



EDLE 700-01 Group Dynamics, Decision Making & Entrepreneurship in Educational Leadership

Credit Hours: 3
Class Location: Butler Bldg., Room 235
Class Time: Saturday, 9:00 a.m. –1:00 p.m.
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COURSE DESCRIPTION

This web-enhanced course is an in-depth examination of the factors essential to the study of behaviors in organizations. The course will investigate people management within a social system and the impact of individual behaviors, group dynamics and organization factors on decision-making. The course seeks to increase the student’s understanding of organizations and provide the student with opportunities to seek leadership solutions through the application of the knowledge to practical problems.

This course further is designed as a broad survey of major topics in the field of entrepreneurship and educational leadership. Its objective is to familiarize educational leadership majors with some of the primary theoretical underpinnings of the field as well as some of the common and/or promising methodological approaches to the study of entrepreneurial phenomena.

REQUIRED TEXT

Bowditch, James L. & Buono, Anthony F. (2005) A Primer on Organizational Behavior. (7th ed). New York: John Wiley & Son, Inc.
 American Psychological Association (2001). Publication Manual of the American Psychological Association. (5th ed.). Washington, D.C.

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its students for teaching and leadership roles in a global society. The unit prepares students who support student learning, within the context of family and community participation, for a diverse, technological and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the Doctorate of School Administration Program. The themes of our conceptual framework include knowledgeable and reflective education professionals; working with families and communities; respect for diversity and individual worth; technological competence and educational applications; research and leadership; caring dispositions and ethical responsibility; and communication.

COURSE OBJECTIVES

Upon completion of the course, the student will be able to:

1. Demonstrate an understanding of organizational functions and characteristics;
2. Identify basic trends in small group theory and research and differentiate among those trends;
3. Demonstrate diagnostic skills in describing the nature of specific examples of human interaction;
4. Demonstrate effective decision making and change agent skills.

COURSE COMPETENCIES

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, maintains information needed to achieve district objectives.
- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Understands the stakeholders as customers of the work of schooling and the servant nature of leadership and acts accordingly.
- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the district.

- **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges or bad relationships for the purpose of obtaining system goals.
- **Emotional Intelligence** – Is able to manage oneself through self-awareness and self-management and is able to manage relationships through empathy, social awareness and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the district’s communities.
- **Environmental Awareness** – Becomes aware and remains informed of external and internal trends, interests and issues with potential impacts on school policies, practices, procedures and positions.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students need to be successful in this economy.
- **Judgment** – Effectively reaches logical conclusions and makes high quality decisions based on available information. Giving priority and caution to significant issues. Analyzing and interpreting complex information.
- **Organizational Ability** – Effectively plans and schedules one’s own and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one’s own achievements.
- **Responsiveness**--Does not leave issues, inquiries or requirements for information go unattended. Creates a clearly delineated structure for responding to requests/situations in an expedient manner.
- **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- **Sensitivity** – Effectively perceives the needs and concerns of others. Deals tactfully with others in emotionally stressful situations or in conflict. Knows what information to communicate and to whom. Relates to people of varying ethnic, cultural, and religious backgrounds.
- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems and external stakeholders, and applies that understanding to advancing the achievement of the district.

- **Technology** – Effectively utilizes the latest technologies to continuously improve the effectiveness and efficiency of the district.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or goals. Runs effective meetings.
- **Visionary** – Encourages imagining by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

North Carolina Standards for Superintendents
As Approved by the State Board of Education

Intended Purposes of the Standards

The North Carolina Standards for Superintendents have been developed as a guide for superintendents and other senior-level school district executives as they continually reflect on and improve their effectiveness in whatever executive roles they assume in their professional careers. Although there are many influences on a superintendent’s development, these standards can serve as a tool to aid in the improvement of school district leadership for 21st Century schools. Taken as a whole, these standards, practices, and competencies can be overwhelming. One might ask, “How can one person possess all of these?” The answer is: One person cannot. Therefore, it is critical that the superintendent build an executive team that has complementary knowledge, skills, and experiences. The more authentic diversity on the team, the more probable the team can deal with the complexities of leading educational systems in the challenges of the 21st century.

