

EDUCATION LEADERSHIP (EDUC 615)
COURSE CRITIQUE

Part One:

Considering these individual aspects of the course, comment &/or rate their usefulness within the context of this program...

- The course had three (3) objectives. Discuss the degree to which these were met from your perspective / to your well-being as a leader...
 - **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**

COMMENTS:

- a) I feel that I had plenty of opportunity to determine & take part in what reflective practice is all about / it was useful & valuable learning opportunities
- b) I found the opportunities of reflective practice valuable & evidently a powerful role of leadership
- c) working in different groups each week allowed me to practice my own leadership skills with others & just as importantly, to observe others leadership skills
- good leaders are reflective & make changes accordingly; this course demonstrated the power of reflection & how important it is to be a good leader in a variety of different leadership roles / feedback from people with whom one leads is crucial, whether it's your students or a team — a good leader reflects upon this feedback & tries to create an environment that is better & more effective from this feedback
- a) not only did the course offer opportunities to explore & determine what reflective practice is, but also offered authentic opportunities to engage in reflective practice
- b) by design, the course offered individual interpretation through reflective practice / many perspectives/elements/approaches of leadership were addressed
- c) the course left me better prepared to respond to the many challenges faced in leadership roles

- I think this course allowed me to reflect on what leadership is, what a good leader needs & look at my own practices / through discussions & group work we had the opportunity to see other people's beliefs & perspectives about leadership & were able to learn from others / I liked the book & opportunity to hear Bob talk about his experiences
- the activities, speakers & videos help me to examine my practices & reflect on how I dealt, or viewed, issues or problems I experienced
- a) I think all of us have been given this opportunity to do reflective practice through out the course
b) we all tried to apply different approaches to making reflective practice relevant to the role of leadership
c) Mr. Sinclair has given us the confidence to determine the effectiveness in the positive manner
- I believe we met the objectives through the use of guest speakers & the analysis of different leadership styles in the movies / I feel that there should be more opportunity to share/apply what we have learned to our own situations (i.e. in an in-basket sort of format)
- [we met all three] — guest speakers gave a good condensed version of how they *became* who they are — sometimes we as students could relate & this gave us an idea of how we could incorporate effective practice into our careers / again, through group discussion we could share ideas of how we can use reflective practice in our roles as leaders / case studies helped us deal with potential challenges — also listening to guest speakers / *American Idealist* REALLY MADE ME THINK, REFLECT & EVALUATE my career
- Glenn, I must reflect now on our final group presentation that was, in my opinion, a complete bust / I had difficulty maintaining a presenter vs. life-debater role / for some reason I felt the need to *protect* & not directly challenge (the other's) views as I struggled with someone expressing their personal views / I chose to *wing it* & regret having done so — I learned that reflective practice implies taking time to prepare

- I believe all three (3) objectives were met / the guest speakers allowed the class to see first hand what reflective practice was all about / the guest speakers reflected on their own leadership style & philosophies and shared them with the class / having the opportunity to reflect on the chapters in the book & then present them to the class using our own interpretations helped accomplish objective two (2) / small group & large group discussions helped meet objective three (3)
- with the small group discussions, I found we engaged in reflective practice in each class / we had a very diverse group of professionals (administration, nurses, etc.) which led to a lot of interesting conversations & brought different scopes to the discussions
- a) a lot of opportunities for reflection, especially with guest speakers
b) approaches could have had more exposure to interpretations came out loud & clear
c) would have liked to had more responses from some of the quiet students
- reflective practice within this course was mostly about what others do or have done to be successful or unsuccessful leaders / if this was the goal then these objectives were met
- a) I feel we had ample opportunities to reflect: the small group sessions allowed me to explore my own beliefs & ideals and learn from others
b) I enjoyed the different viewpoints to various situations that we reflected on — *In Good Company* & the *Let's Call a Meeting* case study really allowed me to see many sides to the story instead of the single view I usually have
c) I feel that there was a wide variety of responses which enabled participants to really think outside their comfort level
- the course challenged me to think a bit deeper about my role as an educational leader / it allowed me time to consider some of the challenges I have faced as an ed. leader & how I may have handled the situation differently
- excellent examples in determining what reflective practice is all about / the self-evaluation forms were very useful / participant responses were also very useful — it was beneficial to see it placed in a different context, as well as seeing the differences when applying the situation to the private or public sector / the only thing I would have found more useful would be more comments/feedback from Glenn

- a) lots of opportunity to reflect & to determine the meaning of reflective practice
- b) there were lots of opportunities for application
- c) with such a wide variety of responses; most, if not all challenges were met & overcome by the abundance of knowledge in the classroom
- well done / excellent / great job!
- all small group/large group work gave us ample opportunities to reflect on our practice & what it is all about / the presentations par peers & guests allowed one to take responsibility for one's learning & to incorporate reflective practice as a norm of leadership / the challenges were met with creativity and *fun while learning*
- in my opinion, the three (3) objectives for leadership were met: once again the group discussion & the round table discussions were valuable to me; as you grow more comfortable within a group the more you are wanting to share ideas, concerns & opinions / there were all kinds of opportunities throughout the course to reflect on our own leadership styles as well as others in the group
- the three (3) objectives were all met by me in this course: being able to listen, question, explore & then reflect on one's own practice was great in this course & enjoyable / the challenges & questions brought forward by my peers & the presenters were all thought-provoking
- this was a course in which *1st hand* really meant *1st hand* — I felt that there couldn't have been a more effective way to bring out an awareness of & approach in reflective practice
- the guest speakers & movies provided multiple perspectives & insights into leadership experiences, highs, & lows — much to ponder, delivered in a way no text or lecture ever could; so first two (2) objectives were well & truly covered / third (3rd) would some role-playing have been a valuable addition? yes, I believe so...a degree of having to *think on your feet* would model the real world

