1A)** Students in the face to face course will be assigned to groups as well but will make a presentation in class and students will be expected to participate and respond to the presentation.

#### **2) Class Discussion / Critique to Posted Issue: Online class students**

All students will discuss / critique the first and second postings of the resolutions provided by the assigned group for each issue. A critique should include professional and constructive advice (what it will take for you to support the resolution of the issue). In some cases students may ask the group to better define the issue, add or delete a pro, add or delete a con, and/or how to revise the resolution. In some cases, students will add personal experience or additional insight into the issue. It is assumed that if the group meets your demands, then you will support the resolution. When the course is completed, all students will have posted an issue and critiqued the other issues. The schedule of issues is posted in the Calendar.

##### *Rubric for Discussion / Critique*

- Critique provides professional and constructive advice up to 25 points
- Critique adds information to the discussion up to 25 points

- Quality of input displays graduate level thought up to 25 points
- Total up to 75 points

### 3) Leadership Theory Eras and History of Educational Issues

In this assignment, students will read the **Overview of Leadership Eras** in the **Course Content of the course shell in Bb Learns** and major changes in education in **chapter one** of the Nelson text. Comparing the events in educational change with the new beliefs in each new leadership era, students will write a one-half page summary on each era noting major beliefs of era and relationship to educational changes of that time period. The final part of the paper should clearly show any relevance of past theories and events on current issues facing educational leaders today.

*Rubric for Leadership Eras Final Paper*

- Clearly defines each era up to 20 points
- Accurately lists major educational changes of the era up to 15 points
- Correctly cites relationship of era with educational changes up to 15 points --
- Adequately describes past theory/events on today up to 15 points
- Exhibits graduate level writing and organization up to 10 points
- Total up to 75 points

### 4) Primal Leadership Book Summary

Read *Primal Leadership* by Daniel Goleman, noting the six leadership styles. Briefly give examples of situations where each style would be appropriate. Include in the situations: a) amount of time available, b) level of interest and expertise of the followers, c) the problem and/or goal at hand, and d) the rationale for using the particular leadership style. Following the styles and examples, write a one page summary of the book, noting any key principles and whether you agree or disagree.

*Rubric for Primal Leadership Assignment*

- Accurately describes each leadership style up to 25 points
- Examples of use include a – d above up to 25 points
- Summary includes major themes up to 15 points
- Exhibits graduate level writing and organization up to 10 points
- Total up to 75 points

### 5) Professional Portfolio

The student will continue organizing and collecting artifacts of professional accomplishments and progress toward mastery of professional standards. The instructor may review evidence collected or review a listing of evidence collected. Final review of the professional portfolio is part of the final internship report in EDL 696 Additional information on the portfolio is on page 133, 4.3 of the School Leader Internship text.

*Rubric for Professional Portfolio*

- Is organized according to professional standards up to 15 points
- Contents are actual artifacts up to 5 points
- Artifacts clearly show professional accomplishment up to 5 points
- Total up to 25 points

### 6) Field Experiences

Field experiences and intern activities are a major part of the Masters program with K-12 certification emphasis. In this assignment, the student will log a minimum of 15 hours in

field experiences. Students may choose relevant activities listed from pages 25-74 of the School Leader Internship text. It is recommended that each student choose activities that address either professional development plan goals or activities that lead to progress toward mastery of professional standards. Mentors should be consulted prior to finalizing intern activities. Note: Each area in the text includes an activity titled “Other related activities. . .” Mentors may have relevant activities needed by the school that can be used here instead of specific activities listed above this section. You are NOT required to complete an activity from each area – that requirement is for EDL696. Submit a brief plan of the activities you want to perform. Keep a journal and log according to guidelines on pages 127-128 3.6 and 3.7 of the School Leader Internship text.

