

Melissa Smith
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DEPM 604
Assignment #2 – Annotated Bibliography

Facets of Leadership in Distance Education:

An Analytical Annotated Bibliography

Effective leaders possess a passion for a cause that is larger than they are. Effective leaders have a dream and a vision that will better their organizations. Who are these leaders and how do they accomplish their tasks so effectively? The purpose of this annotated bibliography is to further explore two of the topics addressed in Leadership in Distance Education. Those topics include the attributes of a good leader, and workable frameworks for change management.

Dede, C. (1993). Leadership without followers. In G. Kearsley & W. Lynch, (Eds.) *Educational Technology: Leadership Perspectives* (pp. 19-28). Englewood Cliffs, NJ: Educational Technology Publications. Retrieved June 24, 2009 from http://www.virtual.gmu.edu/ss_pdf/leaders.pdf

Professor Chris Dede, Director for the Center for Interactive Educational Technology at George Mason University in Fairfax, Virginia, asserts that the true nature of leadership is exemplified by four attributes: leadership requires envisioning opportunities; leadership requires displacing cherished misconceptions; leadership requires inspiring others to act on faith; leadership requires discouraging followers. Dede concedes that leadership is a role fraught with difficulties, requiring both wisdom and maturity, but

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makes clear his goal in articulating the requirements of leadership: To encourage everyone to lead, always.

While the article is dated, the attributes that Dede discusses are still relevant today. However, four of the six references listed in Dede's bibliography were self-supporting, which does not lend credence to the article's worth or validity. While this may be a satisfactory article for someone who wants to read about the characteristics of a leader, it is not recommended that this article be used for a scholarly resource.

Latchem C. & Hanna D. E. (2002). Leadership for open and flexible learning. *Open Learning: The Journal of Open and Distance Learning*, 17(3), 203 – 215.
doi:10.1080/0268051022000048219

Colin Latchem, Open and Distance Learning Consultant, Australia and Donald E. Hanna, Professor, University of Wisconsin-Extension, USA examine transformational leadership at three different levels in a distance education system: institutional, departmental, and program. Referencing the work of many well-established leaders in the field of distance education, they put forth a solid framework for those who would lead and manage change in distance learning. They discuss various catalysts for change in higher education and caution against relying on "quick-fix" technological solutions. "For open and flexible learning to be accepted, successful and sustainable, the infrastructure programs, service delivery and logistics must be of high quality, careful consideration

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given to work cultures and practices, and substantial investment made in the human as well as the technological resources” (Latchen & Hanna, 2002, p.204).

They go on to discuss the disruptive nature of change, clearly define the primary forms of organizational change, and then identify seven new organizational models of higher education. They state that making change is not easy, but with the right leadership, and the right support system, it is achievable. They argue that if learning and teaching aspirations are to be achieved it will involve addressing the implications of using disruptive technologies and how they can produce new practices, change institutions, and create new networks.

They offer a concise, clear definition of a transformational leader and suggest that these leaders never lose sight of the seven unalterable rules for change. In concluding their well-researched article, they describe the true distance education leader as one who can effectively combine the roles of educator and social entrepreneur. In identifying the importance of the transformational leader, they then offer numerous leadership strategies. Latchem and Hanna’s arguments hold considerable merit and their concepts inspire the reader to continue thinking on the topic. The wealth of bibliography references and research beyond their own analysis make the article extremely appropriate for anyone wishing to lead in the ever-changing world of distance education.

Muirhead, B. (2003). Ethical distance education leaders. *United States Distance Learning Association Journal*, 17, (1), 1 - 7. Retrieved June 24, 2009 from http://www.usdla.org.ezproxy.umuc.edu/html/journal/JAN03_Issue/article02.html

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Dr. Brent Muirhead, USDLA Senior Editor, Online Learning, discusses the importance of ethical behavior as a leadership trait in distance education. He begins by describing ten negative traits that contribute to failure in the business world, and then relates them directly to common issues that arise in distance education. He calls for the need of a system of accountability and an ethical, competent, visionary leader who will oversee the workings of that system.

His valid definition of the ethical leader is grounded in theory. He describes the ethical leader as one who is moral and exhibits positive behaviors, constructive character traits and productive decision making skills. An ethical leader is a role model for his organization, always leading by example. The ethical leader has a consistent, unbiased management message and is a guiding force to transform an organization. The ethical leader believes that trust is the foundation of leadership. Muirhead suggests the use of Morris' Seven Cs of Success to be used as a checklist for leaders to develop a professional growth plan to create a new set of goals.

While this article is based in theory and puts forth a positive message regarding the role that ethics plays in organizational change, there is definitely more that could be said. This article is an acceptable resource for those wishing to learn about ethics but leaves the reader wanting more information.

Ulukan, C. (2005). Managerial issues in open and distance education organizations in transition: A need for systematic approach. *Turkish Online Journal of Distance*

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Education-TOJDE, 6 (2), 1 – 13. Retrieved June 24, 2009 from
<http://tojde.anadolu.edu.tr/tojde18/articles/article8.htm>

Cemil Ulukan, PhD, Assistant Professor of Management at Open Education Faculty, Anadolu University asserts that educational principles and procedures are being challenged and changed. He purports that supporting this sweeping transformation of change requires widespread managerial, organizational, technological, cultural, and financial review and reform. He suggests that leaders keep in mind that they will come up against opposition and should be mindful and prepared to deal with it appropriately.

Ulukan provides critical insight into past research in ODE in terms of organizational change and states that “much of the research lacks a broad framework that accurately addresses the full aspect of transition in ODE institutions” (Ulukan, 2005, p. 1). Referencing the work of many well-established leaders in the field, his article seeks to address an all-encompassing, systematic approach to organizational change: leadership and management, organizational structure, strategic planning, policy-making, procedures, practices, and support systems.

In order to successfully transform their organizations, leaders need to have a clear understanding of organizational capabilities. He suggests using a SWOT analysis to strategically plan the project. The outcomes of the change efforts should be gauged and corrective actions should be taken if there is any divergence between the intended and true outcomes. Once the outcomes are accounted for, the changes should then be communicated to the organization by the leaders and plans will then need to be made to

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institutionalize successful change initiatives in order to make them a permanent part of the organization.

Grounded in reputable theory and techniques, this article does an excellent job of putting forth useful, valid systematic plans for change and is a solid resource for anyone wanting to learn more about dealing with change management in an organization.

Wasyluk, O. & Berge, Z. L. (2007). Leadership influence on corporate change involving distance training. *Online Journal of Distance Learning Administration, 10*(1).

Retrieved June 24, 2009 from

<http://www.westga.edu/%7Edistance/ojdl/spring101/wasyluk101.pdf>

Olga Wasyluk and Zane L. Berge, both of the University of Maryland, Baltimore County, offer an organizational recipe for success for corporate learning leaders. They discuss four different skill sets that all good leaders must have: vision, purpose, the drive to succeed, and the ability to motivate others. They assert that learning leaders in the corporate world need to have well-planned strategies for change, a clear direction, a true view of their organization and their learners, and they need to be able to deploy appropriate technologies, and standardize for consistency with the organization. They must be versatile and transformative as trends change and new policy adopted.

Grounded in reputable theory and techniques, this article does an excellent job of putting forth useful, valid systematic plans for change and is a great resource for anyone wanting to lead in a corporate learning organization. Wasyluk and Berge put a new spin

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on the topic of leadership by applying these leadership techniques to the management of organizational behavior in the corporate world.