UNIVERSITY OF MANAGEMENT & TECHNOLOGY

**SCHOOL OF SOCIAL SCIENCES & HUMANITIES**

**Department of Education**

**Program : PhD Education**

**Module : Seminar on Educational Leadership & Management**

**Course Code : ED-813**

**Semester : Fall 2016**

**Credit Hours : 3**

**Class Day & Time : As per Schedule**

**Duration : 15 Sessions**

**Module Coordinator : Dr. Seema Arif**

**Contact Details Cell. 0300-8625879**

 **E-mail: seema.arif@umt.edu.pk**

**CAPSULE STATEMENT**

The concept of leadership dates back to antiquity still robust at present among all people of world regardless of culture or organizational context. The interest in educational leadership increased as leadership was considered the mantra for success in any business, so why not the same in expanding business of education. Here the stress is upon relationship between the quality of leadership and intended student outcomes or achievement. While the need for effective leaders is widely acknowledge d, there is much less certainty about which leadership behaviors are most likely to produce favorable outcomes. The field of educational leadership and management is pluralist, with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. The seminar course offers a broad perspective to view various leadership theories and practices keeping that pluralist vision in mind. During the course, essential ingredients of leadership like planning & decision making, communication, motivation, and problem solving will be also visited.

**Learning Objectives**

This course aims to:

* create a discourse upon modern leadership and management theories and paradigms relevant to assess the education scenario in Pakistan
* discuss conceptual and empirical examples of contemporary leadership and management practices in international and Pakistani context
* provide students with the opportunity to critically analyze the opportunities and constraints observed and experienced in this area shaping teaching and learning in school and university classrooms

**Learning Methodology**

Lectures

Discussions

Tutorials

**Assignments:**

2 article reviews on selected journals from the list

1 book review on assigned book from the list

1 term paper analytical/conceptual/case study following guidelines provided

1 publication from any of the three categories mentioned above

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

 **Marks in percentage**

Qizzes ((NONE) 10

Assignments (Article Reviews) 20

Mid Term (Take Home) 25

Attendance & Class Participation 10

Term Project 25

Presentations 10

Final exam (NONE)

Total 100

**\* Review of only research articles will be accepted for grading.**

**Evaluation of Participants’ Performance:**

Grading will be as per policy of the UMT.

**University Regulations:**

Policies related to excused absences, cheating/plagiarism, withdrawal and other related issues can be found in Participant Handbook located at <http://www.umt.edu.pk/offices/registrar/ParticipantHandbook.html>. As student and faculty at the University of Management & Technology, we are all responsible for adhering to these policies.

**Attendance, Participation and Late Assignments:**

All participants are expected to be regular and punctual. In case a participant is absent in six classes, she/he will get an ‘F’. Overall, 80 percent attendance is compulsory.

Participation is an important part of this course. You must be an active learner because you will need to adapt what you are learning to your own teaching:

* Preparing for class by completing reading and writing assignments
* Remaining alert , attentive, and respectful during discussions and activities (e.g. reading irrelevant material, text-messaging, or sleeping are not appropriate)
* Respecting others’ opinions
* Avoiding offensive language
* Displaying a positive attitude

Your attendance and participation will be scored as follows-two parts:

**Attendance**

|  |  |
| --- | --- |
| Score | Demonstrated Competence |
| 4 | The participant is present for all classes |
| 3 | The participant is absent no more than two sessions |
| 2 | The participant is absent no more than four sessions  |
| 1 | The participant is absent more than four sessions without excuse |

**Participation**

|  |  |
| --- | --- |
| Score | Demonstrated Competence |
| 4 | The participant is involved in discussions |
| 3 | The participant is involved in discussions when asked |
| 2 | The student is involved sporadically |
| 1 | The participant is usually uninvolved and contributes little.  |

**Guidance - Counseling Service:**

Participants are free to discuss the progress of their course during scheduled counseling hours. These hours will be communicated after commencement of introductory session. However participants are allowed to use other channels of communication like email, and telephone both land and cellular.

**Written Submissions:** To receive a grade, each submitted assignment must be typed in a 12-point font size. At the top / front page of each assignment, please identify the name of the course, assignment, date of submission and your name or the names of each of the group members

**Grammar and Spelling**

Grammar and spelling are as important as the mechanics of writing in all assignments. It is critical that spell check is used in all word-processed documents and that your work is edited for correctness. Grammar and spelling will be part of the evaluation of your assignments.

