



LEADERSHIP / EDUCATION©

{Education 615}

Faculty of Education: Graduate Studies

Course Outline
Prepared for
University of Prince Edward Island
(2009)

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I. INTRODUCTION to the SEMINAR

Professorial Overview

The course intends to accomplish three (3) objectives:

- give participants first hand opportunities to determine what *reflective practice* is all about
- enable participants to apply different approaches/interpretations to making *reflective practice* relevant to the role of leadership
- determine the effectiveness of participants' responses to the challenges raised within this experience

Three (3) primary avenues exists to these accomplishments:

- self-assessment
- small group task(s)
- large group analyses

Who is the Prof?¹

Why is he teaching this course?

The Participants²

Introduction: write it down + be prepared to describe vocally

- who are you?
- how have you come to enroll in this class?
- where are you in your *learning journey*?
- what contribution(s) can you make (or can your peers expect from you) in this class?

¹ Refer to resume for more insights.

² Fill in next page and turn in to professor.

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Name: _____ E-Mail _____

who am I?

how have I come to enroll in this class?

where am I in my *learning journey*?

what contribution(s) can I make (or can my peers expect from me) in this class?

[**note:** turn this page in to prof]

II. TASKS BY WHICH OBJECTIVES MAY BE ACHIEVED (by *small groups*)

- a) MANDATORY...
- Presentations of the Chapters of the central text... In designated *teams* you will be given three (3) or four (4) chapters to review³, and with reference to other sources (including but not exclusively the materials *on reserve*), make an informative, interesting and innovative presentation to the full class & engage them in a discussion related to the validity of the approach you have taken... [maximum time — fifteen (15) minutes / minimum — ten (10) / first (1st) groups will present on Day Four (#4), second (2nd) group on Day Five (#5), third (3rd) group on Day Six (#6)]
 - Participation in *small group* and full-class *roundtable* discussions
 - Class attendance...
 - Other concepts as recommended by student participants...
- b) THE OPTION(S)...
- *Innovative Presentations* on aspects of leadership: *Innovative Presentation on subject of interest & relevance to Educational leaders: could be introducing a new board game OR a rubric of an ideal administrator; perhaps demonstrating a leadership portfolio incl. Q&A; maybe how to deal with a significant problem in classroom or staffroom; perhaps a panel looking at a unique case study; maybe showing a video with interactive class follow-up.* [Note: time can be negotiated depending on the number of people in the group and the nature of the innovation to be described.]

³

The themes will include: AA — *Introduction, Conclusion, A Story + Another Story*; BB — *History, Social Graces + Rewards*; CC — *Citizens, Governance + Leadership*; DD — *Learning, Practice + Mentors*; EE — *Teamwork, Communication + Diversity*; FF — *Technology, Change + Innovation*; GG — *Ethics, Busyness + Rights*; HH — *Words, Space + Time*

- *Role Plays* (or other dramatic moments) which portray key aspects of the subject: *EITHER a role play OR a debate on a hot topic or critical issue: it must be well-researched, it must try to explain at least two (2) sides to the issue; it must be persuasive & a LEARNING MOMENT for the class [it could be an interactive interpretation of a case study or a text].* [Note: time restrictions are definite: role play — between five (5) and eight (8) minutes / debate — between fifteen (15) and thirty (30) minutes & must have some degree of full audience participation within the final ten (10) minutes if the time exceeds twenty (20) minutes]
- Interviews with unique individual on their perspective on what they see leadership to be with a report back to the class: *These interviews with UNIQUE LEADERS can be either a live, in-classroom interview with the Guest OR a taped, recorded interview OR an interesting & educative presentation describing the interview.* [Note: maximum time for the presentation will be nine (9) minutes / minimum four (4); preferably six (6).]

Part A: *Small Group Analysis*
preferences... _____

Part B: *Full Class Preferential Ranking/Choices*
option(s)... _____

timing... _____

III. EVALUATION as a COMPONENT of LEADERSHIP

- Why should there be proportional weighting given to the marks/ratings we are evaluated by in this course?