*Rubric for Field Experiences*

- Activity(ies) are relevant to school leadership up to 35 points
- Journal follows guidelines and addresses key questions up to 30 points
- Exhibits graduate level writing and organization up to 10 points
- Total up to 75 points

## **7) Final Exam: Individual Local Issue Project: (Signature Assignment)**

Each student will choose a current issue at their school or other place of business. The issue may be any issue that the faculty (or other group) is currently discussing, i.e., discipline, grading, in-services, performance pay, etc. – anything where you have teachers on opposing sides. The student will lead the issue resolution process using the same format used with issues covered in class. The project paper must include:

1. A definition of the local issue
2. A list of all pros and cons of the local issue gathered from interviewing personnel and noting numbers supporting and not supporting the current practice. (You must find at least 2 - 3 persons on each side of the issue)
3. A final poll of support or non-support for your recommended resolution
4. A brief narrative describing the process used and time spent
5. A brief description of leadership skills used in the process. This should include knowledge/use/impact of the following skills: vision, decision making, communication, leading groups, power/style, motivation, culture/climate, change, and evaluation. It is possible that one or more were not used or impacted leading the resolution process but the expectation for their use is advised.
6. A reflection on your thinking about the resolution *process*, as opposed to the beliefs on either side of the issue.

This paper is the signature assignment and must be submitted in <https://www.taskstream.com> as well as the assignment drop box or turned into the instructor. You will need to enroll in the **TaskStream** Program as soon as possible. The Self enrollment code for this course is **4NYR26. I is best to write your paper and save it, attach it to the TaskStream program.** The program does not provide enough room to complete the assignment so do not attempt to type your paper in the space provided. The student should also submit a copy to the instructor for a back up. Note: Papers must display a thorough knowledge of the sides of the issue and how the resolution MET THE

GOALS and ADDRESSED ALL CONCERNS. Papers should display graduate level writing and work. See Calendar for Project due date.

*Rubric for Local Issue Project*

--Demonstrates ability to lead resolution process up to 25 points

--Narrative and reflection demonstrate knowledge of process up to 20 points

--Reflection on skills shows knowledge and competence up to 20 points --Recommended actions are logical and address pros and cons up to 15 points

--Clearly defines issues and lists pros and cons up to 10 points

--Exhibits graduate level writing and organization up to 10 points

Total up to 100 points

Total Points from all seven assignments

up to 500 points

**Grading System**

A= 450 points; B= 400 points; C= 350 points; D= 300 points; F= below 300 points

**Class Calendar**

See Calendar or instructor for due dates

**Course Policy**

- All assignments must be the original work of the student or properly referenced and must be specific work for this class.
- All assignments must be turned in on the due dates specified in the syllabus. If any assignments need additional time, prior permission from the instructor is required.

***Northern Arizona University Policy Statements***

***SAFE ENVIRONMENT POLICY***

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://www4.nau.edu/diversity/swale.htm>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

***STUDENTS WITH DISABILITIES***

If you have a documented disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 928-523-8773 (voice), 928-523-6906 (TTY). In order for your individual needs to be met, you are required to provide DSS with disability related documentation and are encouraged to provide it at least eight weeks prior to the time you wish to receive accommodations. You must register with DSS each semester you are enrolled at NAU and wish to use accommodations.

Faculty are not authorized to provide a student with disability related accommodations without prior approval from DSS. Students who registered with DSS are encouraged to notify their instructors a minimum of two weeks in advance to ensure accommodations. Otherwise, the provision of accommodations may be delayed. Concerns or questions regarding disability related accommodations can be brought to the attention of DSS or the Affirmative Action Office. For more information, visit the DSS website at <http://www2.nau.edu/dss/>.

#### *INSTITUTIONAL REVIEW BOARD*

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

<http://www4.nau.edu/ovp/regulatorycompliance/irb/index.htm>. If you have questions, contact Melanie Birck, Office of Grant and Contract Services, at 928-523-8288.

#### *ACADEMIC INTEGRITY*

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook

<http://www4.nau.edu/stulife/handbookdishonesty.htm>.

#### *ACADEMIC CONTACT HOUR POLICY*

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time... at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit." The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

## Addendum to Syllabus Dialectic Reasoning

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Thesis	Antithesis	Synthesis
Pro's	Con's	Resolution
Plan A	Plan B	Plan C

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Issues, by definition, are not resolved. Public school education has many long standing and current issues that need to be resolved. This takes skill and experience in the resolution process. Leaders must develop expertise in listening, speaking, and organizing information. They must use creative thought and thinking *outside of the box*. Opposition to policies or practices in the schools is typically seen by those having concerns (cons) with the policy or practice or desiring another policy or practice altogether (a plan B). Opposition does not have to result in stagnation, battle, or loss of unity. Concerns or alternative plans can provide the leader with useful information to revise and improve current policy or practice (resolution or plan C). The result is better communication and understanding, along with a better policy or practice. Wise leaders seek to understand concerns or opposing arguments / beliefs in order to improve. The important lesson to be learned from the use of a model for resolution is the resulting leadership skill and attitude. Once the leader becomes skilled at resolving issues, he/she can use the model for most other conflicts seen in the schools. The leader moves from the defensive model, i.e., "let me tell you what's right with my practice or belief and what is wrong with yours" to "help me to understand your side and your beliefs". In a defensive model, the leader only argues, while with a resolution model, the leader learns.

