



UTPA

Department of Educational Leadership
College of Education
The University of Texas-Pan American
COURSE SYLLABUS

COURSE: EDUL 6339.01
Organizational Leadership

AUGUST 31 TO DECEMBER 19, 2009

DECEMBER 19, 2009: COMMENCEMENT

FACULTY CONTACT INFORMATION

Dr. Baltazar Arispe y Acevedo, Jr.
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do not hesitate to contact me if you should have an emergency

OFFICE HOURS:

9:00 A.M. to 4:00 P.M

MONDAY and TUESDAY

OTHER DAYS-CALL FOR APPOINTMENT

ATTENDANCE REQUIREMENTS:

ATTENDANCE AT ALL CLASS SESSIONS IS REQUIRED.
ANY PRIOR COMMITMENTS OR REASONS FOR ABSENCE
FROM CLASS MUST BE REVIEWED WITH THE PROFESSOR

CLASSROOM CONDUCT

All students are expected to read all assignments and be prepared to participate in the class dialogue and to work on team or break out *projects* as assigned during the class. All *cell phones must be turned off*. Also, *the class starts promptly and on time*.

ENROLLMENT IN THE COURSE

Please be aware of these important dates since they impact your enrollment:

Fourth University class day; official census date. If your name does not appear on the official class roster, you will be dropped from the course. It is your responsibility to check *with* the Office of Admissions and Records to ensure that you are properly enrolled in this course by the fourth class day.

Last day to drop a course or to withdraw **from** the University: with a grade of "DR" or "W" recorded; last day to change to non-credit.

All assignments come with a due date and the latest that an incomplete assignment be accepted is 11:59 P.M. of the due date. Any assignments that are turned in after the due time will be deducted fifteen points.

DOCUMENTED DISABILITY

If you have a documented disability which will make it difficult for you to carry out the work as have outlined and/or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emilia **Ramirez-Schunior** Hall, and room MO, immediately. Appropriate arrangements or **accommodations** can be arranged.

Statement on Academic Dishonesty/Plagiarism and Copyright Infringement

The Student Conduct Code is part of the UT-System's Handbook of Operating Procedures. Section 5.5.2. This code provides specific policies and procedures regarding the expectations of the University its Students and their rights during their enrollment at the university. This code is found on the LTPA. website at:

<http://www.utpa.edu/newhop/files/pdf/C6141857.pdf>

It is the responsibility of each student to become familiar with their rights and responsibilities while they are enrolled at UTPA.

Course Description

CORE COURSE COMPETENCIES AND COURSE OBJECTIVES

- To present the organizational dimensions of educational institutions.
- To present *and* develop a Framework for understanding leaders as change agents.
- To **introduce concepts about the human** resources planning and functions related to managing human capital and knowledge assets within organizations.
- To present the differences between leadership and management as they relate to the role and scope of **organizational** roles.

To provide an overview of how leaders work with administrative processes and the various state and federal government policies and mandates that guide the successful use of institutional resources.

To introduce concepts related to the emerging roles and expectations of cross-management and leadership in a diverse **and global economy and marketplace**.

To introduce various process models that demonstrate the human resources components of an organization to include:

- o To provide an overview of the performance evaluation and its relationship to human resources development.
- o To introduce the personnel rules and regulations along corresponding and guiding policies and procedures to ensure equity.

To provide a brief review of collective negotiations **and their role in the human resource aspects of educational institutions**.

To introduce the legal and ethical contexts to guide the administration of human resources in education.

- To provide current Texas legislative rules and regulations and corresponding regulator} agencies that are responsible for the governance oversight of educational human resources.
- To provide an overview of the board of trustees and their policy and governance roles/responsibilities as they provide oversight for educational resources.
- To provide web base reference resources about **human** resources for further use by the students.
- o To provide students with a theoretical context of the role and scope of leaders and the dynamics of organizations

COURSE REQUIREMENTS AND PERFORMANCE EVALUATION

MAKE SURE THAT YOUR E-MAIL ADDRESS DOES NOT HAVE A FIREWALL THAT WILL PREVENT YOUR RECEIPT OF MATERIALS THAT WILL BE SENT TO YOU BY THE PROFESSOR. ONLY UTPA IT CAN MAKE CHANGES IN YOUR EMAIL ADDRESS .NEVER SHARE YOUR SOCIAL SECURITY WITH ANYONE. ONLY YOUR ASSIGNED STUDENT ID NUMBER.

GRADING CRITERIA

- 1) Attendance and participation: (20% of Grade). Students are expected to be in attendance and participate at each class meeting. Attendance and participation are counted together as a part of the student's final grade. Students will take on roles as the lead facilitators for certain assigned class readings.
- 2) If a student misses one class she/he will be dropped with a WF after the deadline for dropping a course without a trade. If a student drops before the deadline a grade of WI will be recorded.