- What should be the amount(s) given by Peers? Self? Professor?

- When should the evaluations be undertaken? points relate? And, what will be the impact for our course...?]

- FINAL DECISION (out of 100):

- Self → _____ %

- Peers → _____ %

- Prof → _____ %

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- IV. a) **ARE WE READY: Some *Self-Assessments*** [to be done as homework]
- Do I *really listen*?⁴
 - Am I a *too eager beaver*? [general personality type(s)]⁵
 - Where do my emotions fit re work? [*Emotional IQ*: based on our work place, i.e. where we are basically coming from!]⁶
 - What do I really think of myself? [*Self-esteem*]⁷
 - Is the choice worth it? [*a Risk-Taker*?]⁸
 - If it works, why not just do it? [*Machiavellian*...]⁹
 - An old *leadership* assessment...¹⁰

[note: fill in special scoring sheet in the package & turn in on Day Two (2)]

- b) **Let's Try Out Our Small Group Concept on some *Riddles*...**
- Small Group Analysis
 - Winning Response(s)

⁴ Use score sheet as provided...

⁵ Total your score on the seven (7) questions; multiply by three (3) — total of 120 or more indicates you are a hard-core **Type A**, less than 90 indicates a hard-core **Type B**. **A1 = 120+**, **A = 106-119**, **A2 = 100-105**, **B1 = 90-99**, **B = -90**

⁶ A score below 70 indicates very low EI but EI is improvable; as Dan Coleman, author of *Working With Emotional Intelligence* says: *Emotional Intelligence can be learned, and in fact we are each building it, in varying degrees, throughout life. It's sometimes called maturity. EQ is nothing more or less than a collection of tools that we can sharpen to help ensure our own survival.*

⁷ For items 3, 4, 5, 7, 11, 12, 13, 14, 19, 20 reverse the score (i.e. 5 = 1, 4 = 2, 2 = 4, 1 = 5) and then add the entire column of twenty (20) scores; the higher the score, the higher the degree of self-esteem.

⁸ These situations were based on a longer questionnaire. Your results are an indication of your general orientation toward risk rather than a precise measure. To calculate your risk-taking score, add up the chances you were willing to take and divide by four (4). (For any of the situations in which you would not take the risk, regardless of the probabilities, give yourself a 10.) The lower the number, the more risk-taking you are.

⁹ For items #2, 6, 7 & 8 reverse the scores (i.e. 5 = 1, 4 = 2, 2 = 4, 1 = 5) and then add all ten (10) responses together; higher the score, the more Machiavellian — national average is 25.

¹⁰ Use score sheet as provided...

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{complete this sheet & turn in...}

listening skill set(s)

TOTAL _____

general personality type(s)

TYPE _____

Emotional IQ

SCORE _____

Self-esteem

SCORE _____

Risk-Taker

SCORE _____

Machiavellian...

SCORE _____

old *leadership* assessment...

- *Dimension Score:* Task _____
Relationship _____
Effectiveness _____

- *Style Profile:* Dominant Style(s) [11 & over]

Supporting Style(s) [10]

- *Style Synthesis:* Final Style — _____

V. ANALYSING & PRACTISING LEADERSHIP...

a) Our **First Panel**...

A Dean — a former Dean — people who have been fired — people who have dismissed others...people who have had people look up to them... What really is this thing called being a dynamic leader?

Presentation

The Conversation

b) *Someone else's Attempt at it...*

i) **Reflecting on Ms. Nielson's paper, in your small group come to consensus on the following points/questions...**

[one group will be designated to develop the pro position, the other will develop the counter position]

Review the *draft paper* (along with the copy of her overheads that she used for her oral exam) prepared by a Ms. Anna Nielson as part of her efforts to obtain an M.Ed. from UVIC last spring. Ms. Nielson came to Canada from Bulgaria (where she was an outstanding educator with both a Bachelor's & Master's degree) and for a number of years worked in a variety of immigrant-oriented social service and training organizations. When she tried to move into mainstream academia, she was told her degrees were not recognized, that she would have to return to school and get a Canadian degree. The irony is that as soon as she was awarded her M.Ed. she was able to add her other two (2) degrees to her official resume & title (and was invited to co-teach a course at Concordia University College of Alberta).