The first step in problem-solving and decision making is to define the problem. How well the leader does this is typically how well the resulting decision will be. With little information and a lack of understanding opposing views, the leader may make a good decision based on limited information, but a poor decision overall. Time and effort must be utilized in gathering needed information. Often, the best information is from the opposition. This may sound like "know your enemy", but it is also a means for turning a potential enemy into a supporter. If a leader spends most of their time giving information, the opposition learns the most and has the most information. If the leader spends most of their time listening and asking questions, he/she possess the most information.

"One element of poise is surely the ability to take everyone seriously.

For everyone is equally authentic and surrounded by the mystery of potential. Organizations simply cannot survive without all kinds of people" Max DuPree - Leadership Jazz

The leader must ensure that both columns, pros and cons, are completely filled out and understood. Then, it is the job of the leader to creatively resolve, synthesize, or design Plan C. Wise leaders use others and very often use the opposition in order to gain from their experience and gain their support.

**Note:** There are three instances where the model (dialectic reasoning) does not work. This is due to the fact that the model relies on reasoning. Some issues are filled with beliefs not dependent on or cannot be resolved with reasoning. First, issues may be totally about values. These often come from church, family, or culture. Reasoning usually does not change these deep-seated beliefs. Secondly, issues may encompass emotion, feelings, premonitions, dreams, or others that defy reasoning, but are still perceived, experienced,



and believed by individuals. Thirdly, some issues cannot be resolved through reasoning because the needed knowledge is not available. In these cases, we simply do not know what is the best direction or method. Although issues cannot be resolved if any one or more of these is present, it still provides the leader with the information of why or where the main problem is located.

### **ISLLC Standard 5 The Larger Context**

Philosophical Level	(What is right, good for the individual)
Societal Level	(What is right, good for the society)
Organizational Level	(What is right for school)

The leader must be aware of the levels that are involved in issue resolution and resulting decision making. Often leaders find themselves making a multitude of decisions at the organizational level (school). How do we structure the cafeteria or testing schedule? Should we retain or socially promote Johnny? Should I approve this expenditure or program? Decisions made solely at the organizational level may appear to be efficient, but are typically narrow in focus. The leader must gain knowledge and experience in looking for the right decision for all three levels, if possible.

This is accomplished in two ways. First, the leader organizes information from the pros and cons or Plan A and Plan B and labels the information by level. Are my reasons for supporting a policy or procedure purely because it meets the needs of the organization? Are my reasons for support because of a good for society (societal level) and / or a good for the individual (philosophical level)? What levels are being addressed by the opposition? Secondly, the leader reviews his/her decision and asks, "Is this good for the school, good for the community, and good for each individual student?" Decisions that are good at all three levels are extremely strong and highly supported. Students are strongly urged to consider all three levels when listing the pros and cons and evaluating their decisions / resolutions!

**Note:** Governmental leaders do not use dialectic reasoning, but mandate, majority, and compromise. The major concerns with these are:

With mandate, it is possible to have 99% of the followers opposed

With majority vote, it is possible to have 49% of the followers opposed

With compromise, each side gives up a goal and allows a concern to remain

**Don't confuse politics with leadership!**

### **Approved Reading List**

Students should continue reading the relevant books in the field of leadership. The following list contains many well respected books. There is no assignment or expectation that any of these will be read during the semester. It is included for those seeking additional learning.

Amundson, K. (1993). *Speaking and Writing Skills for Educators*. Arlington, VA: American Association of School Administrators.

Badaracco, J. & Ellsworth, R. (1989). *Leadership and the Quest for Integrity*. Cambridge: Harvard Business School Press.

Barnard, Chester. (1938). *The Functions of the Executive*. Cambridge: Harvard University Press.

Belasco, J. & Stayer, R. (1993). *Flight of the Buffalo: Soaring to Excellence, Learning to Let Employees Lead*. New York: Warner Books, Inc.

