1. Course Number: EDLD 6200  
Course Title: Leadership and the Learning Organization  
Credit Hours: 3 Semester Hours  
Prerequisites: Admission to AESG Master’s Program  
Corequisites: None

2. Date Syllabus Prepared: September, 2007

3. Texts:  

Additional Resources:  

4. Course Description:  
Management of schools as learning organizations; issues related to student learning and achievement through attention to organizational components.

5. Course Objectives: based upon standards of knowledge (K), and ability (A) Alabama State Department of Education Instructional Leadership Standards 290-3-3-.48 (2)(a) through (2)(h).

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

a. (K, A) demonstrate understanding that the learning organization is authentically engaged with the broader community and responds intelligently to diverse social, economic, and political conditions (2)(e)1(i-ii), (2)(e)2(i-viii), (2)(h);
b. (K, A) demonstrate knowledge of a learning organization as an “open” or “closed” system sensitive to the external environment and all stakeholders (2)(g)1(i-vi), (2)(g)2(i-vi);
c. (K, A) compare theories and models of organizations (2)(g)1, (2)(g)2;
d. (K, A) understand types and dynamics of organizational culture and how they relate to school settings (2)(g)1(i-vi), (2)(g)2(i-vi);
e. (K, A) understand and promote diversity and tolerance in the learning organization (2)(d)1(i-v), (2)(d)2(i-v);
f. (K, A) understand how personal and organizational philosophy relate to student achievement and organizational growth (2)(a)1, (2)(b)2, (2)(c)2(i-xi);
g. (K, A) describe norms of leaders and followers in a learning organization: reflective practice, focused on the vision and mission of student learning, using data to drive
organizational results, trusting, involvement in decision making, collegiality and experimentation (2)(c)2(i-xi), (2)(h)1(i-v);

h. (K) understand how to use interpersonal and group processes to make the school organization a more cohesive culture (2)(c)2(i-xi);

i. (K, A) understand the need for a shared mental image (vision) of what is important to the individuals and the organization (2)(a)1(i-v); (2)(a)2(i-xv);

j. (K, A) create organizational norms which foster continuous improvement and a widely shared vision or sense of purpose towards student learning and achievement (2)(a)1; (2)(a)2; (2)(b)1(i-iii);

k. (A) incorporate collaborative team processes such as democratic governance structures, collective learning, dialogue, empowerment and other group dynamics (2)(a)2(i-xv); (2)(c)2(i-viii);

l. (A) delegate tasks clearly and appropriately to accomplish organizational goals (2)(a)2(viii);

m. (A) implement a systems approach to developing and delegating tasks to members of the organization (2)(a)2(viii);

n. (K, A) develop communication structures and feedback using various technologies to further the organizational mission (2)(f)1(i-ii); (2)(f)2(i-vii);

o. (A) demonstrate a knowledge of decision making models and apply those to various school settings (2)(h)3;

p. (K, A) demonstrate knowledge of the change process as it relates to school organizational structures and elements (2)(b)1(i-iii); (2)(b)2(i-xiii);

q. (K, A) create a climate of democratic participation by all constituents in the school i.e. administration, faculty and staff, students, parents and the business community (2)(a)1; (2)(a)2; (2)(c)2(i-xi);

r. (A) study various group and team concepts such as: mentors, study groups, committees, action research groups; conference, research and presentation groups; peer observation groups; curricular teams; school improvement task forces (2)(c)2(i-xi); (2)(e)2(i-viii).

6. Course Content and Schedule:

I. Week 1- Learning Organization Theory- Introduction, administration of course requirements, topics for semester discussion and group selections.

II. Week 2- The Professional Learning Community- Open and closed systems and the external environment; origins and perspectives on organizational learning

III. Week 3- Core assumptions of the learning organization- Promoting diversity and tolerance; the role of personal and professional philosophy in developing the organization’s mission of student learning

IV. Week 4- Creating cycles of continuous learning and improvement- Identifying norms which prioritize learning and communication

V. Week 5- Building the foundation of a learning organization focused on students: Mission and Vision
VI. Week 6- Building the foundation of a learning organization focused on students: Values and Goals