Note: The purpose of assessing this paper is not to empathize with Ms. Nielson's plight but rather to:

- analyse her perspective on the problems with ESL (English as a Second Language) — does it make sense?

- determine the validity of the *paradigm shift* she advocates:

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- does the fact that she has lived through the experience both personally and in the case of her daughter (who came to Canada as a high school student) makes her position more or less credible, in an *applicability* sense?

- determine how you would present your findings most effectively to your peers (here in the course) and to the Minister of Education (given that new efforts are being launched in the area of literacy) — prepare to present to the large group!!

ii) **Reflecting on the proposed BSED Degree Program come to consensus on the following points/questions...**

Review the *draft paper* that has been prepared for a special committee which has recommended that the program be approved — however the program has not yet been approved by the Faculty of Arts where it was suggested by some that the program be located (as some argue it is too racist, others argue they already overburdened with programs, ser vices & attached special projects).. There are some who suggest that it should be housed in the School of Business (due primarily to its economic development emphasis) while others would see it as a *stand alone* program so that it can more properly draw on the resources of other Faculties & Schools (especially Education & Nursing).

[one group will be designated to develop the pro position, the other will develop the counter position]

Note: The purpose of analysing this paper is not to accept it carte blanche but rather to assume a leadership role and analyse its merits and even suggest where you think it should be located (or under who's leadership it could be placed).

- analyse the perspective being taken in terms of the nature of the target student—
it what ways does it make sense? & in what ways does it raise concerns?

- determine the validity of the *cohort & related scheduling concepts* being
advocated...

- how would you ensure that the Faculty of Education’s role is both effective and
efficient regarding the implementation of this proposal?

- determine how you would present your findings most effectively to your peers
(here in the course) and to the Minister of Education (given that new efforts are
being launched in the area of literacy) — prepare to present to the large group!!

FULL CLASS

i) PRO _____

COUNTER _____

Roundtable discussion...

ii) PRO _____

COUNTER _____

Roundtable discussion...

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c) **CASE STUDY #3: Let's Call a Meeting...**

- Small Group Analysis PART I: gather in your designated group — answer the questions as provided...
- Multi-Group Analysis PART II: join other small groups as follows:
 - a) MTG-1+MTG-4+MTG-7
 - b) MTG-2+MTG-5+MTG-8
 - c) MTG-3+MTG-6+MTG-9Come to a consensus on how this case should have been handed.
[within each triad, appoint one (1) participant to be *recorder/observer*]
- Full Group Presentations/Discussions: *How did leadership unfold?*

a) _____

b) _____

c) _____

Recorders observations _____

ANALYSING & PRACTISING LEADERSHIP (cont'd)..

d) The CORPORATE CONTEXT: *In Good Company*

- Identify three (3) significant & *good* leaders in this story, and explain why they are leadership types (relate to at least one (1) aspects of Chartier's book):

- Identify at least one (1) significant but less than *good* leaders in this story, and explain where the individual fails as a leadership type (relate to at least one (1) aspects of Chartier's book):

- Identify three (3) key support people that are worth cultivating so as to make leadership easier (validate with reference to other sources):

- Explain three (3) key things to be learned about effective leadership from this story:

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- Who do *you identify with most* in this story AND why?

- Where does group *followership* have most impact? (Identify who comprises the group & why this setting/context seems so significant...)

- Discuss the relevance of this story to the educational context we are a part of with reference to those places where this story could be helpful and those situations where it may not be all that useful. Explain your feelings as to where this film should be shown to *principal &/or staff meetings* in PEI's education system:

Meet in your designated *small groups* and prepare your responses for a full-class *crossfire*...

