

THE EXPERIENCE OF BEING ON A RESEARCH TEAM WHILE LEARNING ABOUT LEADERSHIP THEORIES

A POSTER PRESENTATION

*Amber Davis, University of Central Oklahoma
Lorraine Kouao, University of Central Oklahoma
Jacob Tidwell, University of Central Oklahoma
Cheryl Evans, University of Central Oklahoma
Ed Cunliff, University of Central Oklahoma*

EXTENDED ABSTRACT

When I first started this project I did not know what to expect. I was told the purpose of the research project would be about learning what leadership theories are perceived by K-12 and higher education administrators as contributing most to their practice. I had minimal knowledge of how leadership theories applied to education. Our research group consists of two undergraduate students, one graduate student, and two professors. The research team meets weekly to discuss research, analyze data, and review reports.

It has been interesting learning how to work within the group. One aspect that has been intriguing has been the different roles each person in the group plays. I identified the different roles through observing the group in our meetings, communication, and how we went about starting to conduct research. Our professors on the team helped with a lot of the official paperwork as well as helping the students grow their knowledge on the subject. The graduate student has worked hard collecting a variety of published research. The other undergraduate student and myself have worked on collecting contact information, conducting research, and putting a survey together. We never laid out who would do the different areas of work throughout the project, but we all just jumped in to start working. Working on a research group has helped each of us grow in multiple skill sets.

Once we are done collecting and analyzing data, our research can be applied to future research projects. Our research can help enable another team who wants to dig deeper into the application of leadership theories in education. This research could help in discovering the perceived value in the development of a K-16 model that would merge the existing dual system and could make a significant impact for the possibility of a smoother transition for all students across the nation. This knowledge could lead to improved practices associated with leading student learning, achievement, academic advancement and overall development of students and future educational leaders.

Being on a research team has been an experience that was unexpected. We have had the opportunity to grow our knowledge on a topic that we had minimal knowledge on. I have learned how there are a variety of leadership theories and different kinds of leaders in the world. Some of the different types of leadership theories we looked at are transformational, servant, distributive, democratic/autocratic, and situational/contingency. All of these theories have different aspects to them, and they can influence how an individual is a leader to others. Through this project, I have learned that it is necessary to have different types of leaders in the world.

SELECT REFERENCES

Green, Reginald Leon. *Practicing the art of leadership: A problem-based approach to implementing the professional standards for educational leaders*. Pearson, 2017.

Van de Water, Gordon, and Terese Rainwater. "What Is P-16 Education? A Primer for Legislators. A Practical Introduction to the Concept, Language and Policy Issues of an Integrated System of Public Education." *Education Commission of the States*, 2001.

For further information, contact the lead presenter:

Amber Davis

Student

College of Education and Professional Studies

University of Central Oklahoma

100 N. University Drive

Edmond, OK 73034

Phone: (580) 656-7537

E-Mail: awaincott1@uco.edu