Catalog Description: EDS 6100: Leadership Theory and Assessment: 3 semester hours.
The study of leadership theories, characteristics, behaviors and use of instruments that
will provide indicators of leadership style with emphasis on the development of skills and
abilities essential for effective leadership for different group situations, and applying
knowledge and skills in context of a workplace environment.

Florida Atlantic University regulations state that ONLY up to one-third of the degree
requirements earned as a non-degree-seeking student may be applied to a graduate
program, which translates to 12 credit hours for a masters’ degree. This means that all
students currently taking courses within the Department of Educational Leadership as
non-degree students must have applied and been accepted into a Masters program prior
to exceeding the 12 credit hours, or else risk not having additional credit hours accepted
for their degree or certification. Make sure you have met with your advisor prior to your
fourth class in the program.

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.

GUIDELINES IN DEVELOPING COURSE OBJECTIVES

- National Council Accreditation of Teacher Education (NCATE)
- Florida Educational Leadership Examination (FELE)
- Florida Principal Competencies (FPC)
- Interstate Leader Licensure Consortium Standards (ISLLC)
Required Class Text:


COURSE OBJECTIVES

- **The student will be able to:**
  - Identify and critique concepts and theories that will enable students to better understand the dynamics of leadership. (NCATE 1.5; ISLLC 1-6)
  - Provide a variety of leadership assessment instruments, case studies, and simulations which provide individuals with diagnostic feedback to aid in the analysis of their leadership style. (NCATE 1.2; ISLLC 1-6)
  - Provide team/cohort building experiences that help create a climate for cooperative learning, positive support group activities and problem solving. (NCATE 9.11; 5.5; ISLLC 4)
  - Prepare a personal professional development plan based upon the assessment experience, contemporary leadership literature, internet resources, and class discussions with an emphasis on the individual as a leader in the interactive process within and between groups in multi cultural environments. (NCATE 6.6)
  - Prepare educational leaders who demonstrate an understanding of and the capability to facilitate in developing and implementing a shared vision. And, work with staff, students and families to achieve the school’s vision. (NCATE 1.2)
  - Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people. And, demonstrate an ability to make decisions within an ethical context. (NCATE 10.6 and NCATE 10.8), and
  - William Cecil Golden Website: [http://www.floridaschoolleaders.org/](http://www.floridaschoolleaders.org/)

**Course Topics**

- Cultural Leadership
- Distributed Leadership
- Feminist Leadership Theory
- Leadership Substitutes
- Multicultural Leadership and Diversity
- Shared-Team Leadership
- Social Justice and /Educational Lleadership
- Virtual Leadership

We will cover the following topics throughout this course:

Textbooks Topics:

- Leadership v. Management
- Trait Approach
- Style Approach
- Skills Approach
- Situational Leadership
• Contingency Theory
• Path Goal Theory
• Leader-Member Exchange Theory
• Transformational Leadership
• Team Leadership and Group Dynamics
• Psychodynamic Leadership Approach
• Leadership Ethics
• Women and Leadership
• Multi-cultural Leadership

Supplemental Topics
Application of Leadership Theories to Real World Settings (case studies)
Development of one’s own theory of leadership (visioning)
Differences between knowledge, skills, and dispositions of leadership (state and national standards)
Ethical principles: Integrity, Honesty, Dilemmas, Challenges (case studies)
Heroic leadership
Historical eras of management/leadership (outside readings)
Leadership as Multiplicities and Complexity (postmodern ideas) vs. Leadership with a
Newtonian Physics (modern ideas) (outside readings)
Leadership Substitutes: For those ignored, different, and on the margins of society, including Critical Theory and Aesthetic Theories of Leadership
Measuring Quality: The Zen or the Art of Leadership (outside readings)
The Language of Leadership vs Actions (outside reading)
The Peter Principle: Competencies, Proficiencies and Standards
Top Leadership authors in Adult Learning, Community Leadership, Higher Education, and School Leadership: Seminar Authors and Researchers
Understanding social-economic-political CONTEXTS and how such contexts influence leadership. Does leadership differ locally, regionally, nationally, internationally?
Vision, Mission, Values

COURSE REQUIREMENTS – ASSIGNMENTS

1. **Active participation in discussions and class participation**

2. **Proactive Reading Report and/or Leadership Interviews**

3. **Mid-Term Examination and Final Examination (on line class only)**

4. **Leadership Plan/Application of Leadership Theories**
5. **Completion of a self-assessment at the end of the course**

The above theories will be presented inside of a conceptual framework that describes the tensions between “**what is**” and “**what should be.**” The course objective seeks to identify critically pragmatic strategies to move educational organizations closer to the ideals of educators. In other words, **How we do leadership** matters.

**CONTENT OUTLINE**

**General Content Outline** - This is an outline for planning purposes only and it will be adjusted to fit the schedule of this course [on-line, full semester or fasttrack].