- reflective practice, self-evaluation, evaluation, feedback, **pay attention!** all necessary for an effective leader / the course provided many opportunities, should you take them, for people to apply learning to self / I expect for some this is easier than for others: could be age & stage in life, age & stage in career

- What are your thoughts about the value of using *small group & team* sessions?
 - I really like small group & team sessions — I would have liked an understanding of the groupings: how did you use our profiles when establishing groups?
 - invaluable in a course like this — not only for a change of pace, but to get as wide a spectrum of ideas & opinions in the time available...
 - as a language teacher, I feel that small groups & teams are necessary to any real learning experience, because they bring out the active construction of knowledge in each student
 - these sessions are a very powerful tool: much knowledge, approaches to problem-solving & how to deal with the many different personalities in a class were all powerful tools in this learning experience
 - very valuable in my opinion: I find I am using these methods in the classroom — sharing ideas is a very valuable learning tool
 - great format: people can feel more comfortable sharing in a small group & team sessions are an excellent way to build a community in the cohort
 - the small groups were effective; however, I wondered about the same content again
 - I enjoyed both small groups & team sessions / everyone has to contribute & you get interaction with one another that you would not normally get
 - the small group & team sessions were an excellent opportunity to hear thoughts & ideas from a number of different backgrounds
 - I find small group & team discussions/presentations a little difficult — I'm not very comfortable with groups of people (little shy); plus, I find one (1) or two (2) people end up doing all the work
 - I always enjoy a healthy group discussion...it allowed us to get to know the other members of the class & to learn from the collective experience of the group rather than the perspective of only the prof

- I enjoyed the small group sessions a great deal; however, sometimes discussing in small groups, then discussing again in a large group felt like overkill
- small groups & team sessions are useful for quieter students & helpful for encouraging everyone to share ideas
- found that sometimes issues were *talked to death* — make small group time quicker & team the same amount of time
- small groups are wonderful / there are some people in the class that did not feel comfortable speaking out in the large group, but had great thoughts & ideas in the small groups
- I think using small group & team sessions is invaluable: it allows people to discuss issues with many different individuals & diverse viewpoints / we are forced (in a great way) to work with people we may not normally gravitate to (much like in leadership roles) — it allows for everyone to voice their opinions & be heard
- excellent process, given the quality of peers in this class!
- very valuable — especially because we were given (in-class) time to discuss & put things together — considering our geographic locations from west —> east PEI, this was very helpful
- this is an excellent way to get to know the strengths of the individuals in our class / you don't always see that in a large group setting; absolutely necessary for good discussion
- it was the most effective approach specially when we were in small groups we tried to overcome our difficulties & bring forth our views about different aspects
- I am not a big fan of small group work because it forces me to participate rather than listening to the viewpoints of others; however, the group members I worked with were great people & made it easier for me
- I enjoyed the small group team work session / there was always lots of discussion points-of-view — disagreements & agreements / I had the chance to work with some great people, all interested in doing the best job, have fun & provide our class with some learning & chance for discussion

- a balanced approach allows opportunities for individual strengths & contributions to surface / varying the groups allowed me to encounter a variety of interesting perspectives / a good idea to use various personality inventories for grouping — effective grouping is a big challenge in education, both in the classroom & in a leadership role...
 - these were beneficial because you get to hear from a variety of people — their ideas, opinions & being an active listener / it also gives you a chance to verbalize your opinions in a non-threatening environment
 - I enjoy the small group & team sessions — it is during these sessions that I learn a lot & have the opportunity to share my thoughts & opinions / the dynamics of the small groups were always varied & very interesting to be a part of...
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- What are your thoughts about the value of having the final evaluation **group presentations** on *Leadership* instead of a written paper? And, to what extent did these help you understand *aspects of leadership*?
 - I, hands down, learned more about leadership through preparing my group presentation than I would have had I written a paper
 - writing a paper is an isolating experience & does not allow one to practice leadership: working together in groups we had to collaborate, listen, discuss, make decisions, cooperate, reflect, revise, laugh & reach a consensus — I feel the group work valuable
 - the final presentation allowed me to synthesize my knowledge from a more holistic, integrated perspective / they also allowed me to learn from my colleagues which otherwise wouldn't happen unless the papers were shared / also, group presentations allowed me the opportunity to apply leadership skills throughout the preparation, planning, organization, learning & presenting phases