In addition, these standards will serve other audiences and purposes. These standards will:

- Inform higher education programs in developing the content and requirements of degree programs leading to licensure as a school superintendent;
- Focus the goals and objectives of local boards of education as they support, monitor, and evaluate the performances of their senior executives;
- Guide the professional development and continuing professional improvement for superintendents and other senior-level executives;
- Serve as a tool in developing executive coaching and mentoring programs for senior-level executives.

Standard 1 Strategic Leadership

Summary: Superintendents create conditions that result in strategically re-imagining the district’s vision, mission, and goals to ensure that every student graduates from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. They create a climate of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a pathway to reach it.

Artifacts:

- District strategic plan
- School Improvement Plans are implemented, assessed and modified
- Effectively functioning, elected School Improvement Teams
- Superintendent's performance plan aligned with state and local strategic priorities and objectives
- Staff can articulate the district's direction and focus
- Student performance data

Standard 2 Instructional Leadership

Summary: Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment. They create professional learning communities resulting in highly engaging instruction and improved student learning. They set specific achievement targets for schools and students and then ensure the consistent use of research-based instructional strategies in all classrooms to reach the targets.

Artifacts:

- District strategic plans
- School Improvement Plans
- Professional development plans based on data (e.g. student performance, results of the NC Teacher Working Conditions Survey)
- Student performance goals
- Student performance data
- Use of formative assessment to impact instruction
- District instructional evaluation program

Standard 3 Cultural Leadership

Summary: Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history traditions, and norms of the district and community, a superintendent must be able to "reculture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose.

Artifacts:

- Climate Survey Data
- NC Teacher Working Conditions Survey results
- Teacher retention data
- Student performance data
- Awards structures developed by the district and schools
- Community support of the district

Standard 4 Human Resource Leadership

Summary: Superintendents ensure that the district is a professional learning community with processes and systems in place that result in the recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff.

Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

Artifacts:

- Student performance data
- District strategic plan
- NC Teacher Working Conditions Survey results
- Number of teachers with National Board Certification and graduate/advanced level licensure
- Teacher, school executive, and staff diversity, recruitment, and retention data
- Record of professional development provided staff and an assessment of the impact of professional development on student learning
- Leadership development plan
- Copies of professional growth plans for school executives
- District plan or policy defining the role of teachers in making or participating in making resource allocation decisions, such as the use of time, budgets and other resources, to meet the individual needs of each student
- District leadership succession plan

Standard 5 Managerial Leadership

Summary: Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

Artifacts:

- District strategic plan
- External reviews and audits (e.g., budget, child nutrition, transportation)
- Copies of district procedures and publications (e.g., student handbooks, discipline policies, safety procedures)
- Communication of safety procedures and behavioral expectations throughout the school community
- NC Teacher Working Conditions Survey results
- District and school safety and crisis plans
- Community Emergency Response Plan

Standard 6 External Development Leadership

Summary: A superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with, support for, and ownership of the district vision.

Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

Artifacts:

- District strategic plan
- Minutes from school board meetings
- Survey results from parents and other community leaders
- Business partnerships and projects involving business partners
- Visible support for district goals and priorities from community leaders, such as educational foundation activities, civic club scholarships, etc.
- Partnership agreements and other documents to support collaborative effort for achieving school district goals and priorities
- Accounts of school and district accomplishments in various forms of public media
- Newsletters and other public engagement documents designed to strengthen connections to the community
- Membership and participation with community organizations
- Community college/university partnerships, collaborative projects, and professional development initiatives;
- Student enrollment data for community college and university courses.

Standard 7 Micro-political Leadership

Summary: The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success of all students.