**Part One: Traditional Leadership Theories**
- Introduction and Overview/
- Management Versus Leadership: What is Leadership? Differences and Similarities
- Diversity of Approaches to Leadership; Values, Styles and Other Issues Affecting Leadership Approaches
- Leadership Assessment Approaches: Procedure and Process
- Leadership and Power, Change, Personal Vision of Leaders
- Trait Approach
- Style Approach
- Skills Approach
- Situational Approach
- Contingency Theory
- Path - Goal Theory
- Leader - Member Exchange Theory

**Part Two: Transformational and Critical Leadership and Personal Vision**
- Team Leadership Approaches – Simulation
- Psychodynamic Approach
- Women and Leadership – including Diversity
- Ethics and Leadership – Parable of the Sadhu/ Analysis of an Ethical Case
- Culture and Leadership

**Part Three: Theory to Practice – Implementing Approaches**
- Personal Leadership and Plans
- Reflections and Lessons Learned

**Typical Assignments**

1. Conduct a **POWER Interview** with a leader whom you admire; hand-in summary

2. Watch a **Movie** [e.g., some traditional suggestions, but feel free to choose your own “leadership” movie: Norma Rae, Patton, Gandhi, Battle of Algiers, 12 Angry Men,
Inherit the Wind, To Kill a Mockingbird, Lawrence of Arabia, Salt of the Earth, Malcolm X, Ali, Joan of Arc, …] and apply at least three leadership theories to the main character

3. Complete all assigned outside readings on history, visioning, and ethics.

4. Develop a Personal Leadership Plan and Apply theories to real life situations…

5. Summarize selected textbook Chapters

6. Complete assigned assessments in Northouse [to be decided in class]

7. Proactive report

**In FastTrack courses, there are NO excused absences except for death, weddings, pregnancy. Otherwise Attendance at all 5 sessions is required. Make-up Work Will be Assigned and NO course grade will be given until completed.

Grades:
There are two grade levels: Level 1: Be effective and efficient; Level 2: Exceed expectations [yours and mine] and demonstrate that perceptible difference called quality.

**Level 1: Effort-Do your best**
Read everything assigned to you, complete and hand-in assignments on-time, come to every class prepared, and, then actively participate: Range of grades B- to A- [80 to 92 points]
90-92 points = A-
87-89 points = B+
83-86 points = B
80-82 points = B-

**Level 2: Exceed Expectations-Quality counts**
Grade of A [93-100 points]
93-100 points = A

Below 80, Instructor – Student Conference. A B is considered a passing grade in the graduate school
Letter grades on FAU’s grading scale for gpa purposes.

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\begin{align*}
A &= 4.0 \\
A- &= 3.67 \\
B+ &= 3.33 \\nB &= 3.0 \\
B- &= 2.67 \\
C+ &= 2.33 \\
C &= 2.0 \\
C- &= 1.67 \\
D+ &= 1.33 \\
D &= 1.00 \\
D- &= 0.67 \\
F &= 0
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**ATTENDANCE POLICY:**
Attendance in class is crucial to success in the course. If Fasttrack- No absences. If Regular Class: any absences must be explained and documented, and prior approval should be sought and made-up.

PARTICIPATION:
Oral participation is essential in leadership development. Our profession requires verbal skills, primarily with other adults; therefore, it is essential to learn to participate and actively do so in classroom discussions.

SPECIAL LEARNING NEEDS:
It is the policy of the College of Education to make reasonable accommodations for qualified individuals with disabilities and language barriers. If you desire accommodations to complete course requirements, please arrange a meeting early in the semester to discuss your request.

RELIgIOUS HOLIDAYS:
Here, too, it is our policy, in accordance with the Board of Trustees’ rules and Florida Law to make reasonable accommodations for observing religious holidays.

CELL PHONES and PAGERS:
Given that most of us have family responsibilities, the instructor does not insist that cell phones and pagers be turned off during class time. Please inform your significant others to call only when necessary. Should any member of the class abuse this privilege, I will take quick action and ask that person to drop the course.

CONTRACTUAL OBLIGATIONS:
Nothing that pertains to the successful completion of this course should interfere with your current contractual obligations at your school or workplace. In completing specific field based assignments [such as interviews] be sure to keep your principal.

LIBRARY INFORMATION
All students are expected to have online access to the University Library. You will also need to set up your browser to connect to the proxy server; this enables you to access full-text articles from over 300 journals through Emerald. You can access the FAU Libraries Proxy Server information through the FAU Libraries home page, or connect directly to http://www.library.fau.edu/ecollect/proxy.htm.

INCOMPLETE GRADE POLICY
Incomplete grades can be given only under extraordinary circumstances. If you will need to take an incomplete, you must obtain the appropriate form from the department secretary and have it signed by your professor. If the work has not been completed within the time specified on the form, the grade automatically becomes an F. It is your responsibility to note the date and complete the work on time.

Further Readings:


Management Association.

**K-12**: Books authored by T. Deal, R. Barth, M. Fullan, J. Murphy, S. Sarason, T. Sergiovanni, T. Sizer

**Higher Ed.**: Books authored by V. Baldridge, R. Birnbaum, B. Clark, C. Kerr, K. Weick,

**Adult Ed and Popular Leadership**: Books authored by J.M. Burns, S. Covey, P. Drucker, J. Gardner, J. Kouzes & B. Posner, T. Peters, D. Schon, P. Senge