Bennis, W. (2003). *On Becoming a Leader*. Basic Books.

Bennis, W. & Thomas, R.J. (2002). *Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders*. Boston: Harvard Business School Press.

Bennis, W. (2000). *Managing the Dream*. Cambridge, MA: Perseus Publishing.

Bennis, W & Goldsmith, J. (1997). *Learning to Lead*. Toronto: Canada Publishing INC.

Bennis, W. and Nanus, B. (1985). *Leadership: The Strategies for Taking Charge*, New York: Harper and Row.

Blanchard, K. & Muchnick, M. (2003). *The Leadership Pill*. New York: The Free Press

Blanchard, K., etal. (1999). *Leadership by the Book: Tools to Transform Your Workplace*. William Morrow and Company.

Block, P. (1987). *The Empowered Manager: Positive Political Skills at Work*. Jossey-Bass

Bolman, L.G. & Deal, T. E. (1995). *Leading with Soul*. San Francisco: Jossey-Bass

Brock, B.L. & Grady, M.L. (2004). *Launching Your First Principalship: A Guide for Beginning Principals*. Thousand Oaks, CA: Corwin Press

Burns, James (1978). *Leadership*. New York: Harper & Row.

Buckingham, M. & Clifton, D. (2001). *Now, Discover your Strengths*. New York: The Free Press.

Canfield, J. (2005). *The Success Principles*. New York: Harper Collins Publishers.

Carnegie, Dale & Associates. (1993). *The Leader in You: How to Win Friends, Influence People and Succeed in a Changing World*. New York: Simon and Schuster, Inc.

Cashman, Kevin. (2003). *Awakening the Leader Within: A Story of Transformation*. Hoboken, NJ: John Wiley & Sons, Inc.

Clark, K. & Clark, M. (1996). *Choosing to Lead*. Greensboro, NC: Center for Creative Leadership.

Clawson, J. (1999). *Level Three Leadership*. Saddle River , NJ: Prentice Hall.

Cohen, P. (Ed.). (1999). *Leader to Leader: Enduring Insights on Leadership from the Drucker Foundation's Award Winning Journal*. San Francisco: Jossey-Bass

Collins, J. (2001). *Good to Great*. New York: Harper Collins Publishers Inc.

Connors, N.A. (2000). *If You Don't Feed the Teachers, They Eat the Students: A Guide to Success for Administrators and Teachers*. Nashville: Incentive Publications, Inc.

Covey, S. (1991). *Principle-Centered Leadership*. New York: Simon & Schuster.

Covey, S. (1989). *The 7 Habits of Highly Effective People*. New York: Free Press.

Croce, P. (2004). *Lead or Get Off the Pot*. New York: Simon and Schuster

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture: The Heart of Leadership*. San Francisco: Jossey Bass.

Denhardt, R.B. (1993). *The Pursuit of Significance*. Waveland Press, Inc.

Depree, M. (1992). *Leadership Jazz*. New York: Dell Publishing.

Depree, M. (1989). *Leadership Is an Art*. New York: Dell Publishing.

Dickmann, M. H. and Stanford-Blair, N. (2002). *Connecting Leadership to the Brain*. Thousand Oaks, CA: Corwin Press.

Dotlich, D. & Cairo, P. (2002). *Unnatural Leadership*. San Francisco: Jossey-Bass.

Drucker, P. (1995). *Managing in a Time of Great Change*. New York: Truman Talley Books/Dutton. The Penquin Group

Evans, G. (200). *Play Like a Man, Win Like a Woman: What Men Know About Success that Women Need to Learn*. New York: Broadway Books

Farber, S. (2004). *The Radical Leap: A Personal Lesson in Extreme Leadership*. Chicago: Dearborn Trade Publishing by Extreme Leadership, Inc.

Gabriel, J. (2005). *How to Thrive as a Teacher Leader*. Alexandria, VA: Association for Supervision and Curriculum Development

Gardner, H. (1997). *Leading Minds: An Anatomy of Leadership*. New York: Harper Collins.

Gardner, J. (1990). *On Leadership*. New York: The Free Press.

Garlow, James. (2002). *21 Irrefutable Laws of Leadership Tested By Time*. Nashville, TN: Thomas Nelson Publishing

Geddes, D.S. (1995). Keys to Communication: A Handbook for School Success. In *Practicing Administrator's Leadership Series*, J.J. & J.L. Herman (Eds.) Thousand Oaks, CA: Corwin Press.