Artifacts:

- Parent, community and staff survey data
- Teacher, School Executive, and Staff retention data
- Ability to confront conflict and build consensus
- Shared decision-making
- Outreach efforts
- School Board policies
- Minutes and reports
- Superintendent’s Performance Goals

EVALUATION CRITERIA

Article Critique (5)	100
Research Paper	100
Discussion Forum (2) (100 points each)	200
Project Presentation (Final Exam)	200
On-Line Leadership Style Assignment	100

Total 700 points

COURSE EVALUATION SCALE

650-700	A
649-599	B
598-548	C
Below 548	Incomplete

**** Assignments turned in late will be penalized ten (10) points. All assignments are to be typed and will be graded on clarity and organization of thought; writing skills; and the use of theories and information gained from reading assignments and class discussions.**

**** This is a doctoral course and therefore, students are expected to conduct themselves at all times in a professional manner. Reports and assignments are expected to reflect higher order thinking and scholarly work that represents quality of a student seeking the terminal degree.**

GENERAL REQUIREMENTS

1. CLASS PARTICIPATION

The student is expected to participate in all class discussions, activities and assignments. Readings and web assignments are required. Attendance is required.

2. ARTICLE CRITIQUES

The student will select five (5) current research journal articles (refereed preferred). The articles should be dated 2000 or later and should provide a scholarly comprehensive critique. The articles should relate to and support the assigned reading topics and your research interest. The critique should consist of a scholarly summary of important points, your professional reflections highlighting characteristics relating to theories and situations discussed in class and from assigned readings. The critique should not exceed five pages. The student is required to provide copies of articles to each student and the professor during scheduled class discussion. Each student will be responsible for discussing one selected article in class. The student should be prepared to integrate information from their articles into the class discussion. **Due date: September 12, 2009.**

3. ONLINE LEADERSHIP INVENTORY ASSIGNMENT

The student must find at least three (3) leadership style questionnaires, surveys and/or assessments on-line. You are required to complete the survey, print the results and bring them to class with the web information. Tell how the results of your leadership style would influence your role as superintendent, college professor or higher education administrator. **Due date: October 3, 2009.**

4. RESEARCH PAPER

The student is required to produce a scholarly research paper on an issue relevant to one of the following categories: group dynamics; leadership behavior;

communication; change process and decision-making; power and politics in organizations. The paper should follow the format outlined below. Observance of the APA (5th Edition) writing styles is required. **Due date: November 21, 2009.**

- A. **Title Page** (Title, name, institution, date, course, and professor).
- B. **Introduction** (This should consist of an overview of your paper, to include (problem statement, purpose of the study and other items to support your research topic)
- C. **Review of the Literature** (Citations should follow APA Format and should be organized and written with clarity and understanding).
- D. **Methodology** (Discuss the methodology used in the research review).
- E. **Summary** (The summary should include a synopsis of the review of literature and the gaps you have found in the research).
- F. **References** (Follow APA in citing references)

5. PRESENTATION

Each student will participate in the development and class presentation of a project in the area of **Leadership Development and Personal Effectiveness**. **The presentation should incorporate components to include** (a) group dynamics, (b) people management or (c) decision-making. Student's presentation should be no more than thirty (30) minutes and should provide the class with a scholarly overview of leadership, learning styles and personal effectiveness. The document and instructions can be retrieved electronically on Blackboard posted under **Assignments**. The information presented should be current and all presentations are required to be presented using Multi-media visuals and handouts, such as PowerPoint. **Date: December 5, 2009.**

Presentations will be judged on:

- (a) Clarity of Issue
- (b) Accuracy and Currency of Information
- (c) Organization of Presentation
- (d) Format and Creativity

TEACHING STRATEGIES AND DELIVERY

This course for the most part requires face-to-face interactions given the content and nature of the learning expectations. Teaching strategies will include lectures, class discussions, student presentations, and case studies. Teaching strategies will also include learning opportunities through web-enhanced and technology experiences. Selected sessions have been designated for online delivery and have been identified in the course outline.

