COURSE NUMBER: **EDA 6103**
TITLE: **Leadership III: Administrative Processes**
*(Approved August 2006)*

CATALOG DESCRIPTION:
3 semester hours.
Explores interpersonal and intrapersonal experience of organizational leadership. Students will study processes and develop skills necessary for leadership in a learning organization: decision making, problem solving, communications, motivation, and conflict management.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting emergent interpersonal and intrapersonal leadership development and the application to educational organizations.

REQUIRED TEXT:

SUGGESTED RESOURCES:


AUDIO/VISUAL TECHNOLOGY:

Computer: Blackboard Distance Learning


Computer: E-mail

Computer: Power Point Presentations

Computer: Word processing

Overhead projector, Computer Projector, VCR

CD-ROM’s, DVD, Laser Disks

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

1. National Council on Accreditation of Teacher Education Standards (NCATE)
2. Florida Department of Education. Florida Principal Standards (FDOE)
3. Florida Department of Education. Florida Educational Leadership Examination Standards (FELE)
4. Educational Leadership Constituent Council Standards (ELCC)
5. Interstate School Leaders Licensure Consortium Standards (ISLLC)

COURSE OBJECTIVES:

<table>
<thead>
<tr>
<th>Competency or Skill Set</th>
<th>Standard Source</th>
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<tbody>
<tr>
<td>Administrative Processes</td>
<td>FELE: Lead; B, C; Comm: A B,C,D,E,F,G; Org &amp; Man; D,E,G,H,I,J; FPC 2, 4-9, 11, 16-18.</td>
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<tr>
<td><strong>Examine role that administrative processes play in basic administrative functions: planning, organizing, allocating and monitoring. (Foreshadow Leadership IV: Education Management)</strong></td>
<td>FAU Dept Guidelines</td>
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<tr>
<td><strong>Vision</strong></td>
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<tr>
<td>Knowledgeable about how leaders communicate the organization’s vision, mission and priorities to the community.</td>
<td>ELCC Standards, FDOE Principal Standards, FAU Dept Guidelines</td>
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<tr>
<td><strong>Organizational Culture &amp; Communication</strong></td>
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<tr>
<td>Articulate significance and demonstrate understanding of how to cultivate a culture for successful interpersonal and organizational communications and relationships.</td>
<td>NCATE 7.1m 10.3-10.5; FELE: Com; A-G</td>
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<tr>
<td>Examine and enhance his/her style and communication effectiveness, including writing, listening, and speaking to individuals and groups.</td>
<td>NCATE 4.4, 7.2-7.4, 10.6; FELE: Tech: B, F, ISTE: 1.2.1, 1.2.2, 1.2.4, 2.2.1, 2.3.2, 2.4.4, 2.4.8</td>
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<td>Describe how to create a climate that encourages open and non-defensive communication, and how to foster a learning organization.</td>
<td>NCATE 3.2; FELE: Com; A-C</td>
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<td><strong>Decision-Making &amp; Problem-Solving</strong></td>
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<td>Understand similarities and differences between decision making and problem-solving.</td>
<td>FELE: Org &amp; Man; D, H</td>
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<td>Identify essential steps in effective decision making process for individuals and organizations.</td>
<td>NCATE 6.3, FELE: Org &amp; Man; D, E, H, I</td>
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<td>Identify models for improving effectiveness of decision-making in organizations. Has a problem-solving model to use when confronted with unsettled questions or undesirable situations.</td>
<td>NCATE 1.3, 10.2, FELE: Org &amp; Man; B, I, J</td>
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<td><strong>Conflict Management</strong></td>
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<td>Identify sources of conflict. Recognize functional and dysfunctional roles of conflict in organizational life.</td>
<td>NCATE 4.6; FELE: Lead, D, E</td>
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<td>Knowledgeable of strategies and techniques to manage interpersonal conflict within the organization.</td>
<td>NCATE 7.5, 1.7; FELE: Lead; C</td>
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<td><strong>Motivation</strong></td>
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<td>Identify predominant motivation theories and gain insight into his/her own motivation patterns.</td>
<td>FELE: Lead; B</td>
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<td>Understand how leaders can use motivation theory to develop productive workforce and organization.</td>
<td>NCATE 1.2, 4.2; FELE: Lead; C: HRM: H.</td>
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CONTENT OUTLINE:

Unit
Topics

1 Overview of continuous administrative processes and skills: Communicating, Decision-Making, Problem-Solving, Conflict Management & Motivating;

2 The relationship of these processes to the administrative functions of planning, organizing, allocating and monitoring (themes addressed in Leadership IV). The relationship of the administrative processes to leadership of groups and organizations;

3 Nurturing a learning organization and a reflective practice culture;

4 Reflection in practice;

5 The place of emotion in leadership practice. Intrapersonal development;

6 Personal Communication: writing for impact, audience analysis, informative and persuasive speaking, making presentations, role of reg alia, visual and audio aids;

7 Interpersonal communication: communication barriers, consensus building, one-way and two-way communication, active listening techniques, nonverbal communication, networking;

8 Organizational communication: Formal and informal channels, downward, horizontal and upward channels. Organizational barriers to communication, effective and ineffective feedback, information dissemination;

9 Communication strategies in a diverse workforce, cross-cultural interactions, ethnocentrism and stereotyping, empowerment, role of technology; understand relevance of perception and attribution for leadership;

10 The importance of decision-making in organizations, decision-making models, types of decisions and problems, use of quality management tools to (1) determine numbers, (2) identify ideas, (3) generate and select alternative solutions, and 4) analyze and evaluate ideas and numbers;

11 Developing a decision-making process, problem analysis, unilateral and participatory decision-making, role of judgment in decision-making, decision implementation;

12 Group cohesiveness, group norms, groupthink;

13 Conflict management strategies and techniques, sources of conflict, resolving conflict, benefit and cost of conflict, principled negotiation;

14 Introduction to theories of motivation, motivating staff to achieve goals, mentoring, coaching, shadowing;

and

15 Using motivation theory to design high performance work teams, reinforcement, schedules of reinforcement, job design for motivation.
COURSE REQUIREMENTS:
Read required text

Field Study: A Leader’s Biography**

*Critical assignments required in all sections. No modification. Professor determines format for Leader Entry Plan.

**Assignment required in all sections. May be modified by professor.

Critical Assignment Policy & Practice
(adopted June 2005)

A critical assignment is a required student performance to demonstrate proficiency of one of the Florida Educational Leadership Standards. These critical assignments are embedded in selected courses in Florida Atlantic University’s Educational Leadership professional preparation program. NCATE requires that colleges of education students demonstrate the knowledge, skills and dispositions necessary to meet professional state and institutional standards. Consequently, the performance of students in regard to these critical assignments is used as documentation of student competence for the Florida Educational Leadership Standards.

This course has two critical assignments embedded in the syllabus. All sections and instructors of this course will be assessing student proficiency on the critical assignments, utilizing a common rubric.

All students will be assessed on the basis of a three point evaluation rubric: “Exceeds Expectations”, “Meets Expectations” and “Does Not Meet Expectations”. In order to successfully complete a program of study, all students must meet or exceed expectations on all critical assignments. Consequently, the Department of Educational Leadership requires that students must “Meet” or “Exceed” expectations on all critical assignments in order to pass this course.

If a student fails to “Meet” or “Exceed” expectations on all critical assignments assigned to this course, it is the policy of the Department of Educational Leadership that the student will receive an “Incomplete” grade for the course and will be given a period of time established by the instructor, consistent with department and university policy, to demonstrate proficiency on the critical assignment to the instructor. When proficiency is demonstrated the grade of “Incomplete” will be changed to a grade consistent with the criteria delineated in this syllabus.

The critical assignments for this course and the rubrics used for evaluating these assignments are provided in packet distributed in class.
Lead III Critical Assignment: Leader Entry Plan

Standard 6.0: Diversity
High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Indicator:
diversity standard 6.1 "Has skills necessary for interactive and interpersonal situations."

