

**Department of Adult Education, Instructional Systems,
and Workforce Education & Development
Penn State University**

SYLLABUS

**WF ED 597G Leadership Models and Concepts in Postsecondary
Technical Education & Community Colleges**

Spring 2003

Tuesdays, 6:00 to 9:00 P.M.
January 21, 2003 to April 24, 2003
304 Keller Building

Instructor: Edgar I. Farmer
411C Keller Building
(814) 863-3858
Office hrs by appointment
eifl@psu.edu

The purpose of this course is to provide opportunities for students in Workforce Education & Development to explore different leadership models that are changing the dynamics of the workplace. The course is designed to encourage students to acquire a global perspective of leadership from class readings and by discussions with leaders of community colleges, two-year proprietary institutions and four-year colleges and universities.

Whether your career interest is community college education or two-year proprietary schools, it is my hope that you will leave this class excited about your future in Workforce Education & Development and better prepared for leadership and “followership” in a changing workforce and society.

We should be able to explore, learn, interact, share, and have FUN experimenting with new ideas. Feel free to be open with your ideas and to share what you are learning with others. I hope that we can create an environment rich in caring, trust, and constructive criticism that will enable us to learn and grow together.

Course Objectives

Upon successful completion of this course students will be able to:

1. describe the attributes or characteristics of an effective and successful leader in postsecondary education..
2. develop a deeper understanding of leadership and related issues that occur in postsecondary technical institutions.
3. analyze and discuss the current research, practice, and policy literature related to leadership in community colleges, two-year proprietary institutions, and four-year colleges and universities.

Course Objectives *continued*

4. develop a personal philosophy of educational leadership in Workforce Education & Development and its rationale in postsecondary technical education.
5. Analyze the different types of leadership models for individuals with career aspirations of becoming a college president.
6. discuss assessment strategies used in evaluating leadership development programs.

Required Text

O'Toole, James, (1999). Leadership A to Z: A guide for the appropriately ambitious. ISBN 0-7879-4658-3

Recommended Text

Ford, James M (1998). Some Common Sense About Leadership. Vantage Press, Inc. New York, NY ISBN 0-533-12691-6

Course Requirements

The final grade for this course will be based on the following requirements:

	Points
1. Manuscript prepared for publication	100
2. Group presentation and class participation	100
3. Quiz number one	100
4. Quiz number two	100
5. Poster display of specific leadership model (small group activity)	100
	500 pts

Grading:

500 - 460	A
459 - 419	B
418 - 378	C
377 - 337	D
335 & Below	F

Course Readings and Class Outline

Date/Topic	Readings
Tuesday, January 21, 2003	
Review course syllabus and introductions.	
Discuss the general development of course requirements i.e., manuscript, class presentation, quiz, and poster display.	
Tuesday, January 28, 2001	
Behavior (the Measure of Leadership)	Page 22
Definition of Leadership	68
Delegation; Denial (What Hump?); Details; Differences; Dunlap	
Ego	89
Fear and Failure	104
Focus	
Followeriship	109
Tuesday, February 4, 2003	
Globalism	Page 120
Hierarchy	137
Hope	
How Not to Create Followers	
How to Create Followers	
Inequality	
Joint Leadership	158
Tuesday, February 11, 2003	
Discuss Quiz Number One	
KISS	Page 162
Leaders (Who's Who in the Twentieth Century)	164
Case Study Activity and Group Presentation	
A Report on Pennsylvania's Community Colleges	(Handout)
Discuss Preliminary Ideas for Poster Display	
Tuesday, February 18, 2003	
Management of Change (vs. Strategic Leadership)	Page 176
Metrics I (Evaluating Individual Leadership)	181
Metrics II (Assessing an Organization's Strategic Leadership Quotient)	185
Muddled Teams (the Hewlett-Packard Way)	187
Needs of Followers	
Obsession	192
Tuesday, February 25, 2003	
Paradoxes	Page 200
PeopleSoft?	
Perfection	
Performance (Hard-Edged)	
Perks	
Perspectives	
Power	

Purpose

Tuesday, March 4, 2003

Questions

Page 224

R&R

230

Reframing

Repetition

Resilience

Resources

Presentation of Poster by each student

Tuesday, March 11, 2003

SPRING BREAK—Enjoy it!!!

