DEPARTMENT: Educational Leadership
College of Education
Florida Atlantic University

COURSE NUMBER: EDA 7931

COURSE TITLE: Leadership VI: Executive Leadership

CATALOG DESCRIPTION:
This 3 credit hour seminar in leadership focuses on mind-set and process skills used to lead organizations. The course provides practitioners with skills to (1) envision the future, (2) develop coherence, (3) build organizational capacity and (4) continuously improve their organizations.

The purpose of the course is to prepare school leaders to meet their organizations’ simultaneous need for stability and change. The course reviews (1) the components of the leadership process (goals, leader, followers, and activities); (2) the psychological, behavioral, sociological, and cognitive underpinnings of educational leadership strategies, from which the managerial, transformational, political, and professional dimensions of leadership develop; and (3) the necessary elements to lead change processes and transform organizations.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:
High Performing Leaders are reflective decision-makers who have a personal vision for their organizations and the knowledge, skills and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the community. They are ethical, capable practitioners who collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

REQUIRED TEXTS:
Pisapia, J. (In Process). Strategic leadership. (available in CD format at 1st class)

SUGGESTED RESOURCES:
Extend Your Knowledge (EYKs) exercises available on Pisapia CD.

AUDIO/VISUAL TECHNOLOGY:
Overhead projector and transparencies.
VCR. Computer projector and Power Point presentation software.
Online administration of Leadership Adaptive Strategies Questionnaire (PSTQ and PSLQ).
CD-ROMs. E-mail communication with professor.

VIDEOS:
Covey, Stephen R.
Stanford Management Series (Cialdini, Neuhauser, Pfeffer)
Fish Banks - Simulation Game

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
Educational Leadership Constituent Council (ELLCC) Standards
Florida Department of Education (FDOE) Principal Standards
Florida Educational Leadership Examination (FELE) Competencies
Interstate School Leaders Licensure Consortium (ISLLC) Standards
Knowledge, Attitudes and Skills for Adult Educators (KASAE)
National Council for the Accreditation of Teacher Education (NCATE) Competencies

COURSE OBJECTIVES:
The learner will:

1. Develop an understanding of leadership as a process in which leaders develop their own vision in systems terms and are able to see how functions flow together. They must be able to see their organizations holistically so they may transfer knowledge from one setting to another.

2. Develop the pre conditions necessary to lead individuals and organizations and develop advanced skills of story telling and data based decision making, through the use of case study, analysis and discussion. (NCATE 1.2; FPC 9, FPC 11.4, FPC 2.2, 9.5, NCATE 7.1; ISLLC 6)

3. Develop the ability to apply the strategic process to lead organizations for stability and change. (NCATE 1.4, 1.5; FPC 3 & 19; ISLLC 1-6; NCATE 5.5; FPC 8 & 12.2 & 14.6; 19.7; ISLLC 4)

4. Apply the actions and skills to lead change efforts in order to produce and achieve end results. (NCATE 1.1, 1.4; 1.7; FPC 3; ISLLC 1)

COURSE REQUIREMENTS:
ELCC Standards, FDOE Principal Standards, FELE Competencies, ISLLC Standards & NCATE Competencies

Participation: 20%
Learning Journals: 15%
Papers and oral presentation (2 papers/1 presentation): 50%
Final Exam: 15%

All assignments are to be turned in electronically via email in a Word or WordPerfect document. Grades are distributed according to Florida Atlantic University’s grading policy. No incompletes will be given for this class unless there are extenuating circumstances.
**Papers:** Grade weight (50%) APA style is required for all written assignments. Graduate level research and writing are expected. Papers should be written at Bloom’s level 4 and 5.

