

California State University, Sacramento
EDD 607: Community and Communication in Educational Leadership
Spring 2009

Instructors

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Class Meeting Dates, Times, and Location

(Any changes in scheduled class times or locations will be announced in advance)

Friday, January 23	5:30 PM to 9:30 PM	Riverside Hall 1002
Saturday, January 24	8:00 AM to 5:00 PM	Riverside Hall 1002
Saturday, February 7	8:00 AM to 5:00 PM	Riverside Hall 1002
Friday, February 20	5:30 PM to 9:30 PM	Riverside Hall 1002
Friday, March 6	5:30 PM to 9:30 PM	Riverside Hall 1004
Saturday, March 21	8:00 AM to 5:00 PM	Riverside Hall 1002

Conceptual Framework

The warranted knowledge, skills, and professional dispositions of executive educational leaders the Independent Doctorate seeks to develop are scaffold by a strong commitment and dedication to engendering leadership behaviors that promote just and equitable educational services to all students in colleges and schools. The Program's vision of developing leaders is guided by the following **three** program strands:

- *Transformational Leadership.* Transformational leaders understand, implement, and evaluate strategic equitable leadership practices based on various theories, models, and approaches for achieving organizational transformation;
- *Critical Policy Analysis and Action.* The program develops in students the skills for informed analysis of educational policy in order to positively influence educational policy in the K - 12 or community college/higher education setting.
- *Informed Decision-Making.* Effective and strategic decision-making needs to consider a multitude of constraints and obstacles, raw data, stakeholder perspectives, and potential consequences of decision choices.

Course Description

This course presents theories and frameworks concerning organizational, interpersonal, and cross-cultural communication in educational and community contexts. The coursework includes developing written and verbal skills for specific contexts, including

strategic planning, evaluation, presentations, formal and informal texts, technology, crisis management, and public relations. Through research and practical application, the course will enhance communication skills needed for creating inclusive systems and positive results for all stakeholders. The pathway toward this goal incorporates two strands to be considered in this course. They are as follow:

- the communication style of self;
- the understanding of organizational dynamics.

Active Learning:

All classroom participants are expected to be active learners. Active learning involves students in doing things and thinking about the things they are doing. By “doing things,” they are referring to activities such as debates, small group problem solving, case studies, etc. To make the learning active in this class, we will add experiential learning and opportunities for reflective dialogue. A frequently used rationale for active learning says, “students retain 10% of what they read, 26% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do something” (Brock & Cameron, 1999).

Course Objectives

Students will be able to:

1. analyze and apply interpersonal communication theory and research as related to educational, organizational, and community contexts;
2. analyze and apply theories/approaches of cross-cultural communication and group dynamics in multiple contexts;
3. effectively demonstrate written and verbal communication skills. Skills include: communicating with all stakeholders; including colleagues, staff, students, parents, community members, district administrators, and members of the business community.
4. Understand communication styles and symbolic language used in working with multiple constituents;
5. apply high level written and verbal communication skills for interacting with mass media, public relations needs, and for crisis management,
6. utilize clear and effective verbal and written skills for interviewing and evaluating staff, facilitating collaborative vision and mission statements, and formulating strategic plans;
7. analyze and create ethical policies for communication, including technology, phones, email, and internet use.

Statement of Disabilities:

Please let us know in writing by the second week of class if you need any accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate.

Technology Usage and Professional Courtesy:

The use of cell phones, blackberries, laptops, and other technology devices interrupts class dialogue. Therefore, we ask that you use such technology during allocated break times. Thank you for assisting us in creating a professional environment.

Participant Evaluation:

Expectations: It is expected that all class participants read all assigned reading thoroughly and critically. Active participation in class discussions and activities is expected and will focus closely on issues and concepts covered in readings. All assignments are due on the dates indicated on the syllabus.