**Withdrawal:**

Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. However, if you believe that the nature of this course does not meet your interests, needs or expectations, if you are not prepared for the amount of work involved or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you. In such case you should drop the class by the drop / add deadline.

**My Expectations**

“I am very optimistic that you will use your existing reservoir of talent, skills, capabilities, thinking, intelligence, and creativity not only to tackle challenges, opportunities, tension, conflicts, and stress built-in the course but to further stretch your “the reservoir”. That reservoir should transform in to a stream benefitting yourself, your disciples, colleagues, institution and the community at large. Don’t let it to remain just a reservoir, having no outlet, becoming stagnant and causing intellectual infertility and sickness”.

**Recommended Readings:**

1. Burns, J.M. (1978). *Leadership.* New York: Harper and Row.
2. Bennis, W. (2000).*Managing the dream.* Cambridge, Massachusetts: Perseus Publishing.
3. Bennis, W. (2003).*On becoming a leader: The leadership classic.* NY: Basic Books.
4. Bennis, W. (2004).Learning some basic truisms about leadership. In L. C. Solmon, & T. W. Schiff (ed.), *Talented teachers: The essential force for improving student achievement* (pp. 245). Los Angeles: IAP.
5. Senge, P. M. (1990). The fifth discipline: The art and practice of the learning organization. NY: Doubleday.
6. Bush, T. & West-Burnham, J. (1994). *The Principles of Educational Management.* London: Longman
7. Hodgkinson, C. (1991). *Educational Leadership: The Moral Art*. Oxford: Blackwell
8. Hoerr, T.R. (2005) *The art of school leadership*. Alexendria, VA: ASCD.
9. Gronn, P. (2003) *The new work of educational leaders: changing leadership practice in an era of school reform.* London: SAGE.
10. Coleman, M. and Briggs, Ann R. J. ( 2007) Research methods in educational leadership and management. 2 ed., London: Sage.
11. Day, C., Harris, A. Hadfield, M., Tolley, H., and Beresford, J. (2000*) Leading schools in times of change*. Buckingham: Open University Press.
12. Marzano, Robert J.; Waters, Timothy; McNulty, Brian A. (2005). School Leadership that Works: From Research to Results. *Association for Supervision and Curriculum Development*
13. Goleman, D. (1995). *Emotional intelligence.* New York: Bantam.
14. Goleman, D. (2006). *Social intelligence: The new science of human relationship*. NY: Random House.
15. Covey, S. R. (1992). Principle Centered Leadership.

**Journals**

1. School leadership & Management <http://www.tandfonline.com/toc/cslm20/current#.UkINsRDMgI8>
2. International journal of leadership in education <http://www.tandfonline.com/toc/ted120/current#.UkIN_hDMgI8>
3. Journal of educational management and history <http://www.tandfonline.com/toc/cjeh20/current#.UkIOQRDMgI8>
4. Journal of Cases in Educational Leadership <http://journals.sagepub.com/home/jel>
5. Educational Administration Quarterly <http://journals.sagepub.com/home/eaq>
6. Educational Management Administration & Leadership <http://journals.sagepub.com/home/ema>
7. Journal of Research on Leadership Education <http://journals.sagepub.com/home/jrl>

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|  |  |
| --- | --- |
|  **week** |  **Activity** |
| **1** | **Leadership and Management** **Understanding the difference**  |
| **2** | **Leadership and Management** **Key Themes in Education** **Trait and Behavior Models** |
| **3** | **Leadership and Management** **Key Themes in Education** **Transformation Vs Transaction** |
| **4** | **Leadership and Emotional Intelligence** |
| **5** | **Leadership and Social Intelligence** |
| **6** | **Distributed Leadership**  |
| **7** | **Turnaround Leadership and Change**  |
| **8** | **Leadership and Communication**  |
| **9** | **Leadership and Motivation** |
| **10** | **Leadership and Decision Making**  |
| **11** | **Leadership and Resource Management**  |
| **12** | **Leadership and Strategy** |
| **13** | **Dark Triad of Leadership**  |
| **14** | **Ethical and Sustainable Models of Leadership**  |
| **15** | **Leadership in Islamic Perspective** |

Note: Confirm exam date from date sheet.

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**Assignments**

* 2 article reviews on selected journals from the list
* 1 book review on assigned book from the list
* 1 term paper analytical/conceptual/case study following guidelines provided
* 1 publication from any of the three categories mentioned above

**The Term paper will be written according to the guidelines provided by UER.**

The word limit would be 3500 to 5000 words. It should be word-processed and proof-read carefully before it is submitted. Proper referencing in APA style is mandatory.