CROSSFIRE (next class)...

VI. OTHERS' PERSPECTIVES ON LEADERSHIP...

- a) Another Special Guest...*Ms Jeanette MacAulay***
*Former provincial Deputy Minister of several ministries and now Director of LifeLong Learning here at UPEI, a wife & mother and **energy personified...***

Presentation

The Conversation

b) CROSSFIRE on *IN GOOD COMPANY*...

To initiate the *crossfire* we will hear from the following groups regarding the first (1st) point

To move the *crossfire* forward we will hear from the following groups regarding the second (2nd) point

To further the *crossfire* we will hear from the following groups regarding the third (3rd) point

What else can be contributed as to the remainder of the points...and does any of this fit with the conversation we had with our guest...?

c) Our Next Guest(s)...

A retired rural Ontario principal, special education innovator and participant in a unique Aboriginal education venture in B.C. — Ms Georgiena Boyle has recently returned from a special teaching assignment in Japan. And (hopefully) an adult education official from Nova Scotia Community College, former Kindergarten innovator (from the same Aboriginal venture) as well as adult educational leader in B.C. and former social work manager from Alberta — Ms. Sylvia Francis is far from retired!

Presentation

The Conversation

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d) Examining *Bureaucratically Incorrect*...

Our current task is to figure out what **Bob Chartier’s Book *Bureaucratically Incorrect: Letters to a Young Public Servant*** actually can tell us about **leadership**... We are attempting to learn from each other, so questions are appropriate at the conclusion of each presentation — moreover these questions can be directed to or from the presenters, and after a question has been raised, it is also possible that subsequent *crossfire* questions between listeners may be initiated.

- **Group AA** Introduction, Conclusion + Chapters Five (5) & Fifteen (15)

- **Group CC** Chapters Two (2), Three (3) & Eight (8)

- **Group HH** Chapters Seventeen (17), Eighteen (18) & Time (21)

- **Group EE** Chapters Six (6), Nine (9) & Nineteen (19)

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e) Further examination of *Bureaucratically Incorrect...*

Our current task is to figure out what **Bob Chartier's Book *Bureaucratically Incorrect: Letters to a Young Public Servant*** actually can tell us about **leadership...** We are attempting to learn from each other, so questions are appropriate at the conclusion of each presentation — moreover these questions can be directed to or from the presenters, and after a question has been raised, it is also possible that subsequent *crossfire* questions between listeners may be initiated.

- **Group FF** Chapters Seven (7), Ten (10 & Eleven (11))

- **Group GG** Chapters Fourteen (14), Busyness (16) & Twenty-Two (22)

- **Group BB** Chapters One (1), Twelve (12) & Thirteen (13)

- **Group DD** Chapters Four (4), Twenty (20) & Twenty-Three (23)

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- f) **An interlude with the prof: *What kind of a conversation can we have now...? and Can we successfully demonstrate some leadership ourselves?***

Having reached the two-thirds (2/3's) point in the course, are there some questions that we need answered or insights we would like to discuss or maybe challenges we would like to raise with G.W.S.? This will be an *open-season roundtable* or what they used to call a ***bear pit session***... no question will be censored, although not all questions may receive the same lengthy answer... Firstly however, in our small groupings based on our Emotional IQ¹¹ and prepare brief responses to these thoughts, questions, requests for feedback...

- How are we feeling to this point?
What do we feel we have learned? Are we more skilled / comfortable / knowledgeable?

To what degree are we more comfortable dealing with the challenges of leadership? What about dealing with the people in the groups we are supposed to lead?

- Where have our skill sets improved? Why do we think this has happened?

¹¹ Refer to Addendum A, page 4 of 4.

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What might we still be missing?

- To what extent do we think we have been making progress? Prepare an interim assessment on three (3) highlights of the course so far...

+

One (1) area that we still need to work on (or perhaps overcome some regression we've allowed to happen)

CROSSFIRES & Roundtables...