Tuesday, March 18, 2003

Quiz number two

Presentation of manuscript for publication

Inventory of leadership attributes

Team (Selection of the)

Page 260

Theories of Leadership (Top Ten List)

Tomorrow's Leaders

Tough Guys

Training (Why It Isn't a Useful Part of Leadership Development)

Transforming Leadership

Trust

Tuesday, March 25, 2003

Vision

Page 300

What Leaders Do, Checklist (and an Index)

Why Leaders Won't Lead

X-Factor

You the Leader

Tuesday, April 1, 2003

Presentation of manuscript by each student

Critique of manuscripts

NO CLASS ON APRIL 8 AND APRIL 22, 2003

Tuesday, April 15 and April 29, 2003

Individual Leadership Advisement

ENJOY Your Summer Vacation !!!

GRADING CRITERIA

Manuscript

1. General appearance of manuscript exhibiting quality graduate work.
2. A manuscript on a specific topic related to a model of leadership.
3. The manuscript should include a minimum of ten typed pages.
4. A minimum of 10 references are required from research literature and practice journals.
5. Complete the criteria as outlined in the APA manual for writing manuscripts.

Group Presentation

1. Well constructed presentation with instructional media to illustrate the major points.
2. The objectives should be stated clearly.
3. The materials selected and presented should be suitable for graduate students.
4. Formative and summative evaluation processes should be conducted.
5. Continuity of presenters in harmony as an instructional unit.
6. The professional appearance of presenters should be appropriate.

Poster Display of Leadership Model

1. Creativity of individual project.
2. Relevancy to a specific model of academic leadership.
3. Appearance of quality graduate work.
4. Computer technology must be use to design poster display.

Happy Valley Community College

Happy Valley Community College (HVCC) was founded by a small group of business persons in 1968 to give central Pennsylvania residents an opportunity to get a college education. For thirty years the community college has taught about 600 students a year, focusing on technical education, liberal arts, and teacher preparation. During the 1970's the student body increased to 2,400 students a year. Faculty teaching loads were greatly overextended, and the Old Main building, which comprised the entire campus, began to be woefully inadequate.

The president, a Penn State graduate in WFED, based his/her planning decisions on faith, decided that a new campus was needed. At the end of the 1988 school year, ground was broken for the new campus, which included four five-story buildings in the meadow behind Old Main. The new campus was completed in September 1992, the year enrollments peaked.

Unfortunately, the new campus was not financed by a local bond issue or fund-raising campaign. Therefore, to pay for the indebtedness on the new buildings, government grants were obtained which promised to provide many programs, but which HVCC was not equipped to handle.

The current situation can be described as follows:

1. Enrollment is down to 900
2. Government grants have dried up.
3. The community college is still responsible to the government for the completion of certain programs.
4. Because of the government contracts, the community college has experienced program proliferation, and there is no coordination of the courses being offered. Additionally, teachers are forced to teach courses they know little about.
5. Student morale is very low, and student vandalism has averaged about \$1,000 a week for several years.
6. Teacher morale is also low, since teachers must teach course outside their areas of expertise and have not received a pay raise in four years.
7. The HVCC is located in a mountain community of 4,500 people. The closet town, Lewistown, is 20 miles away and has a population of 30,000 and no major industry, and there are three other small private colleges in the area. A popular state institution, Penn State University, is within 25 miles.
8. The HVCC has a reputation in town for being poorly managed and having unruly students whom the trustees will not allow to be disciplined.
9. The last president resigned in despair.
10. The HVCC has a large capital debt, due to the building boom in the late 1970's.

If you were the new president of HVCC, how would you creatively solve these problems?