* Readings

The readings below have been chosen to help you in preparing for your Assignment 1 in this unit, the second part of a two-part assignment, with the first part having been completed in the last unit. Note that the readings are not necessarily listed in the order in which they appear in your texts, nor are they meant to be read in chapter order. All of them will serve as continuing references in your later courses, so plan to keep your books and use them for the remainder of your program. The readings in the different units will help you understand how educators define culture of learning, how they explain the importance of the culture of learning for the success of an educational institution, and how they go about building and nurturing it as it goes through its natural evolution and—sometimes—radical change.

*The Jossey-Bass Reader on Educational Leadership*

* + Chapter 10, "Engaging in Educational Leadership," pages 148–165.

Benham and Murakami's broadly based analysis compares and contrasts leadership models and principles derived from anthropological studies of indigenous peoples. Using a powerful research method based on storytelling, the authors discovered and described unusual approaches to and bases for leadership among indigenous peoples that can offer creative alternatives for your understanding of the conventional education and business literature.

* + Chapter 16, "Eight Roles of Symbolic Leaders," pages 274–286.

Developing the idea that all members of an organization can function in leadership roles, Deal and Peterson describe eight ways that professionals at every level can contribute to the building of a culture of learning—historian, anthropological sleuth, visionary, symbol, potter, poet, actor, and healer. These ways all support the mission, create and sustain motivation, and continually reshape the culture. As you study traditional conceptions of leadership and management, use these unusual conceptions to add depth and richness to your analyses. These readings will be particularly useful as you examine the culture of Cuyahoga for Assignment 1 in this unit.

*AQIP Systems Portfolio 2012*

* + "Category Five: Leading and Communicating," pages 59–68.

In this category of Cuyahoga Community College's [*AQIP Systems Portfolio 2012*](http://www.tri-c.edu/about/documents/tri-c-aqip-systems-Portfolio-2012.pdf), you will find detailed information about how the processes that make up leading and communicating at Cuyahoga derive from and foster its vision and its mission. You will also find evidence, in the way Cuyahoga describes itself, of the underlying values that support its culture of learning. Pay particular attention to pages 66–67 that describe Cuyahoga's plans to improve its leading and communicating processes, as that will be an important element of Assignment 1 in this unit.

* [Toggle Drawer](https://courseroomc.capella.edu/webapps/blackboard/content/listContent.jsp?course_id=_119805_1&content_id=_7487294_1&mode=reset)

[u04s2] Unit 4 Study 2

Web Resources

The Web resource in this section will supplement and focus your readings on the subject of vision, mission, and values in leading cultures of learning and will assist you in completing your assignments and discussions.

Note: Remember that if you make use of Wikipedia or any other encyclopedia (a good way to find overviews and references), do not cite them or quote them in any way for any of your course assignments.

* + Site 1: [*Basics of Developing Mission, Vision, and Value Statements*](http://managementhelp.org/strategicplanning/mission-vision-values.htm). The material on this site explains in a clear and simple manner the process whereby an organization builds its vision, mission, and value statements. It will help you in your analysis of the Category Five descriptions by Cuyahoga for your assignments and discussions.