VII. IDEALISM & LEADERSHIP — An OXYMORON?

a) *Viewing of the documentary: American Idealist — The Sargent Shriver Story*

Step One (1) — As you view the story, make personal notes (completing them for *homework* in time for next class).

As you view the story, *what is that seems to drive Sargent Shriver to do what he does? Is he an idealist? And if so, what does that really mean? Is he a good leader? And if so, in what way(s)?*

- What is the significance of the phone call re *Martin Luther King* and the *1960 U.S. election*? Is this a sign of leadership or of political madness (i.e. desire for influence)?

- What is meant when it is said he is not only practising *social justice*, he is modelling it?

- There is considerable attention given to the influence of the home, and particularly his mother...

- What are the really significant moments? & why?
- What is the irony of all this?

- Discuss the impact of war on Shriver’s approach to leadership...

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- How does his taking on the *Peace Corps* fit with this?
- And how & why does he differentiate between the *Peace Corps* and *internships*?

- Why does Shriver talk about the **foremost ideal** to be *service*? Is leadership primarily an act of service or is it more genetically inspired?

- Review the following aspects of the Shriver story as examples of his approach to leadership:

- How much did his emphasis on human respect & dignity influence his leadership style viz. winning the war on poverty?

- In the development of *VISTA*, *HeadStart*, etc., what was/is *Community Action (CA)* and how does this reflect upon his approach to leadership?

- Could the same aspects of leadership work in Canada today? (e.g. in dealing with the Aboriginal world?) Explain:

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- And how does his commitment to leadership connect to the *politics of service*?

- From the perspective of leadership, what is the significance of *turning to the Law*?

- In the budget fiasco where Congress permitted the lapsing of OEO \$\$, should Shriver have resigned? Explain:

- Why did Shriver take the Ambassadorship re France in 1968, *the darkest year in U.S. history*? Was this a cop-out as a leader?

- Several years later, in 1976, he is analysed to be *out of step with the times* and his **motivation** is not *cutthroat* enough...

- just what does this mean?
- does it help us in our interpretation of *leadership vs. idealism*?

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- Why do you think he became so involved in the *Special Olympics* program? And, what was the significance of this decision in terms of his approach to leadership?

- In conclusion:

- Did he win? (In others words, was he a good leader?) Explain:

- Was/is he a leading idealist? And what does your answer mean? (In others words...) Analyse:

- To what degree was/is he an ethical human?

Step Two (2) — In your designated *small group*, develop a consensus position on these questions... [refer to *Addendum A*, page 4 of 4]

Step Three (3) — Full-class *ROUNDTABLE*...

- b) Special Prof & Special Guest...Ms Jennifer Cairns-Burke + Verna Bruce**
Ms Cairns-Burke is a former student of Dr. Sinclair's, taking two (2) courses in Ethical Reasoning while completing her M.Ed. at UPEI in 2008; she has since gone on to be his Teaching Associate while maintaining a full-time position with the Government of Prince Edward Island.

Ms. Bruce is a former provincial Deputy Minister of several ministries as well as federal Associate Deputy Minister of Veterans' Affairs; she remains recognized as an early female leader on the Island, who broke through several glass partitions during her long career as a public servant — now retired and living in Charlottetown.

Presentation

The Conversation

c) *ROUNDTABLE on AMERICAN IDEALIST...*]

To initiate the *ROUNDTABLE* we will hear from the following groups regarding the first (1st) four (4) bullets on page twenty-six (26)

To move the discussion forward as to the next four (4) bullets on page twenty-seven (27) we will hear from the following groups regarding these points

Now let's hear from each of you, as we move around the table...going through the remaining points, questions or suggestions...