- I think the use of a group presentation is an excellent way to present your learning in a meaningful way — we had the chance to choose our members which helped when meeting / all of us came with many ideas of leadership & to present it (our beliefs) to the group: in written form I feel I would have only written about ideas on leadership but with a presentation, we could be imaginative in how we presented our ideas —> lots of work but worthwhile (we hope), we worked as a team & brought our learning to the group
- not liking groupwork, I would have preferred doing a paper — in saying this, I enjoyed working with my group but found meeting with them outside of class a challenge because I am a full-time Master's student with three (3) evenings committed to classes & the fourth (4th) evening to volunteering at our youth group
- it is the best type to be assessed; while preparing our final evaluation presentation, we have seen how we have developed our understanding about subjects
- it forced us to examine first (1st) what we have learned, and second (2nd) how to apply that learning to deepen the experience
- was great — we all know how to write papers by now, so it was rather refreshing to show our learning a different way without having to worry about APA & other technicalities; thoroughly enjoyed them — all were unique & were thoughtful displays of aspects of leadership
- we have discussed serious topics throughout the semester & presentations — I favour the *dialogue* inherent to small group work
- group presentations are more beneficial; the final *product* is shared among all class members providing everyone to learn from the hard work & effort of their peers / written papers are shared only with the prof; working in teams to produce a final presentation allows for colleagues to share their own thoughts, opinions & research therefore deepening the experience
- I believe a presentation is a better way of getting our thoughts & ideas out there / I can learn from others presenting where I wouldn't have that opportunity with a paper
- VERY MUCH LIKE!! we get to hear what others learned in their journey & I hope I will learn even more on the last two (2) nights

- I am excited about the presentations because it allows the class to share what leadership means to us personally, which we really haven't had time to do
- liked the final group presentation but would have liked some written assignments/reflections during course / this would have enable the professor to learn about more students within class rather than only the vocal ones
- by modelling effective leadership, we are more likely to practice effective leadership...the group presentations gave us the opportunity to explore leadership as a group & try to highlight our strengths
- I don't think it was fair to have to do both assignments as an oral presentation; I don't think it added any value or increased my knowledge of the aspects of leadership by doing a presentation
- it is an opportunity to put into practice what has been acquired throughout the duration of instruction — this process thoroughly helped in the understanding of various aspects of leadership as you were able to witness a lot during the presentation
- I would much rather, and find much more beneficial, doing the group presentation for the final evaluation: the whole exercise was teamwork & leadership, working together, cooperation & good communication...developing and polishing the final product...excellent :)
- it was food, we still worked hard — lots of practice working in group dynamics; found research just in a different way
- preparing for group presentations on leadership allows one to put into practice those skills that have been developed throughout the course
- I much rather group presentations over a written paper — learning to work together collaboratively & sharing ideas to me is much more valuable & I will remember this more than writing a paper
- high value here! working & discussing ideas within a small group was refreshing / I, personally learn better when I interact with others as opposed to sitting in a quiet room researching & drafting a paper in solitude / aspects of leadership comes through with organizing the event, performing & the presenting/discussion that follows
- in a paper I might have got down to details & I might have been able to spell those out — by getting really serious about my group-work, I had the better chance to develop an overall sense of direct participation

- as leadership is a **practice**, something one **does**, a paper simply would not **gel** with the concept / something active is a far better fit, and our presentation (which involved feedback from far-flung leaders) was informative & fitting in a way that a paper just **couldn't** equal
- excellent! our group worked hard to cover the key concepts & doing this in a small amount of time, in a non-traditional way is difficult — to succeed, you must know what you want to say: no room, no time to *fluff it out*

- Discuss your reflections as to the value of extended-length films as learning moments in the course?
 - love this idea — wish we had done more of this / reflecting a full-length film gives me the chance to see things such as leadership in action, on screen — reflecting this with my peers afterwards was an enjoyable, learning experience
 - I thought the films were great illustrations of leadership in different environments / these films demonstrated that leadership can be generic term — a good leader can lead well if they have qualities of a good leader / watching the movies in class was uncomfortable & I would rather watched them at home
 - great variety: different perspectives deepened my understanding of the aspects of leadership / *Sargent Shriver* — a must see!! excellent guiding questions; they helped me focus my attention on the leadership aspects / left a lasting impact
 - the movies were worthwhile; however, due to time limits, we had to only to watch the film & had to wait to discuss at a later time / I think it might work if we watched the full-length movies before coming to class or have a few classes on a Saturday or start earlier in the evening if possible
 - I think they work well because they give you better depth to a person's personality than clips
 - I really enjoyed it; sometimes we gain more by watching & observing things & I think, I have gained a lot
 - I feel that the films were useful & relevant, but discussion needs to occur right after, not the following week when it is not fresh in your mind