COURSE OUTLINE

Session 1

August 22, 2009

Introduction

- Class Orientation and Expectations
- Review of Syllabus

- Course Project: Leadership Development and Personal Effectiveness

Setting a Context

- Group Defined
- Organizational Behavior
- Organizational Development

Chapter 1 Management and Organizational Behavior

- Learning about Organizational Development Behavior
- Ethics and Organizational Behavior
- Societal Change and Organizational Development

The Power of Entrepreneurship

- Foundations of Entrepreneurship
- What is Entrepreneurship?
- Entrepreneurs vs. Leaders

Assignments: Read Chapters 2 and 3. Begin exploring articles of interest to critique. Begin exploring research paper topics of interest.

Session 2

August 29, 2009

Chapter 2 Perceptions, Attitudes and Individual Differences

- Basic Internal Perceptual Organizing Patterns
- External Factors in Perception
- Social and Interpersonal Perception
- Perception and Individual Differences
- Attitude and Attitude Formation

Chapter 3 Motivation

- Managerial Assumptions about Human Nature
- Static-content Theories of Motivation
- Process Theories of Motivation
- Environmentally-based Theories of Motivation
- Intrinsic and Extrinsic Rewards and Motivation
- Motivation and Psychological Contract
- Choosing an Appropriate Motivational Model

Assignment: Read Chapters 4 and 5: Communication

Discussion Forum

Session 3

September 5, 2009

Chapter 4 Communication

- The Communication Process
- Interpersonal Communication
- Organizational Communication
- Envisioning and Communicating Effectiveness
- Ethics in Organizational Change

Appendix A The Research Process in Organizational Behavior

Appendix C How to Read a Research-Oriented Journal Article

NO CLASS

September 12, 2009

On-Line Activity

*Article Critiques Due/Hard Copy and Digital Drop Box
Due in Digital Drop Box by 10:00 p.m.*

Session 4

September 19, 2009

Discuss (1) research article

Chapter 5 Group Dynamics

- Types of Groups
- Basic Attributes of Groups
- Group Process and Development

Session 5

September 26, 2009

**Chapter 6 Work Teams and Inter-group Relations: Managing
Collaboration and Conflict**

- Work Teams
 - Inter-group Relations
- Building the Leadership Team

Session 6

October 3, 2009

Chapter 7 Leadership, Power, and the Manager

- Leadership and Power
 - Theories of Leadership
 - Leadership and Management
- Class discussion on selected Research Article**

The Entrepreneurial Process

- Ethics, Morality and Social Responsibility
- Business Ethics and the Entrepreneur Leader
- What Traits Characterize an Entrepreneur?
- Are You an Entrepreneur?

Leadership Style Inventories/ Due in Digital Drop Box by 10:00 p.m.

Session 7

October 10, 2009

**Chapter 8 Macro-organizational Behavior: The Organization's
Environment**

- Organizational Environment
- Organization-environment Relations
- The International Environment

Chapter 9 Organization Structure and Design

- Organizational Structure

- Organization Design

Discussion Forum

Session 10

October 17, 2009

Opportunity Recognition, Shaping, and Reshaping the Education Economy

- Brainstorming
- Identifying Business Educational Opportunities
- Product-Service Sector Differences
- Seasonality, Fads and Business Sustainability

HOMECOMING

October 24, 2009

Session 11

October 31, 2009

Chapter 10

Organizational Culture and Effectiveness

- Organizational Culture
- Organizational Effectiveness

Assignments: Read Chapter 11.

Chapter 11

Organization Development and Change

- Organizational Development
- Managing Large-scale Organizational Change

Discussion Forum

Understanding and Developing Your Leadership/Business Strategy

Session 12

November 7, 2009

- Successful College Teaching
- Organizational Behavior in Higher Education
- Supervising Older Employees
- Higher Education Administration
- Entrepreneurial Marketing in School Leadership
- Case Studies due **CLASS DISCUSSION**