**Library Information:** All students are expected to have online access to the University Library. Through the FAU Libraries EZ Proxy, you can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, go to [http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm](http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm)

### CONTENT OUTLINE

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<thead>
<tr>
<th>Week(s)</th>
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<tr>
<td>1</td>
<td>Course Organization - Understanding Leadership and the leadership process. Precondition 1: The necessary leader attributes and skills. Badaracco: Chapter 1; Pisapia Chapter 2, 3; EYK: 2, 3, 4, 5, 6 <a href="http://www.mapnp.org/library/systems/systems.htm">http://www.mapnp.org/library/systems/systems.htm</a> <a href="http://csminl.premierdomain.com/systemsintro.htm">http://csminl.premierdomain.com/systemsintro.htm</a> <a href="http://www.mapnp.org/library/mng_thry/mng_thry.htm">http://www.mapnp.org/library/mng_thry/mng_thry.htm</a></td>
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<td>2</td>
<td>Precondition 2: Core Processes – Story Telling and The Art of Persuasion; Precondition 3 Developing a Leader’s Mind: Reframing, Reflecting and Systems Thinking Badaracco: Chapter 2, 5, 6, 8; Pisapia: Chapter 3 EYKs: 7, 8, 9, 10, 11, 12, 13, 24</td>
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<td>3</td>
<td>Followers: subordinates, constituents and colleagues Discussion of the Kotter Book Framework Kotter: Part 2; Pisapia: Chapter 2; EYKs: 18, 19, 20, 21, 22, 24, 42, 43, 44, 45 <a href="http://www.mapnp.org/library/ldrship/ldrship.htm">http://www.mapnp.org/library/ldrship/ldrship.htm</a></td>
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<td>5</td>
<td>The Strategic Process. “Learning the labyrinth,” “Chart the Course,” “Set the Sails,” “Drop the Anchor,” “Applying the Artist’s Paintbrush.” Pisapia: preface, Chapters 1, 3, 4, 8, 9, epilogue; EYK: 25, 26, 27, 28, 49 Kotter: Part 1, <a href="http://www.mapnp.org/library/ldrship/ldrship.htm">http://www.mapnp.org/library/ldrship/ldrship.htm</a></td>
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<td>6</td>
<td>Integrating the Dimensions of Leadership – A Systems understanding of Change What have we learned? EYK: 14, 15, 16, 17</td>
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Assignment #1: Prepare a one page personal definition of leadership prior to the first class. Definitions should be justified by the literature and experience. Submit the assignment via e-mail to the professor. No more than 1 page (graded as part of learning journals).

Assignment #2: Learning Journal: Grade weight (15%) A learning journal shall be submitted electronically by Monday noon each week. The journal is used to support the development of your strategic mindset through the practice of framing and reframing, reflection and systems thinking skills. Each entry should contain student reflections on the activities and exercises contained within the material distributed and used in class and chapters of the textbook. In developing a journal entry, focus on the question “what have I learned this week?” and then try to make connections along three lines: Text to Self, Text to Text, and Text to World.

Assignment #3 The Change Process: Select a change effort that you participated in or witnessed. Then analyze the effort through Kotter’s framework for leading change. Was the effort successful? Why? Why not? Did it adhere to Kotter’s framework? What suggestions could you offer that would have made it more successful? Page limit: 5-6 pages.

Assignment #4 Chart the Course: Prepare a 4-5 page paper “setting the agenda” for your organization. What strategic forces impact the organization that you work in or hope to work in? How should your organization respond to those forces?

Assignment #5 Raise the Sails: Prepare 3-5 minute speech in which you urge your colleagues to join in addressing the challenges facing the organization. Build your speech around an organizational story to inspire your colleagues. The speech will be placed on a tape which will be turned in to the instructor and written and transmitted electronically.

Exam: Grade weight (15%) Students will prepare an end of course take home exam which answers the question: “How do you lead and manage change?” The paper should demonstrate (1) an understanding of the question, and (2) how organizational leaders go about leading in this manner. Papers should be fully supported by the literature. Page limit: 5-8 pages.

Due Dates: All assignments are to be submitted electronically except the speech.

The Final Exam is due by two days after the last class.
The Learning Journal is due each Monday noon before the next class.
The papers and presentation (The Process, Chart the Course, Raise the Sails) are due as indicated in the course outline as the course progresses.

TEACHING METHODOLOGIES:
Lecture, group discussion, multimedia presentations (videos), student facilitated discussions, simulation game, individual research as well as synthesis and reflective exercises.