- they were great — wonderful fodder for discussion / *American Idealist* — best movie I've seen in a long, long time, wish I could see it again, powerfully moving / I like the one with Dennis Quaid too — I saw it before class, therefore saw it 2X & I found that very helpful
- given the three (3) hour span, full-length films did not work (save for *Sargent Shriver: An American Idealist*) — perhaps it may have as much to do with the selected films themselves — much preferred the learning moment from *Critical Pedagogy* this past summer
- extended-length films are a great tool; it allows for everyone to view a situation from the same vantage point (audience) & using our own perspectives discuss critically (the characters are all fictional so we can be honest & not worry about the repercussions) the events that occurred / in addition movies develop characters, the motives, etc... in a short amount of time so it is easy to identify their leadership styles
- I loved the Shriver movie — I recommended that movie to other faculty / the other movie *In Good Company* I had watched already before class
- class time not long enough for this type of learning — a thirty (30) minute / one (1) hour film is more suited: I wish we had discussed the questions right after the film; sometimes it was too long between viewing & discussion
- films are okay, but would have rather watched ahead of time or have in-class films that are less than one (1) hour
- I was always a fan of film in your courses because it allows the entire class to share the characters experiences on an equal level — we can identify with the characters from a personal standpoint, but we have all viewed the same circumstances of the characters
- as much as I saw the relevance of the movie, *In Good Company*, to sit through it in class was difficult at best — I've watched more thought-provoking films, in a more comfortable environment, with *popcorn & fixins* for less money; as a homework assignment, followed by a brief discussion...ok / loved the other films/movies/videos that were shown & found them to be quite relevant
- good idea showing full-length films / it provided/showed learning & leadership in a different perspective — it would have helped to review the film first prior to class

- I, personally, saw tremendous value in the films that were presented in class; they depicted various aspects of leadership, both positive & negative — and they certainly helped in broadening my own personal philosophy of leadership
- I enjoy the films — we are able to critique the actors, without hurting any **real** people's feelings or ideas or comments...
- I felt that with the exception of Shriver, we could have watched *In Good Company* on our own time
- the discussions that followed were extremely valuable / assign or have on loan at least two (2) of the films to be viewed on one's own time
- the discussions as well as the guided questions were very valuable as learning moments throughout the course / once again, I am starting to use this pedagogy within my teaching / very much enjoyed the *Sargent Shriver* story — I took away a lot from that documentary
- I found the films very powerful, especially when they were followed up by discussion — areas or topics that were missed by the observer were re-focused with discussion: our cohort seems to me, to be a powerful discussion group / the videos provoked both thought & reflection on leadership
- given the choice of films & guiding questions, I think that these learning moments had more to offer than I would have expected; I remember the films we'd watch when I was a kid in school, but often as daydreaming time — understanding what kind of discussion will follow is key in making the difference
- again, for variety (both in instruction **and** perspective) an absolute mus — especially enjoyed *Sargent Shriver* / however for a three (3) hour class it's not possible to have an in-depth discussion afterwards: so either lengthening classes or asking that movies be previewed at home are possible options / I'd still be in favour of keeping movies **in** class, though... I'd miss group dynamics/reactions — what's the point of watching a movie alone, anyway?

- well, I like them; the selection was excellent as well — I wish I could have watched Schriver at home but I couldn't get it anywhere, unless I bought it; but it was the time then to bring it in — I only suggest that time to watch at home & have discussion in class worked really well / I would suggest keeping the viewing & discussions closer together — by this I mean there were few activities where when we first got together in group & then actually discussed, time was lost — when this happened, I found the conversations weren't as rich — too much time *catching back up!!*

- Reflecting on the value of using guest speakers as learning moments in the course give one (1) idea/concept/advice that you learned from each...
 - Verna Bruce –
 - surrounding yourself with people who are positive & who are good at the things you are not good at
 - the importance of enabling others to do things / understanding what will challenge people / recognizing that everybody can contribute to the team (different contributions)
 - she mentioned a few different things: the use of effective delegation; you need to know what they can handle + you also at times need to lead but still realize the need of expertise behind you / give opportunities for others to show what they can do, the importance of balance between work & home — team building is important
 - situation leadership: how you lead people will be based on what you need & will change; make sure you surround yourself with experts & to ask questions; something boring to me may be a challenge to someone else
 - she is a great leader with a lot of experience / the advice that I got from her is that we should be ready to learn even from the worst situations
 - learn from, but do not stay in a negative environment too long
 - pick your mountain to die on wisely
 - I found it very comforting when she discussed how leaders don't know it all & it's ok to say you don't & to seek the advice from trustworthy colleagues; I really liked her comment about anybody can lead the stars, so the best measure of our leadership skills is based on the worst person on the team

- find a good balance between home & work life / you can have a successful career & family
- very smart lady: I liked her thought how she never set out to be a leader but she found herself in leadership roles
- bring expertise to you if you don't have it
- advice I learned from Ms. Bruce was to never be afraid to be the first, or to fight for what you want
- don't feel unique or out of place — with the right desire & determination you can achieve the goals that you have set out for yourself
- you don't need to be the loudest persons in the room to be an effective leader
- situational leadership: lead changes depending on the type of person, i.e. older, younger...it is extremely important to get to know the people you're leading as this will help you lead
- handling personal life & work (priorities)
- bring in the experts, not always chosen / balance being a single mom & working
- understand what will challenge another person / don't be afraid to ask for advice
- former provincial deputy minister: to have a good balance between listening & talking / team-building / measure your success on making a difference to the most difficult people you work with
- had a skill set to be a leader & took on a portfolio that could be run with her skills / as a leader she knew to bring in experts in the field to help her run the department she was in / she was able to make some difficult leadership decisions
- autobiography is also leadership
- choose your *battles to fight/hills to die on* wisely! / don't try to fight 'em all!
- great, keep her coming / talked about her learning & the application