Giuliani, R. (2002). *Leadership*. New York: Hyperion.

Greenberg, J. and Baron, R.A. (1997). *Behavior in Organizations*, 6<sup>th</sup> ed. Englewood Cliffs, NJ: Prentice Hall.

Greenleaf, R. K. (1991). *The Servant as Leader*. Indianapolis, IN: Robert Greenleaf Center.

Harkins, P. (1999). *Powerful Conversations: How High-Impact Leaders Communicate*. New York: McGraw-Hill.

Heider, J. (1985). *The Tao of Leadership*. New York: Bantam Books.

Heifetz, R. (1994). *Leadership without Easy Answers*. Cambridge: Harvard University Press.

Heifetz, R. & Linsky, M. (2002). *Leadership on the Line*. Boston: Harvard Business School Press.

Helgesen, S. (1995). *The Female Advantage: Women's Ways of Leadership*. New York: Currency Doubleday

Hendricks, G. and Ludeman, K. (1996). *The Corporate Mystic: A Guidebook for Visionaries with their Feet on the Ground*. New York: Bantam Books.

Hersey, P. (1997). *The Situational Leader*. California: Center for Leadership Studies

Hoerr, T.R. (2005) *The Art of School Leadership*. Alexandria, VA: Association for Supervision and Curriculum Development

Jaworski, J. (1998). *Synchronicity: The Inner Path of Leadership*. San Francisco: Berrett-Koehler Publishers.

Kanungo, R. & Mendonca, M. (1996). *Ethical Dimensions of Leadership*. Sage Publications

Katzenmeyer, M. & Moller, G. (2001). *Awakening the Sleeping Giant: Helping Teachers Develop as Leaders*. Thousand Oaks, CA: Corwin Press.

Kaplan, V, et al, (1996). *The A-to-Z Book on Managing People*. Berkeley Publishing Group.

Koehler, M. & Baxter, J. (1997). *Leadership through Collaboration: Alternatives to the Hierarchy*. Larchmont, NY: Eye on Education.

Kohn, S & O'Connell, V. (2005). *6 Habits of Highly Effective Bosses*. Franklin Lakes, NJ: Career Press, Inc.

Kotter, J. P. (1998). *What Leaders Really Do. Harvard Business Review on Leadership*. Boston: Harvard Business School Press.

Kouzes, J.M., & Posner, B.Z. (2002). *The Leadership Challenge*. San Francisco: Jossey-Bass

Kouzes, J.M., & Posner, B.Z. (1998). *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others*. San Francisco: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (1993). *Credibility: How Leaders Gain and Lose It, Why People Demand It*. San Francisco: Jossey-Bass.

Lezotte, L. and Pepperl, J. (1999) *The Effective Schools Process: A Proven Path to Learning for All*. Okemos, MI: Effective Schools Product, Ltd.

Marzano, R., Waters, T., & McNulty, B.A. *School Leadership that Works: From Research to Results*. ISBN: 1-4166-0227-5

Maxwell, J.C. (2005). *The 360<sup>0</sup> Leader*. Nashville: Thomas Nelson, Inc.

Maxwell, John. (2003). *Leadership 101: What Every Leader Needs to Know*. Nashville: Thomas Nelson Publishers.

Maxwell, J. (1993). *Developing the Leader within You*. Nashville: Thomas Nelson Publishing.

Maya, A. (1993). *Wouldn't Take Nothing For My Journey Now*. Bantam Books.

Morris, T. (1997). *If Aristotle Ran General Motors*. ISBN: 0-8050-5252-6

Nair, K. (1994). *A Higher Standard of Leadership: Lessons from the Life of Gandhi*. Berrett-Koehler Publishers.

Newman, B. (1994). *The Ten Laws of Leadership*. Australia: BNC

Northouse, P. (2004). *Leadership Theory and Practice*. Thousand Oaks, CA: Sage Publications.

Nutt, P.C. (1989). *Making Tough Decisions*. San Francisco: Jossey-Bass.

Oakley, E, and Krug, D. (1994). *Enlightened Leadership*. New York: Key to Renewal, Inc.

Patterson, J. (2000). *The Anguish of Leadership*. Arlington, VA: American Association of School Administrators

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