VII. Week 7- Understanding the change process in a learning organization

VIII. Week 8- Group and individual processes important to the learning organization

IX. Week 9- Attending to Human Relationships in Learning Organizations

X. Week 10- Democratic Principles Important for Organizational Learning

XI. Week 11- Decision Making Models in the Learning Organization

XII. Week 12- Linkages to the Community and the Field Based Experience Presentations

XIII. Week 13- Systems Approach to Organizations

XIV. Week 14- Group Theory of Action Projects and Presentations

XV. Week 15- Community Forum Project

7. Course Requirements/Evaluation:

A. Group Research on Learning Communities: Students will research what a learning organization is and what leadership dimensions would be important to create and sustain this type of organization. Topics will include: organizational learning theorists, core assumptions of organizational learning, creating cycles of continuous learning, human relationships in the learning organization, the role of stakeholders (principal, teacher, parents etc.) in the learning organization, the purpose of staff development in learning organizations, and the foundation of a learning organization: mission, vision, values and goals. The group will then generate a written group Theory of Action based on dialogue and reflection. This will reflect group changes in values, beliefs, assumptions, goals, and intentions with respect to their leadership roles.

B. Community Leadership Forum: Candidates, as part of the larger “community of learners”, will recognize “citizen” leaders who have touched the lives of others or have in some significant way, advanced the concept of community leadership. During a selected session the group will identify, research, and honor a community leader. Members of the group will identify criteria, nominate individuals, and determine which individual from the community they have chosen to recognize. The class will be responsible for developing a forum program, sending invitations to members of EFLT, College of Education, partner school systems, and others of interest. The class will be responsible for contacting the recipient and seeing that they attend the forum. From this research the group will create a rubric designed to measure stakeholder/community leadership. The class will select a location for the forum, make arrangements for the facility, determine the award to be given, and coordinate refreshments.
C. Systems Approach to Organizations: The third activity will be field-based and occur in one of the partner schools. It will be an inquiry initiative during which the candidate will examine the extent to which one of the partner schools is functioning as a professional learning community (i.e. using a systems approach to organizations). Using a research-based inventory, the candidate will obtain the cooperation of the building administrators and staff in conducting several sessions-- introducing the concept of the learning community to school-based administrators and staff, administering an inventory, analyzing and reporting findings, and assisting staff to identify ways to strengthen the school as a professional learning community. The selected inventory, The School Work Culture Profile by Snyder & Anderson, 1986, divides discussion into four dimensions: organizational planning, staff development, program development and school-wide assessment. The dimension, organizational planning specifically encompasses how productive organizations identify goals and then subdivide these into clearly defined tasks for various work groups. Data will be gathered and analyzed using SPSS and EXCEL. The candidate will design and conduct several focus group sessions and interviews determining the extent to which school personnel valued the professional development sessions.

D. Field Experience:
Part I. As an outgrowth of the Community Leadership Forum described above as the second major activity, students will develop a Community Human Resource Inventory to include the names, organizations, and linkage interests of those community leaders who participate in the Forum. This information will be shared with school leaders as a means of establishing stronger community linkages.

Part II. As an outgrowth of the Systems Approach to Organizations activity described above, students will identify an organizational goal that can be attained in a semester, develop a plan for attaining that goal to include delegating tasks clearly and appropriately to at least two other colleagues, facilitate the enactment of the plan, and self-evaluate the leadership provided as related to a systems approach.

E. Class Participation/Class discussions: Students are expected to participate in all class discussions and participate in all exercises. Students are expected to be engaged in class discussions, prepared for class to include readings, weekly written and oral assignments and other activities assigned as needed. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work.

Grading:

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<th>Points</th>
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<tr>
<td>Group Research on Learning Communities</td>
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<td>Community Leadership Forum</td>
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<td>Systems Approach to Organizations</td>
<td>20</td>
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<tr>
<td>Field Experience</td>
<td>20</td>
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<td>Class Participation</td>
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Grading Scale:
A = 90 – 100 points
B = 89 – 80 points
C = 79 – 70 points
D = 69 – 60 points
F = 59 points and below

8. Class Policy Statements:

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.

C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   • Engage in responsible and ethical professional practices
   • Contribute to collaborative learning communities
   • Demonstrate a commitment to diversity
   • Model and nurture intellectual vitality

9. Justification for Graduate Credit:

This course is designed to serve P-12 educational leaders concerning management of the school as a learning organization. Students research important issues related to student learning and
achievement through attention to organizational components such as: capacity building, diversity, individual and group dynamics, and the organization’s connection to the community.