- Jeannette MacAulay –
- create balance between work & home
- it's about knowing what you are good at & sounding yourself with people who are good at those things / have someone to confide in and trust & relate
- the importance of self-awareness; both strengths & weaknesses / de-mystifying the military model of leadership: leading from the front, power, authority, entitlements — sometimes the public is not ready to accept innovative ideas &/or change (e.g. Health Care reform)
- it is important to know yourself — to understand your leadership philosophy; you need to empower people, develop teams
- you can't go any faster than the people you are working with / understand your own leadership philosophy: leadership is never about you but what difference you're trying to make, the support you provide
- for me I thought the family should be given the rightful place, as I have learned from her
- one (1) thing that she had said was that you *land jobs because you work hard and not to be too deliberate about your plans* — these were common-sense ideas that I had not heard verbalized before
- too much time was spent away from home — don't forget to create *balance*
- like Sean Casey & Dean Kurial, I recall from Jeanette's presentation the change in career path
- I liked her description of myths around leadership including that leaders are rare, leaders lead from the front & leaders have power & authority: the warning that collaboration can be seen as not being able to make up your own mind — you need to find a balance between collaboration & making your own decisions as a leader / leadership is lonely & difficult but rewarding
- with a strong work ethic, career opportunities will emerge / leadership is a basic trait in some
- she said we need courage & authentic motivation: it can be lonely, difficult but rewarding — good advice!
- don't forget about your family / it is important to refresh yourself by putting yourself in various leadership roles / moving laterally is just as good as moving up the ladder

- don't be shocked if the job you thought you always wanted is not what you expected
- I learned that you must be willing to make sacrifices if it is something worth fighting for
- leadership isn't about *me* — it's about the differences I'm trying to make & it's about other people / need to show authentic motivation
- a career doesn't need to begin & end in one (1) place — don't be afraid to test the waters & look at opportunities to move
- changing roles & adapting
- making decisions that you may not have agreed with / balance being away from family — knowing when to change
- being too deliberate about leading, lacks sincerity / reflect on your own leadership style
- UPEI's Life Long Learning Program (former deputy minister Health & Social Services): self-awareness *it's about knowing what you know and what you don't know and surround yourself with knowledgeable people*
- Jeanette has some of the same ideas as Verna: she had or developed the leadership skills as her growth in the public service progressed / she was able to learn both good & bad leadership styles from her environment
- leadership is really personal
- importance of balancing work with home, which she found difficult (i.e. daughter smelling clothes) — don't let *the office* consume you
- great - a keeper: talked about her *learnings* & the application
 - Sean Casey –
 - a calm, cool attitude speaks volumes
 - be a part of a group that are like-minded & be an active learner / take time to think/reflect in solitude & with others who share your passion
 - do not pretend to know more than those you lead / the importance of reflective practice (e.g. *Master Minds* group) / the importance of not overextending yourself; four (4) keys to effective leadership: motives, style, values, competence

- be reflective, be supportive & encouraging; help others to succeed, however, integrity is important as you make your way as a leader — the challenge you have as a leader is the expectations of others & the expectations you have of yourself / don't say *yes* too many times (I think I know this) — the need to recognize people within your organization
- person with the most contribution seems to be moving ahead as opposed to being the smartest / stand back, early & often...too many try to jump into the trees rather than step back & look at the forest
- we should not stop during experiments & if we are determined to do something we can change the nature of things
- it was interesting to hear of the challenges of the private sector & a family business
- be careful sharing a business with family members — can become hurtful, emotional & can create negative family relationships
- that career change is possible, maybe even advisable to a well-rounded leader
- I really liked the concept of his *networking* group called the Masterminds; I think more professionals should be involved in such groups / I liked his comment on when to step back & reflect on your leadership style: *early & often*
- great to see the different perspective between public & private sectors
- I related to (Sean), used to work as a volunteer because that is where almost all my leadership roles have been / showed how it can transfer to paid work
- values, motives, confidence, style — key aspects of leadership
- I enjoyed listening to Mr. Casey: from him I took the piece of advice to walk away when family are involved, it can be a very slippery slope
- take time to try a variety of leadership opportunities, if/as they arise
- the tests leaders must pass are: 1) motives 2) values 3) competence 4) styles
- leadership in the business world is much different than leading in some forms of government dept / there are virtually no limits in the business world
- do not mix family & business
- volunteering, we don't always choose our leadership role, sometimes they choose us (i.e. Paderno: being Corporate Managing Partner vs, President of the provincial Liberal Party/Leadership)
- some positions can be extremely rewarding though one does not necessarily aspire to them / don't pretend to know more than the people you lead