ASSESSMENT PROCEDURES:
Preparation: Students are expected to communicate with the instructor and classmates on the internet. Research and readings other than the textbooks are to be conducted digitally. First, gain access to FAU via EzProxy [http://login.ezproxy.fau.edu/login](http://login.ezproxy.fau.edu/login) or other libraries. Then check through the leadership data bases such as “emerald” to conduct your research and readings other than the textbook.

Learning journals (15%) and papers (50%) will be submitted electronically, reviewed and returned promptly electronically with comments.

Participation: The professor prefers that students attend all classes and be punctual because of the importance of class discussions, presentations, and interaction in the learning process. More than one class absence and one late arrival are considered excessive. It is expected that each individual will come to class having read the materials assigned and participate in whole class and small group discussion. Readings will come from the textbooks, cases, and articles assigned and distributed to the class. It is expected that students will read and re-read assignments, take notes and identify questions as they read. The notes will be helpful in understanding the material. The questions will be useful in class discussions. Each week you should prepare for class discussion by going to one of the web sites and reading one article on the topic under discussion that week.

When a student is forced to miss more than one 3-hour class (1 early or 1 late session) a make-up study option exists. In these cases, the following Make-up Study Option can be used by students to complete course requirements. For two 3-hour classes missed, select one book listed in the selected bibliography. Please review your choice with the instructor. Complete a detailed content outline and write an analysis of the strengths and weaknesses of content compared to the required course text. The requirements for the make-up study option are in addition to required course readings and assignments detailed in the Course Syllabus.

Final exam will be a take home exam described above (15%).

Academic Misconduct “All acts of dishonesty in any work constitute academic misconduct. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.” Please note the policy on academic misconduct in your student handbook.

FAU GRADING SCALE:

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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. Please notify the professor in advance of your intention to participate in religious observation and request an excused absence. See above for the professor’s assessment option if attendance or tardiness becomes a problem.

**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.” If you are a person with a disability and desire accommodations to complete course requirements, please arrange a meeting with your professor at your earliest convenience to discuss your request.

**BIBLIOGRAPHY:**

**A. Books and Articles**
These are important theorists who will be mentioned in class lectures that have had a major impact on the evolution of thinking about organizational development and change management.


Francisco: Berrett-Koehler Publisher.


**B. Journals**

Academy of Management Journal
Academy of Management Review
Administrative Science Quarterly
Education Science Quarterly
Harvard Business Review
Human Relations
Human Resource Management
International Journal of Educational Management
International Journal of Public Sector Management
International Journal of Sustainability in Higher Education

Journal of Applied Behavioral Science
Journal of Educational Administration
Journal of Organizational Change Management
Journal of Personal and Social Psychology
Leadership Review
Leadership and Organizational Development Journal
Leadership Quarterly
Sloan Management Review

**C. Internet Sites**

1. **Search Engines**
   - SAGE database in EzProxy
   - Nanyang Technological University Library [http://www.google.com](http://www.google.com)
   - [Drucker Foundation for Nonprofit Management](http://www.google.com)
   - [Search Engines](http://www.google.com)
   - [Drucker Foundation for Nonprofit Management](http://www.google.com)
   - [Drucker Foundation for Nonprofit Management](http://www.google.com)

2. **Organizations**
   - Society for Organizational Learning: [http://www.solonline.org](http://www.solonline.org)
   - [Drucker Foundation for Nonprofit Management](http://www.google.com)
   - [Search Engines](http://www.google.com)
   - [Drucker Foundation for Nonprofit Management](http://www.google.com)
   - [Drucker Foundation for Nonprofit Management](http://www.google.com)

3. **Reports, Standards, etc.**
   - APA Style web sites:
     - [http://www.english.uiuc.edu/cws/wrorkshop/bibliography/apa/apamenu.htm](http://www.english.uiuc.edu/cws/wrorkshop/bibliography/apa/apamenu.htm)
     - [http://www.apastyle.org/fifthchanges.html](http://www.apastyle.org/fifthchanges.html)

4. **Resources (Materials, Activities, Lesson Plans, etc.)**