Participation: The participation component of the grade will be based upon the quality and assessment of your effort and progress toward becoming an effective proficient leader. In addition, you will participate individually, in small groups, and in the class as a whole; this will constitute a small part of your overall grade for participation.

In order to earn 80 to 89% for participation, you must volunteer responses, which demonstrate understanding and integration of the course material.

In order to earn 90 to 100% for participation, you must attend each class (extraordinary excuses will be accepted) and voluntarily respond in a way which reflects thoughtful and creative use of concepts and principles under consideration and which demonstrates mastery of the class content. Additionally, consideration of other class members is expected.

Class attendance is required. We will be working closely with one another, sharing ideas, resources, and expertise. If you have to be late, leave early, or miss a class for an emergency, please let the instructor know. Occasionally, circumstances arise that keep individuals from attending a regularly scheduled class meeting or turning in an assignment or project on its due date. Students are responsible for notifying the instructor prior to missing a class or assignment. However, when circumstances prevent this from occurring, notify the instructor as soon as possible so that alternative arrangements and make up can be made. If absent or significantly late during any given session, your absence must be made up by completion of an alternative assignment. Absences not made up by the end of the course will result in your final grade being lowered.

Expectations for all written work:

Writing is clear and concise
Writing is free from grammatical and spelling errors
Writing is thoughtful and analytical
Writing is well structured

Writing clearly draws from and refers to the reading assignments

Writing is in accordance to the APA style guide for format (See the Publication Manual of the American Psychological Association, 5th Ed., 2001)

The One-Minute Paper

The idea is to conclude each regular class discussion a couple of minutes before the end of class time and ask each student to take out a sheet of paper and write down, anonymously, brief answers to two questions:

1. What is a significant point or a main idea that you learned in class today?
2. What is the main unanswered question you leave class with today? What is the “muddiest” point?

Reading and writing about what we do gives us the opportunity to reflect and learn from our practices. “In a way, reflection is asking the questions that provoke self-awareness” (Bennis, 2003). By being reflective we minimize our tendency to be reactive. If we don’t remain well informed, we run the risk of misrepresenting ourselves and losing credibility as professionals.

Communication Culture Interview Assignment

Develop a brief set of questions concerning organizational structure, institutional mission and vision, or strategic planning. Focus your questions on how these essential documents impact organizational culture, communication processes, and leadership. Select an individual within your organization and schedule a time (30 minutes should be sufficient) to conduct an interview with them. (Informed consent, confidentiality, and recording methods will be discussed in class).

The objectives of this assignment are:

- 1) to enhance your collegial inquiry and critical thinking skills;
- 2) to collect qualitative data regarding the organizational context and communication culture of one’s own institution, and
- 3) To establish the foundation (sense-making) for the descriptive and analytical elements of the Case Study assignment.

Write a 3-4 page reflective response on the interview, briefly describing the interview, conveying perceptions of organizational culture through the eyes of the interviewee, comparing/contrasting your own perceptions of the organization, and suggesting follow-up queries or research that might affirm or refute the interview data.

Communication Style Reflective Assignment

Write your reflection of your LIFO Communication Style results under favorable and stress conditions. Identify the weaknesses in your communication skills. Your action plan will be built around them.

Instructions: First, answer the following questions:

1. What are the **three categories** in which you have the largest gap?
Why are they important?

2. What are ways in which these gaps affect your communication/relationships with others
3. What are the measures you intend to adopt to improve your communication skills?

The Action Plan

Complete the following statements for the three categories in which you have the largest gap:

In the _____ I will adopt the following measures by the date indicated:

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The assignment needs to adhere to a length limitation of 6 to 8 pages, following the APA style of writing. Your reflections should reference the course readings and position your action plan on theories/concepts from the readings and class discussions.

Case Study and Recommendations

Working with cases, you are expected to engage in problem framing, critical thinking, decision making, and reflective practice. The overall goals are to have you learn how to

- a) use information to identify and solve problems;
- b) develop and evaluate alternative solution, and;
- c) continuously refine your professional knowledge through critical analysis prior to, during, and after decision making.