- lawyer/Paderno family business: a leader in the volunteer sector & a very dedicated lawyer, and very passionate about politics / I would have been interested in how he handled his working/family relationship with his brother, it's my understanding this is why he left the business
 - Sean was one focussed individual — Sean was a thinker & a great planner / he was a leader that would do what is required in his mind to accomplish goals set by him or his company / he also was aware when his contributions are finished & it is time to move on
 - the Chamber of Commerce has a voice
 - importance of *alone time* (i.e. running thirty (30) kms per week) and of *vent time* with his informal *masterminds* group
 - so, so — interesting message & approach — I'm not sure how effective what he said was; however, how he said it & the learning as a result were good
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- Dean Kurial –
 - sometimes a leadership opportunity comes unexpected —> embrace these challenges
 - equal treatment of all, when dealing with a variety of people / fair doesn't always mean equal
 - in terms of leadership & vision, ambition, talent & ability only takes you so far — implementation is most important / education alone can leave you ill-prepared for leadership roles — experience is necessary
 - he stated that in his job you need to multi-task because everyone's needs are important / he made a comment that *vision carries you so far but implementation moves you farther* — you need to get things done for people to see that you can do it
 - want to create an environment that will let them bring their ambitions, talents & creativity into the work place — not wanting to be led but unleashed & be as creative as they can be
 - he is a great inspiring person; his experience in his field is vulnerable — we used to work really hard to earn a good name

- I tried to be objective but could not see past my own interaction, which, in my opinion, was trivialized by the anecdote of receiving the call on the phone — he played a key role in a process that drove education & still drives it with three (\$3M) million dollars dedicated to the recommendations that flowed from that report
- stay level-headed & realistic with whatever role you are filling / try to always keep in mind where the *other side* is coming from
- similar to Sean in that different *hats* can lead to more complete understanding
- he stressed the importance of being able to multi-task / he mentioned that it is rare for leaders to have a vision that people will follow without question: in a university setting, leadership is unique because you are surrounded by highly motivated people, so as a leader your role is not to lead but to *unleash* individuals to follow their own ambitions & interests / I learned that not everybody gets what they want but as leaders you must listen to **all needs** equally — in addition make sure to have no perceived favourites
- from Mr. Kurial I learned that hard work & risk-taking can lead to exciting things — e.g. the joint project between UPEI & Holland College
- take time to understand the environment that you work in
- different leading in a university environment: you are surrounded by bright & intelligent people with lots of ideas; they don't want to be led — they want to be unleashed — allow them as much free rein as possible
- meet all challenges head on
- being nominated for positions, dealing with new admin responsibilities and perhaps ending relations (work) or changing your relations with your co-workers
- again —> they choose vs. his faculty assoc'n role — Dean, task force; he added humour to his presentation
- allow your *faculty* to engage in their pursuit of goals & visions
- (missed more of this presentation as we were late that evening)
- I missed the first (1st) part of Dean's presentation due to a school issue: as the last presenter I got the least out of this — how the university functions and how cutthroat a working environment can become when unions & administrations cross paths was very interesting
- (sorry I missed him)

- it was interesting to hear about some of the *internal politics* at UPEI & about role/responsibilities of a Dean...most of this was new / the university is also aware of/faces the same declining enrollment challenge that the public schools here do
- pretty good, again I didn't find he discussed his *learnings*, etc. & applications to leadership / I would ask him to discuss the strength, challenges, special *learnings* — he *fell* into his role??? — felt rushed

- The course featured a less academic textbook, supplemented with readings and books on reserve, which was then interpreted by individual presentations:
 - a) To what extent was this a useful alternative to either developing a paper on the same theme, or having the prof lecture on the book?
 - b) *How much is your opinion influenced by the opportunity to meet with the author himself?*
 - I feel that the twenty (\$20) dollars I spent on our text was probably the best money I've spent on a university course based text in a long time / it addressed real issues — it made sense & was appropriate for the course / *meeting with the author was very special for me — I thought it was such a nice thing for the professor to do for the class: that was a memorable night & perhaps a highlight of my Master's degree studies thus far*
 - I loved the text for this course because it was an easy read but very meaningful & easy to relate & connect to / the groups who interpreted the various chapters did so in a way that brought in more meaning & was also quite creative / *being able to meet the author was neat but the book itself is powerful & influencing; I will & have already re-read some of it & have shared it with fellow teachers*
 - I found the textbook & supplemental reading materials very insightful / the jigsaw arrangement was very effective & the in-class presentations solidified my understanding of the text / *it was a bonus getting to meet the author; however this did not influence my opinion(s) in any way*

- I found that even though it was a less academic textbook, it had a lot of information about what it is to be a leader / I enjoyed the read & I found Bob's comments & experiences ones that I could understand & relate to / I did look at the various readings on reserve, which we used within our presentations / *it was an excellent experience to meet Bob first hand which allowed us to question specific things — I am interested in reading more from him*
- the book was very enjoyable to read — short & to the point: could relate to some chapters & examples / *meeting the author was a treat, listening to him talk made the book all that more concrete*
- I think as an M.Ed. student it was more effective to deliver the lecture like you did; in this way we learned more / *as far as the opportunity to meet the author himself is concerned, I really enjoyed it — it helped me to understand his focal view about issues*
- we all learn more effectively when we *do* — it was much more engaging to have the variety of presentations interspersed with your anecdotes & *words of wisdom* / *meeting the author brought the book to life — much more relevant*
- was great to see others' perspectives & interpretations; was more interesting than lecture style; we all have written paper & know how to do those by now, sometimes the learning is limited — this is a more efficient way to *read & learn from the book* / *meeting the author brought the book to life, reinforced many aspects of his book because we had read about them already — a unique experience!! probably won't happen again, I don't know if my opinions were influenced more, but certainly his ideas became more clear*
- text was a useful *touchstone* for all presentations & coursework
- I think the individual presentations, that interpret the chapters, help solidify the most important concepts in each chapter in a creative & thoughtful manner
- I was very impressed with the text for this course: it really changed my way of thinking — I learned so much from my classmates in the large & small group discussions that I would not have gotten from writing a paper / *meeting Bob Chartier was quite exciting — I am actually planning on inviting him to a workshop at the School of Nursing*
- like the approach — loved the book; I like a common sense approach in life & that is what we experienced in this course / *loved meeting Bob, when I read I can hear him in my head*