3) Commentaries: (20% of Grade) Each student will submit three (3) three to four page written commentaries on a critical leadership topic. It will be graded for relevance, research references and also composition it must demonstrate good academic writing). These items will be posted in the **chronology** for the syllabus. The topic **should address organizational** leadership or leadership in action as found in journals, book chapters, articles or other academic references.

3.) Term Paper: (30% of Grade). APA Style. Topics due by 2^o class day

4.) Final Exam: (30%). This exam will be narrative in scope and will deal with **critical** issues in organizational leadership as covered **in** the text, readings, and in class dialogues.

Grading

All assignments will be graded on a point basis and final grades will be determined as follows:

100 - 95 A
94 - 90 A
89 - 87 B+
86 - 84 B
83 - 80 B-79
+ 77 C+ 76 -
74 C 73- 70
C-

Less than 70 points constitutes a D, a failing grade in graduate school.

The following grading guidelines will be used in this course by the professor:

A = Outstanding achievement. **Unusually complete** command of the course content; exceptionally high level of **scholarship**.

A- = Excellent achievement. Very **thorough** command of course content; very high level of scholarship.

B+ = Very good achievement. Thorough command of course material.

B = Good achievement. Solid, acceptable performance.

B- = *Fair* achievement. Acceptable performance.

C+ = Not wholly satisfactory achievement. Marginal performance on some aspects of the course requirements.

C = Marginal achievement. Minimally acceptable performance on course assignments.

C- = Unsatisfactory achievement. Inadequate knowledge of course content. Courses with a grade of C- or lower may not be counted in graduate programs.

REQUIRED TEXTS

Reach, Lee Roy. (241061. *Leadership and the art of change*. London. Sage Publishers. ISBN 978-E-4i29-1382-9

Thomas, David, C. 42004 *Cross-cultural management: essential concepts*. London. Sage Publishers. ISBN. 978-1-4129-3956-0

Some of the course items will also be from other source materials, including websites, so you will need to take careful notes. These notes should become part of your Educational Leadership Binder as a reference file for the **comprehensive** exam.

Library Reservations: There are several items on reserve for this class in the library. Please make one copy of each item and place it in your binders.

Course Chronology

Core Objectives :

FIRST CLASS SESSION

1. To introduce the expectations for the class and attend to any questions about grades, writing assignments.
2. To provide participants with overview of the regional and demographic context in which they may lead.
 - o Review of syllabus and class rosters
 - Review of readings, term papers and writing assignments
 - Review of class presentations' assignments/guidelines
 - Overview of the Geographic and Demographic Context of Leadership in south Texas

SECOND CLASS SESSION

Core Objectives:

1. To introduce and compare the concepts of leadership and management. Acevedo: Lead facilitator
2. To provide the students with an opportunity to engage in several exercises which focus on leadership styles **and** the essential elements of leadership. Class exercises
3. To review research paper guidelines and topics. Acevedo: Leader Facilitator

Assigned Readings

In Beach. Leadership and the Art of Change

Introduction and Chapter 1 (Pages xi-25)

Lead Facilitator: Acevedo

On Library Reserve:

- ° **Richard Pascale. "Change Hoe You Define Leadership and You Change How You Run a Company." *Fast Company*. April-May. 1998. Pp. 110-120**

Lead Facilitator: TBA

Fast' Company. " The Secret of Their Success and Your." .June-.July. 1997. Pp. 67-74.

Lead Facilitator: TBA

- ° *Fast Company. The Fast Company Unit of One Anniversary Handbook. Series of Interviews with Change Agents. February -larch 1997. Pp. 97-107*

Lead Facilitator: TBA

THIRD CLASS SESSION

4:30-7:00

Tour of Library and Research Resources
Computer Lab #1

Core Objectives

1. To provide students with an overview of the research resources at the TPA library.
2. To review the use and accessibility of on-time library research resources.
3. To provide students with an overview of the reference library and its many current research resources.

FOURTH CLASS SESSION

Core Objectives

1. To introduce participants to the concept of institutional culture and its impact on change.
2. To introduce and provide an overview of the role and scope of being a "Global Manager."
3. To introduce the role of institutional vision and its critical role in organizational change.

Assigned Readings

In Beach. Leadership and the Art of Change

Chapter 2. Culture: Constraining Change

Lead Facilitator: TBA

Chapter 3. Vision: Motivating Change

Lead Facilitator: TBA

Chapter 4. Plans: Mapping Change

Lead Facilitator: TBA

FIFTH CLASS SESSION

Core Objectives

1. To introduce concepts of leadership in the context of a global economy
2. To introduce the impact and relationship of culture to leadership roles
3. To review the essential elements of culture within an educational environment

Assigned Readings

In Thomas. Cross-Cultural Management

Chapters 1. The Challenging Role of the Global Manager

Lead Facilitator: TBA

Chapter 2. Describing Culture: What It Is and Where It Comes From

Lead Facilitator: TBA

Chapter 3. Comparing Cultures: Systematically Describing Cultural Differences

Lead Facilitator: TBA

Chapter 4. How Culture Works: Fundamentals of Cross-Cultural Interaction

Lead Facilitator: TBA

SIXTH CLASS SESSION

Core Objectives

1. To conduct a Class Roundtable Dialogue on Leadership Principles
2. To review select reference readings on challenges and opportunities in leadership
3. To discuss the impact of the internet on organizations and service delivery

