* Readings

The readings below have been chosen to help you in preparing for your Assignment 1 in this unit, the first part of a two-part assignment, with the second part being completed in Unit 4. 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 2, "The Nature of Leadership," pages 17–27.

One of the most renowned authors in the field of organizational dynamics, Gardner explores the classic definitions of leadership in order to clarify its meaning. This brief reading includes important distinctions between leadership and such constructs as status and authority. He explores six ways in which leaders differ from managers, and he introduces the idea of leader/manager as an integration of both. His notion of "institutionalizing leadership" will help you understand today's collaborative emphasis as you prepare for Assignment 1.

* + Chapter 3, "The Unheroic Side of Leadership," pages 28–39.

Murphy's reading brings the grand ideas of leadership down to earth as it explores the day-to-day activities of a leader/manager confronting the "everyday reality of the swamp." This reading will assist you in keeping a balance between today's media conception of the leader as hero and the down-to-earth way in which a real leader/manager acts. The real leader/manager operates by a personal vision while developing shared vision, asks and answers questions, copes with weakness while displaying strength, listens as well as talks, depends on others as well as guides them, and lets go as well as takes charge. The balance will keep your own analyses from becoming either too theoretical or too practical as you address your assignments and discussions.

*The Craft of Research*

As you examine the literature assigned for this unit, remember that what is assigned is only a small representation of all the available scholarly and professional literature that a Doctor of Education should command. Searching for, selecting, and critiquing the literature of your field is one of your most valuable tools for remaining current as your career advances. [*The Craft of Research*](http://site.ebrary.com.library.capella.edu/lib/capella/detail.action?docID=10288700) brings together powerful ideas that will support your literature searches. Reading and rereading the following chapters should be your regular practice until they become ingrained.

* + Chapter 5, "From Problems to Sources," pages 68–83. This chapter will help you understand the principles of searching and selecting materials from a variety of different sources.
	+ Chapter 6, "Engaging Sources," pages 84–100. This chapter will guide you through essential questions to help you determine what material from those sources is worth your time and attention.

*Schools That Learn*

* + Part II, Chapter 3, "Shared Vision: Fostering Commitment to Common Purpose," pages 86–96.

The leader/manager depicted in Senge's reading about vision is one who emphasizes group efforts to bring about the "future we want to create together." An important perspective for your analyses in this reading is Senge's inclusion of not only large organizations but also classrooms and small communities. For Senge, the same three elements of shared vision are critical to all social systems of whatever size. Those elements—a clear picture of current reality, a clear statement of the desired outcomes, and a collective choice about how to proceed—are the foundation of a process of telling, selling, testing, consulting, and co-creating that comprises any action intervention in any organization. Not only will Senge's reading help you prepare your assignments in this unit, but it will also give you guidance for what will be an important part of the action research you do for your dissertation (capstone project). Once you have carried out your intervention and assessed its outcomes, you will most likely be asked to present your findings to your own institution. Whether you do it before you graduate or after, you will find wisdom in Senge's ideas.

* [Toggle Drawer](https://courseroomc.capella.edu/webapps/blackboard/content/listContent.jsp?course_id=_119805_1&content_id=_7487297_1&mode=reset)

[u03s2] Unit 3 Study 2

Web Resources

The Web resources in this section will supplement and focus your readings on the culture of learning and its relation to educational vision. They 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: "[Awesome Quotes on Vision](http://www.ideachampions.com/weblogs/archives/2011/01/50_awesome_quot_1.shtml)." Read through this collection of quotations and search further on the Internet to get a sense of the passion and creativity that goes with powerful vision. Select a few of the quotes that you think should guide leaders as they build cultures of learning. Incorporate these quotes (with proper attribution, of course) into your writing.
	+ Site 2: "[The Leader as Change Agent](http://www.forbes.com/sites/glennllopis/2014/03/24/every-leader-must-be-a-change-agent-or-face-extinction/)." The essential idea of this analysis of leadership is, "Change is the new normal for leadership success and all leaders must accept this fact." The current reality in the world of all organizations is that strategy, vision, mission, and operations change with a frequency and an intensity not apparent when most theories of leadership were formulated. Thus, any analysis of a culture of learning must allow for variation. What may have been true last year for your institution may need to be rethought this year as diverse students prepare for professions that, by the time they graduate, may have significantly new expectations. As you prepare for your Assignment 1 in Unit 3 on the qualities of leadership needed for developing a vision- and mission-driven culture of learning, be sure to include ideas of flexibility and change management that, in the view of the author of this article, are required competencies for every leader.