The objective of this assignment is to give you an opportunity to think thoroughly about a particular organizational situation, problem or issue and consider how organizational, communication, and leadership theory/styles can help you understand and address this complex organizational situation.

Write a case study about an organizational situation, problem or issue:

Use the following case analysis framework in analyzing the case using the following steps:

- 1) Summarize the case. Begin with an introduction to the case which provides some background and suggests core issues involved with the case.
- 2) Identify the problem in a single sentence.
- 3) Select specific information from the case and categorize it according to people, place, program, etc. (the information provided should clearly lay out a clear understanding of the history of the case)
- 4) Include and refer to the data in each category to provide a detailed description of what occurred.

- 5) Refer to the data in each category which includes a thorough **set of recommendations** describing what you, as a leader, need to do in this situation to solve the problem identified in the case (an over emphasis in evaluating the assignment will be allotted to point number 5).

The assignment should draw heavily from the readings, lectures and activities of the course. Include a reference page using APA format. The page limit for this paper is 6 to 8 pages.

Presentation:

Each case study is expected to be presented highlighting each criteria used to analyze the paper. Typically a presentation will last 7 minutes and three minutes for question and answer. Your classmates will evaluate each presentation.

Grading:

- 15% Class participation, attendance, and contribution to a variety of class discussions (readings, SacCT discussion forum, group work, etc.)
- 35% Communication Style Reflective Assignment
- 10% Interview Assignment
- 30% Case Study and Recommendations Assignment
- 10% Issue Paper Presentation

Scale

- | | |
|------------|------------|
| 100-93 = A | 86-83 = B |
| 92-90 = A- | 82-80 = B- |
| 89-87 = B+ | 79-77 = C+ |

Required Texts

Bolman, L.G. & Deal, T.E. (2008) *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass.

Boyett, J. H. (2008). *Won't get fooled again: A voter's guide to seeing through the lies, getting past the propaganda and choosing the best leaders*. New York: AMACOM.

Materials Fee: LIFO Communications Profile/Workbook-\$24.00

Recommended Supplemental Texts

Scholtes, P.R., Joiner, B.L., & Streibel, B.J. (2003). *The team handbook*. (Third Edition). Madison, WI: Joiner/Oriel.

Baker, W.F. & O'Malley, M. (2008). *Leading with kindness: How good people consistently get superior results*. New York: AMACOM.

Readings

Assorted readings/articles and chapters are listed on the course schedule; these will be made available to you. The readings list is tentative and subject to change in accordance to the evolving suggestions and needs of course participants.

Date	Topics	Text Pages Due	Work Due
Friday January 23rd	Introductions Review of Course Syllabus Leadership and Individual Communication Styles Described	Articles: Educational Administration in a Pluralistic Society: A Multiparadigm Approach & Distributed Leadership	Readings
Saturday January 24 th	LIFO Communications Profile/Workbook	Book: <i>Reframing Organizations</i> , Part One	Readings SacCT Discussion
Saturday February 7th	Communication, Leadership, & Organization Theories/Approaches	Book: <i>Reframing Organizations</i> , Part Two and Part Three SacCT Assigned Readings	Interview Assignment SacCT Discussion
Friday February 20th	Cross-Cultural Communication	SacCT Assigned Readings	Communication Style Reflective Assignment Readings SacCT Discussion
Friday March 6 th	Communication & Crises Management/Leadership	Book: <i>Reframing Organizations</i> , Part Four and Part Five SacCT Assigned Readings	Readings SacCT Discussion Case Study & Recommendations Presentations Begin
Saturday March 20th	Communication and Leadership Technical Skills	Book: <i>Reframing Organizations</i> , Part Six SacCT Assigned Readings	Case Study & Recommendations Presentations and Submission of Final Paper