Assigned Readings

Katherine Mieszkowski. "Web-sight-let your customers lead. *Fast Company*. April 2000. [Pp. 210-226]

° Keith D. Hammonds. "Grassroots Leadership: Ford Motor C o.", Fast Company..April 2000. (Pp. 138-1521)

Lead Facilitator: TBA

- Robert B. Reich. "Your Job is Change." *Fast Company*. October 2000. (pp. 43-160)
- Polly LaBarre. "The Must important Thing a Captain Can Do is See the Ship from the y e s of the Crew." *Fast Company*. April, 1999. (Pp. 114-126)

SEVENTH CLASS SESSION

Core Objectives

1. To review the role of the manager as a decision maker in a global context
2. To rev sett the role of the manager as a negotiator in a global context
3. To review the manager as a leader in a global context

Assigned Readings

In Thomas. Cross-Cultural Management.

Chapter 5. The Manager as Decision Maker

Lead Facilitator: TBA

Chapter 6. The Manager as Negotiator

Lead Facilitator: TBA

Chapter 7. The Manager as Leader: Motivation and Leadership Across Cultures

EIGHTH CLASS SESSION

Core Objectives

1. To meet with students to review status of research projects 10

2. To provide students with feedback about their status in the class
3. To provide guidance to students In support of their research projects

Lead Facilitator: Acevedo

NINTH CLASS SESSION

Core Objectives

- 1.To provide participants with an overview of the strategic planning process
(PowerPoint) Leader Facilitator: Acevedo
2. To review critical perspectives on institutional change by key business leaders Leader Facilitator: Acevedo
4. To Discuss Michael Porter's perspectives on Why Strategy Matters.
Leader Facilitator: Acevedo

Assigned Readings

On Library Reserve:

Keith H. Hammonds. Michael Porter's Big Ideas." *Fast Company*.
March 2001. (Pp. 150-156)

George Anders. "Steve Ballmer's Big Moves." **Fast Company**
March, 2001. (Pp. 142-148)

Lead Facilitator: TBA

Michael .1. Porter. "What is Strategy?" Harvard Business Review.
Nov.-Dec., 1996. (Pp. 61-78)

Leader Facilitator: TBA

TENTH CLASS SESSION

Core Objectives

1. To provide students with an overview of the Leadership Kit
2. To review key concepts **in** leadership transformation
3. To review the messages that leaders convey to organizations
4. To discuss **how confusing leadership is** or may become to potential leaders and followers

Assigned Readings

On Library Reserve:

Tom Peters. "Rule # 3: Leadership is Confusing as Hell." *Fast Company*. March, 2001. (Pp. 124-140)

Leader Facilitator

The Leadership Kit. *Fast Company*. April. 2002.

Leader Facilitator: All Class dialogue

David Rook & William Torbert. "**Seven** Transformations of Leadership." *Harvard Business Review*. April. 2005. (Pp. 67-76)

John Hamm. "The Five Messages Leaders Must Manage." *Harvard Business Review*. May. 2006. (Pp.115-123)

Leader Facilitator: TBA

ELEVENTH CLASS SESSION

No Class: Scheduled Advisements

Research Time

TWELVETH CLASS SESSION

Core Objectives

1. To provide students with an overview of Lincoln's Principles of Leadership.
2. To discuss essential elements of leading by wandering about.

Reference Bibliography:

Donald T. Phillips. (1992). *Lincoln on Leadership*. New York. Time-Warner Publishers.

Lead Facilitator: Acevedo

THIRETEENTH CLASS SESSION

Term Papers Due

Cure Objectives

1. To provide students with an overview of the work of leaders
2. To provide students with an overview of the fact, fiction and *myths of the role* and scope of managers in an organization
3. To review, again, the difference between leadership and management

To engage students in a dialogue on the human side of leadership

Reference Bibliography:

The Harvard Business Review on Leadership. (19%. 1992. 1993, 1994x. 1998). Boston. Ma. Harvard Business School Publishing Press.

All of the following articles appeared in the Harvard Business Review during the years cited.

Henry Mintzberg. The Manager's .Job. Folklore and Fact.

John P. Kptter. "What Leaders Really Do."

Abraham Zaleznik. "Managers and Leaders: Are they Different?"

Ronald A. Henifetz and Donald L. Laurie. "The Work of Leadership."

FOURTEENTH CLASS SESSION

Individual Presentations on Research Papers

FIFTEENTH CLASS SESSION

CLASS REVIEW SESSION

Leader Facilitator: Acevedo

SIXTEENTH CLASS SESSION

FINAL EXAMS: Five essay question that will cover course readings