NO CLASS

On-Line Activity

November 14, 2009

Due in digital drop box

Session 13 Wrap-Up

November 21, 2009

Research Paper due

THANKSGIVING HOLIDAY

November 28, 2009

Project Presentations

December 5, 2009

COMMENCEMENT

December 12, 2009

SELECTED READING RESOURCES

- Bennis, Warren (1989). *Why Leaders can't lead*. San Francisco CA: Jossey-Bass Publishers.
- Bion, W.R. (1961). *Experiences in groups*. New York: Basic Books.
- Bradford, L. (1996). *Group development*. San Francisco: Jossey, Bass Pfeiffer.
- Brown, N. (1992). *Teaching group dynamics: Process and practice*. Westport Connecticut: Praeger Publishers.
- Cathcart, R.S. and Lasarnovar, I. (1992). *Small group communication: A reader*. 6th ed. Dubuque, Iowa: William C. Brown.
- Cartwright, D., and Zander, A. (1968). *Group dynamics: Research and theory* (3rd ed.). New York: Harper & Row.
- Ellis, D.G. and B.A. Fisher (1994). *Small group decision making: Communication and the group-process*. 4th ed. New York, McGraw Hill.
- Filley, A.C. (1976). *Interpersonal conflict resolution*. Glenview, IL: Scott, Foresman.
- Fisher, B.A. (1980). *Small group decision making* (2nd ed.). New York: Free Press.
- Folger, J.P., Poole, M.S., and Stutman, R.K. (1993). *Working through conflict: Strategies for relationships, Groups. and organizations*. 2nd ed. New York: Harper Collins.
- Forsyth, D. (1999). *Group dynamics*. Belmont, CA: Brooks/Cole.
- Fuller, J.M. (1997). *Managing Performance Improvement Projects*. San Francisco: Jossey, Bass Pfeiffer.
- Gilbert, D., Fiske, S., & Lindzey, G. (Ed.) (1999). *The handbook of social psychology*.(4th ed.) Oxford University Press.
- Glassman, N. (1994). *Making better decisions about school*. California: Corwin Press.
- Goodall, H.L. (1990). *Small group communication In organizations*. (2nd Ed.) Dubuque, Iowa:William C. Brown.
- Johnson, D.W., and Johnson, F.P. (1994). *Joining together: Group theory and group skills*. 5th Ed. Duxton: Allyn & Bacon.
- Lacoursier, R.B. (1980). *The Life cycle of groups*. New York: Human Sciences Press.
- Lawler, E. (1998). *Advances In group processes*. Stanford Connecticut: JAI Press.
- Lewin, K. (1948). *Resolving social conflicts: Selected papers on group dynamics*. New

- York: Harper.
- Littlejohn, S.W. (1992). *Theories of human communication*. (4th Ed.) Belmont CA: Wadsworth.
- McGrath, J.E. (1984). *Groups: Interaction and performance*. Englewood Cliffs, NJ: Prentice-Hall.
- McNeil, D. (1992). *Hand and mind: What gestures reveal about thought*. (2nd Ed.) Chicago: University of Chicago Press.
- McShaw, S. (2000). *Organizational behavior*. Boston: McGraw-Hill.
- Napier, R. & Gershenfeld, M. (1999). *Groups: Theory and experience*. Boston: Houghton Mifflin, Co.
- Porter, L. & Bigley, G. (1996). *Motivation and leadership at work*. New York: McGraw-Hill.
- Ross, Raymond (1989). *Small group in organizational settings*. New Jersey: Prentice Hall.
- Rudestam, K.E. (1982). *Experiential groups in theory and practice*. Pacific Grove, CA: Brooks/Cole.
- Schutz, W.C. (1958). *FIRO: A three-dimensional theory of interpersonal behavior*. New York: Rinehart.
- Shaw, M.E. (1981). *Group dynamics: The psychology of small group behavior*. (3rd Ed.). McGraw-Hill.
- Skopec, E. (1990). *Communicate for success: How to manage motivate and lead your people*. Reading, Mass: Addison-Wesley Publication Communication, Inc.
- Thibaut, J.W., and Kelley, H.H. (1959). *The social psychology of groups*. New York: Wiley.
- Wallace, P. (1999). *The psychology of the internet*. New York: Cambridge Press.