- the textbook was a refreshing alternative to a traditional textbook: I believe that I learned a tremendous amount from the examples presented / *it was great to meet Chartier, he has rich experience & innovative ideas — having Chartier visit our class was a great opportunity but did not influence my opinion of the text*
- it was nice to read a text that could be directly linked to the classroom / *having the author come has validated the ideas he set out in the book — he was a great speaker & I learned a lot from his book*
- as far as the workload goes... this course challenged me to think & I found that I spent more time reflecting on what was read/discussed than I would have invested into a paper on a single theme / *meeting the author was one (1) of the highlights of the course*
- I honestly don't think it was a useful alternative / I found the majority of the readings & books on reserve quite controversial; plus. Very few groups referred to them in any great detail / *my opinion has been influence by meeting the author of the book — understanding his background & listening to him speak, helped decipher the text*
- Don't change a thing — each group did a tremendous job in presenting the material contained in the textbook / *meeting with the author certainly helps to back up my opinions — and Bob Chartier's visit definitely reinforced my opinions*
- it was not supported by research — I figured we would learn our leadership styles & how to use our strengths & weaknesses to our advantage
- this process enabled the students to be more engaged & responsible for their own learning — the book is an easy read with many interesting points to ponder / *the author provided some insights; however, I believe the same results would have been achieved without meeting the author*
- Mr. Chartier's book I found very enjoyable to read / a lot of courses require you to buy an expensive book which is seldom used during or after the course — I appreciated not having to buy an expensive book that I probably would never use again / those chapter presentations were amazing, and I was able to learn a lot from them — each group seemed to raise the bar for the next group / *I still can't believe you were able to have Mr. Chartier for an evening; he certainly made the evening interesting & informative*

- very useful text! it was real / I enjoyed the fact that this book was full of leadership reflections & observations that added to my own thoughts & reflections / I also enjoyed the many interpretations & methods of presenting the chapters — the class was full of life —> begets learning! / *meeting the author was great; I especially enjoyed when he went into details about leadership that he did not cover or only briefly covered in the book*
- this is a format I'd love to introduce in some of my courses — the text is always a useful starting point for discussion, but I think the work on group-presentations brought us to another level / *of course the chance to meet the author was another notch up, but didn't change my first (1st) opinion of the value of the approach*
- it allowed creativity/individuality & raised ideas/points I had undervalued or even missed entirely / I know what **I think**/feel about the content...so how do other classmates feel/think & how does it manifest? / *the author **in person** helped to explain further some points in the book & put a whole new **spin** on the content; I found that when I read the book after his visit, I could hear /visualize **him**, reading it in my mind's eye*
- great book! don't forget to send us the next two (2) chapters as promised :), I liked the supplementary readings/books — *it was wonderful to meet & have a discussion with the author*

Part Two:

- Prior to the next delivery of this course what should be revised? & why?
 - perhaps more reflection of full length films — a great learning experience / if you can, inviting authors of texts being used is an excellent idea!
 - movies if possible, to be watched at home or in a better environment / when we were asked to read & discuss some articles & then we had to put off to the following weeks I found that hard (memory issues) / instructions were confusing by times when getting into our groups & figuring out the task (maybe this was on purpose to see who would step up & lead) — evaluate group work every couple weeks to keep my memory sharp

- more opportunities to look at less than positive cases — learning from past mistakes / consider extending some classes & shortening others to give adequate time to explore some of the topics (especially film) / opportunities for feedback/evaluation periodically throughout the course
- I think the class timetable would make a difference if changed / if the classes could be longer it would allow more time to discuss & complete activities (maybe 5:00 p.m. to 9:00 p.m.) or a Saturday / if there is a longer movie, have students watch it before coming to class
- more classroom discussion because it enables one (1) to hear different viewpoints, share experiences & challenge beliefs
- I like your way of delivering the course: don't change it.
- the delivery of the full-length film with discussion & roundtable all in one (1) class — extend if necessary & shorten up another class / either that, or have students watch the film before they come, but that would result in the same *gap* — much preferred the full-day format of the summer courses, if using full-length films
- more educational leaders as guest speakers — would like the course to address how as leaders, we should address challenging situations, more
- I believe strongly that the peer feedback should be conducted immediately post-small group work
- perhaps guest speakers could discuss some of their most trying times and how they responded so that we could learn effective strategies (or what not to do) when dealing with tough situations
- not a thing — loved it
- more *meat* on leadership qualities / more reflection on situational case studies / limit discussions on topics — keep things flowing
- small group discussions about examples of effective & ineffective leadership style from personal experience & styles might be interesting / we have a wealth of leadership styles within our class
- perhaps a leader from the education field like a school principal could offer some helpful ideas for future leaders & administrators