Critical Assignment:

Part 1. Create a scenario (150 words) that will become the basis for Part 2 of this assignment. The scenario will be of your promotion to a new job with increased responsibility. Describe the context and challenge to be addressed. Provide details such as type of organization, setting, your role, key stakeholders, and tensions of new assignment.

Part 2. Given the scenario, develop a brief leadership entry plan for how you will interact with and relate to various groups in the organization. The plan may be in writing or presented orally (professor decides format). Include: steps to connect to various groups, recognition of various groups, challenge to bias, awareness of your emotions relative to scenario, and demonstration of empathy.

RUBRIC

EXCEEDS EXPECTATIONS
- Has a specific plan to build networks and avoid isolation.
- Acknowledges group differences and refers to differences as positive. Does not use stereotypes.
- Challenges bias and intolerance. Uses specific examples.
- Is aware of one’s own emotions, negative and positive, related to new position.
- Demonstrates empathy. If oral format, pays attention to verbal and nonverbal cues.

MEETS EXPECTATIONS
- Has a vague plan to build networks.
- Acknowledges group differences but does not refer to differences as positive. Does not use stereotypes.
- Challenges bias and intolerance. Does not use specific examples.
- Is aware of one’s own negative or positive personal emotions (not both) related to new position.
• Demonstrates empathy. If oral format, pays attention to verbal or nonverbal cues (not both).

DOES NOT MEET EXPECTATIONS
• Has no plan to build networks and avoid isolation.
• Does not acknowledge group differences and does not refer to differences as positive. Uses stereotypes.
• Does not challenge bias and intolerance.
• Is not aware of one’s own personal emotions, negative and positive, related to new position.
• Does not demonstrate empathy. If oral format, pays attention to neither verbal or nonverbal cues.

Leadership III: PROBLEM SOLVING BRIEF CRITICAL ASSIGNMENT
Standard:
High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Indicator:
Has a problem-solving model to use when confronted with unsettled questions or undesirable situations.

Assignment:
II Students will write a 3 page paper (double spaced) where they identify a problem in their organization and show how they would apply a problem-solving model to address it.

RUBRIC
EXCEEDS EXPECTATIONS
• An appropriate problem-solving model is identified and rationale for choice presented.
• The problem is clearly and accurately presented. Language is explicit and there is no evidence of bias.
• Pertinent background information and policies are presented. Relevant details provided, such as emotional climate.
• The stages for solving the problem are outlined. The problem-solving stage the group is currently in is described.
• The role of the leader in solving the problem is presented. This includes leader’s attention to organizational conditions that will promote or inhibit problem
Leadership III

Field Study: A Leader’s Biography

For this assignment you will conduct an interview field study of an educational leader with the goal of crafting a brief biography of that person. The biography should present a portrait of the leader, with a balance between public and private life. Show how she or he evolved and became a leader. Situate the leader in the context of the times and places where she or he has lived and worked. Identify key experiences in the life of the leader that have helped to shape him or her and become the leader he or she is today. Help the reader to understand the motivations of the leader and how administrative processes are addressed. Present one or two examples, in depth, of how this leader handled a critical incident in practice. Use verbatim quotes. These examples will eventually be analyzed by you according to the major themes of this class: communication, problem-solving, decision-making, motivation and conflict management.

TEACHING METHODOLOGIES:
Modeling
Guided Practice
Research
Simulations
Lecture
Discussion
Internet communication (use of e-mail, web sites, distance learning)
Power Point presentations by instructor and students
Cooperative Learning Presentations
Use of overhead projector, videos, computer, and other media

ASSESSMENT PROCEDURES:

Critical Assignments & Assessment rubrics
Presentations
Field Experiences
Literature critique

Professional Ethics / Meaningful Class Participation

FAU GRADING SCALE:

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<tr>
<th>Grade</th>
<th>FAU GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>B</td>
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ATTENDANCE POLICY:
According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES:
Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations
to students with disabilities.”

BIBLIOGRAPHY:


Moeller & Katzenmeyer. (Eds.). (Fall, 1996). *Every Teacher as a Leader:Realizing the*