VIII. LEADING SOMETIMES REQUIRES PLANNING?

There are five (5) key questions for any organization to answer as it thinks strategically about future organizational life & work. These are:

- What does law & society require of the corporation/institution/organization?¹²

- What should the mission of this organization be?¹³

- What are the major strategic issues facing this organization?¹⁴

- What new conditions, trends & realities are facing this organization that will impact on its life, work & mission?¹⁵

- What vision does this corporation have of itself ten (10) years from now? What should be the characteristics for the organization to achieve under its leaders?¹⁶

¹² This question identifies the mandate of the organization. Behind it are several important assumptions. Among them are a) there is always a *highest authority* which imposes imperatives on the organization, b) many of the imperatives are hidden — a part of the landscape in our society & culture, c) violation of these imperatives will imperil the very life of the organization, d) even voluntary organizations & interest groups have a membership that imposes requirements on its leadership & will hold it accountable — sooner or later.

¹³ It is of fundamental importance that every organization recognize the nature of its *business*: what should characterize the life & work of *your* organization? The mission statement should be relative brief — but memorable + descriptive of its *true business* & suggestive of the most important directions for the future.

¹⁴ *Strategic* are matters of concern facing the organization that are *long-term, persistent & fundamental* — they are NOT issues relating to the daily operation of the group (as important as those may be)

¹⁵ This asks participants to reflect upon *change* — the more analytical & reflective an organization can become, the more responsive it can be to emerging needs for innovation or changes in existing policies & procedures.

¹⁶ This requires the creative efforts of the participants who should be encouraged to develop brief descriptions of new & ideal situations for the organization in the next five (5) to ten (10) years going forward.

IX. LEADING SOMETIMES REQUIRES REFLECTION?

To wrap up our discussions I thought we should reflect one (1) last time on what kind of a world we live in when we aren't always sure who is leading who and what the rules are for who ought to lead who... So we are going to play a little game — *StarPower* — and you are going to be divided into three approximately equal groups based primarily on the results of the *general personality type(s)*. For convenience, the names of the groups are *squares, circles & triangles...* Once designated, you are to make a copy of the symbol of the group you are in & pin it on your chest and then join your colleagues in the appropriate grouping of chairs.

To start, each of you will get five (5) chips. This is a game about trading & bargaining. At the conclusion, *the three (3) persons with the highest scores will be declared the winners.*

SCORING SYSTEM IS AS FOLLOWS:

- every **star-labelled** chip is worth **eighty (80)** points
- every **diamond-labelled** chip is worth **twenty-five (25)** points
- every **red** chip is worth **fifteen (15)** points
- every **white** chip is worth **ten (10)** points
- every **blue** chip is worth **five (5)** points

Additional point are given for collecting chips of the same colour...

- **five (5) chips** of the same colour are worth **twenty-five (25)** points
- **four (4) chips** of the same colour are worth **fifteen (15)** points
- **three (3) chips** of the same colour are worth **ten (10)** points
- *no extra points are given for two (2) chips of the same colour*

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The BARGAINING/TRADING RULES...

- participants have ten (10) minutes to improve one's score...
- improvement in scores comes about by trading advantageously with other squares, circles & triangles...
- only one (1) for one (1) trades are legal — two (2) for one (1) or any other combination are illegal
- participants must be holding hands to effect a trade
- once a participant touches the hand of another participant a chip of unequal value or colour must be traded — if a couple cannot consummate a trade, they have to hold hands for the entire ten (10) minute trading session
- there is NO talking UNLESS hands are touching
- persons with folded arms do not have to trade with other persons...
- ALL Chips should be HIDDEN — **this rule will be strictly enforced**
- *there may be the necessity to amend/augment these rules at some point...*

LET THE TRADING BEGIN...

Preparing for our Finals!!

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X. *The FINALISTS:*

Group JJJ's Theme _____

The Evaluation Process...

- *peer review* (complete appropriate form & turn in)

Group ZZZ's Theme _____

The Evaluation Process...

- OFFICIAL UPEI *Prof Evaluation* (complete appropriate form & turn in)

Group YYY's Theme _____

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Group TTT's Theme _____

Group WWW's Theme _____

The Evaluation Process...

- *self assessment* (complete appropriate form & turn in)

Group MMM's Theme _____

The Evaluation Process...

- *course critique* (complete appropriate form & turn in)

