

## INTRODUCTION

This book is devoted to the exploration of a topic that, in recent years, has achieved an increasing degree of importance for theorists, researchers, and practitioners working in the field of educational administration. That topic is values: the personal values manifested by individuals, the professional values of administration, and the collective values manifested by groups, societies, and organizations. Such matters are explored comprehensively in this book, perhaps more so than in any other publication of which we are aware. It covers the theory, research, and the practices associated with values and valuation in educational leadership contexts.

While other books have been published in recent years promoting various notions associated with moral leadership, we believe our book is unique. It extends beyond the presentation of “expert opinion,” and, because it blends theory and research, it appeals to a broader audience composed of both academics and practitioners. Furthermore, a quick scan of the table of contents will show that this book brings together the collective wisdom of some of the best known and most respected philosophers, theorists, and researchers currently working in the field. It is with considerable pride that the authors present to you, the reader, this compilation of knowledge and debate relating to an important topic.

Values traditionally have been considered an important influence on administrative practices. Chester Barnard’s seminal work, *The Functions of the Executive*, proposes a definition of leadership, dating back to 1938, that highlights the moral dimension of leadership as essential to administration. More recent works by Herbert Simon, Christopher Hodgkinson (a contributor), Thomas Greenfield, Donald Willower (a contributor), Kenneth Leithwood (a contributor), Colin Evers, and Gabriele Lakomski (contributors) have reinforced the relevance of values as influences on administration and promoted active debate on the subject. Moreover, values is a topic which typically has been included as a component of core courses in most university programs of study on educational administration. While this alone should be sufficient justification for a book that brings together the thinking of the leading experts in a single manuscript, there is also the added incentive of a recent surge of interest among practitioners in values and ethics as guides to action and supports to reflective practice.

Most of the chapters that make up this book began as papers delivered at the October 1996 Toronto Conference on Values and Educational Leadership. This memorable gathering held in Toronto was an inaugural event sponsored by the newly founded OISE Centre for the Study of Values and Educational Leadership and its University Council for Educational Administration (UCEA) affiliate, the Centre for the Study of Leadership and Ethics, based at the University of Virginia. The conference brought together an impressive international team of expert philosophers, theorists, and researchers in the field of values, ethics, and leadership. This book represents the outcomes of that most productive gathering in the form of updated, expanded, and synthesized versions of the best of those original papers.

This book is organized in three sections of five chapters each. There is an introductory chapter for each section of the book that outlines in some detail the relevant themes and issues to be addressed in that section. To summarize briefly, the first section of the book is devoted to the application of theory and research through reflective educational practice, a process often termed “values praxis.” The contributors include several of the most respected international scholars of the educational leadership field: Leithwood, Duke, Foster, Ryan, Bredeson, and Johansson.

The second section of the book is devoted to theoretical and conceptual perspectives. Both traditional debates and several intriguing new perspectives are presented. Three chapters are authored by giants of the field: Willower, Hodgkinson, Evers, and Lakomski. Two chapters are authored by more recently recognized authorities of the field, Allison, Ellett, and Campbell.

The final section of the book reviews the findings of existing values research and reports new findings, some previously unpublished. The contributors are promising young scholars as well as established authorities. The newcomers to the field are Leonard, Grogan, Roche, and Shakotko. Begley and Walker, both midcareer academics, contribute the remaining two chapters. A concluding chapter by Begley provides a template useful for mapping out existing theory and research findings in the values field and speculates on an agenda for future theory building and research in the field.

It is the hope of the authors that this book will satisfy the primary audience for which it was intended: university faculty, graduate students, and experienced educational administrators. We recommend the book with confidence as a text in support of the increasing number of graduate-level courses focused on the topics of values, ethics, and moral leadership. Finally, we are grateful to the editors of SUNY Press who accepted this manu-

script for publication and included it as a volume in the SUNY series, Educational Leadership edited by Daniel L. Duke. We are honored to be in such good company.

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