Library report of Turnitin is also required with maximum of 14% of plagiarized content.

All copied material will be rejected.

**Submission:**

Last date of submission of term paper is 1st December, 2016

Presentations will be held according to schedule. Two presentations are needed from each participant. One before Mid and the other before final exams

**Late Assignments may be Entertained but marks will be deducted.**

**Strategy of the Course**

* 1st four weeks of the course are dedicated to concept formation, identification of sources on the literature and choice of research topic for oneself.
* Each student will choose a book from the list for review in the very 1st session. The review must be submitted by the 4th week of the module both in written form and power point presentation. The rubrics for the presentation are attached with.
* From 5th week onwards the students will participate more than the teacher. All students will select their topic of research and will present the review on the related literature. This review can be of selected articles from pool of readings assigned and self picked related articles.
* By the 8th week, I expect an introduction of the problem you want to work & by the 10th week I expect the methodology and the instrument you have developed for the purpose.
* By the 12th week you will show me the results of the pilot and the way you want to further lead the research.
* By the last week I expect 1st draft of the research paper. You will be given further two weeks to improve your paper according to the initial feedback. The final assessment of the article will be done on the rubric you are familiar with.
* Regular feedback of the participants will be collected in surprising ways.
* Course content may be uploaded in audio/video lectures and presentations on the moodle. Students shall have to come prepared after going through the material assigned for the week.

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**Guidelines for Article Review**

Below are some ideas regarding article review. These are NOT a required list of questions to answer and you are not limited to these questions.

* Mention, title, author, the source of article; discuss main theme of the article.
* Points of interest, like/dislike, why you may agree/disagree with ideas presented and/or the solution provided for some issues.
* Points for leaning, How did it improved/enhanced your knowledge about the subject? Whether or not it changed your outlook/ approach on the subject?
* Whether you would prefer to use information in this article to improve your practice as a classroom teacher/school administrator? How?
* Discuss the relationship of information discussed in this article with your classroom experience/instruction of this particular module?
* Summarize your answer in no more than 900 words. Your answers must not be a simple YES/NO type.

**Criteria for Evaluation of Presentations**

**Rubrics I for Presentation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Area | Below average | Average | AboveAverage | Good | Excellent |
|  |  | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 1 | Language proficiency | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 2 | Use of Visuals  | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 3 | Handling of Questions | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 4 | Clarity of Concepts | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 5 | Synthesis | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 6 | Formatting | 0 | 0.5 | 1.0 | 1.5 | 2.0 |
| 7 | Editing | 0 | 0.5 | 1.0 | 1.5 | 2.0 |

**CRITERION**

**for Research Paper Evaluation**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Problem Statement**  | **Objectives** | **Research Questions** | **Rationale**  | **Literature Review/Introduction** | **Style**  | **Reference**  | **Language**  |
| Poor  | Missing  | Missing Irrelevant with Research Theme | Missing Or Irrelevant Or Not Synchronizing With Objectives | Missing Or Irrelevant | Less Than 2 Pages With No References |  APA Not Followed | Missing  | Full Of Mistakes |
| Average  | Not Written In A Complete Sentence | Less Than 3 Objectives Relevant with Research Theme | Less Than 3 Research Questions Synchronizing With Objectives | Given But Not Justified In Detail | 2 To 3 Pages With Old References | APA Not Followed Consistently Both In References And Formatting | More Than 10 But Less Than 20 | Occasional Mistakes In Grammar And Punctuation |
| Good  | Written In A Meaningful Complete Sentence | 3 Objectives Relevant with Research Theme | 3 Research Questions Synchronizing With Objectives | Given But Not Well Justified In 3 Or More Points | 3 Or More Pages With 20% Of References From Past 5 Years | APA Followed Consistently Either In References And Formatting | List Of 20 References | No Language Mistakes But Quality Of Words/Style Used Is Not Impressive |
| Excellent  | Written In A Well Drafted Coherent Para | 5 Objectives Relevant with Research Theme | 5 Research Questions Synchronizing With Objectives | Given And Well Justified In 3 Or More Points | 3 To 5 Pages With More Than 30% References From Past 5 Years | APA Not Followed Without Any Mistake In References And Formatting | List Of 20 Or More References In APA | No Mistakes In Style Of Writing  |