- I'd like to see some real problem solving or crisis intervention strategies discussed — not all leadership problems are unique, some are predictable if not avoidable / when you have a square hole to fill, it is sometimes convenient to have a square peg sitting around
- hand out the course outline, expectations & readings on the first (1st) day of class / it was very difficult to determine your expectations (know what to read) when it is handed out weeks into the course / include a written paper, all marks in this course are based on oral presentations — some people are more anxious/shy than others speaking in front of people / advise students to watch film prior to showing it in class...
- don't change a thing / this course was a refreshing change to the old routine of dull & boring lectures supplanted with a virtually useless research of topics of little or no interest
- more research, more reflection on actual leadership styles — less reflection on videos, etc.
- I enjoyed the format & would not necessarily change very much: because of the limited time to discuss & reflect, I would suggest that some videos be assigned as homework — more time to complete these evaluations would have been helpful
- I really & honestly don't think that this course needs to be revised in any way — I enjoyed it very much / any chance of you teaching any more leadership courses in this Master's program? Once again thanks for everything / looking forward to seeing you sometime in the future
- I enjoyed it as it is / this course must simply fit my learning style :)
- speaking of the text, I feel that it should actually be revised before going to another edition — I saw a number of minor errors in the print
- re-think the three (3) hour class to better fit in movies & discussion immediately after, not a week later / on-going peer/group evaluation after tasks, not all at the end... too difficult to remember something done three (4) months before!!

- I wonder if time could be found to discuss **how/what** as a class / more time on *learnings* & application of learning / I have made suggestions as I have gone along / further suggestions — clear expectations, directions; — evaluate groups throughout course; — there were quite a few **leaders** taking the course who aren't classroom teachers / it maybe helpful to encourage conversations broader than schools / educational leadership can & does mean other things: now, participants have some responsibility here as well / each week you had a *theme*, goal: share that (i.e. speakers, movies)

- Reflecting on your original personal goal(s)/expectation(s) for this course — were these attained?
Very much **10** Yes **13** Somewhat **2** Not at all **__**
 - I learned plenty about positive/negative leadership qualities
 - excellent course & I have become more confident & aware of qualities of a leader
 - the format, discussion, films, etc. allowed me to see different leadership approaches & allowed me to reflect on my leadership style
 - helped me to identify & question my leadership beliefs & style
 - good
 - it wasn't too intense with a ton of theory, I liked that
 - above expectations

- Considering your future career expectations & needs, was this course helpful?
Very much **11** Yes **12** Somewhat **2** Not at all **__**
 - will be extremely helpful when dealing with people day-to-day
 - what I learned can be adapted to every aspect of my life
 - it taught me that I don't need to be loud, opinionated or aggressive to be a good leader
 - I do not want to go into administration, but like having some background knowledge I can apply
 - helped to highlight some of my strengths & weaknesses

- I now have direction
 - it will help me understand the different ideas/agendas one may encounter
 - I've never enjoyed & have learned to avoid, leadership outside of the classroom, but can now look at the concept in a wider view
 - I have suggested it to many / I also encourage people to read the book!
-
- Aside from your responses above, was the course interesting?
Very much **14** Yes **10** Somewhat **1** Not at all **__**
-
- I looked forward to Tuesday nights...
 - observing & learning about leadership was powerful
 - I found the book, speakers, readings & films very insightful & offered a broad range of leadership qualities
 - I enjoy discussion, small group work & the chance to bring to the presentations different perspective of leadership
 - never a dull moment...lessons to be learned in every activity or lecture
 - loved the book & meeting the author
 - the realization that leaders come in so many varying packages was interesting
 - I found the round-table discussions most interesting
 - enjoyed the perspective of business/private/public leadership
 - above all, I value the chance I had to speak to & hear from so many teachers from PEI
 - would love to have PLC around this!! Who knows, may try to start one... leadership
-
- In retrospect, did your classmates generally respect your efforts to participate?
Definitely **19** Yes **5** Somewhat **1** Not at all **__**
-
- my groups were respectful, and were good listeners
 - excellent listening, respectful & allowed opportunities to contribute
 - I felt really safe & respected in this class & in my groups
 - I think we all *got along* well & respected each other's opinions, efforts & contributions

- the groups were always willing to listen & respected different opinions
 - always positive feedback & understanding
 - people are all at different levels & stages
-
- In retrospect, did the professor:
lead too little **4** lead too much **1** Maintain a good balance **20**
 - the professor added insight when needed
 - maybe a bit more direction on the final presentation
 - I liked the mix of activities
 - I was really shocked at the positive mention of Aboriginal people: not use to this & could really connect with the professor's examples & experiences working with Aboriginal people — really refreshing!!
 - I always enjoy hearing about professors' journeys & especially research — in most of these courses, we hear very little about what profs have done: I think that is a shame, they have so much to offer & *teach* us in that regard
 - I would have liked to hear more of your personal experiences of good & poor leadership as you have held such an array of positions — perhaps you instead of a couple of guest speakers
 - some of the assignments were a bit hard to figure out what was being asked
 - perfect in leading & also encouraging
 - great job! :)
 - insightful leader
 - thank you once again for everything!
 - I really enjoyed your class, Glenn!

EDUCATION LEADERSHIP (EDUC 615)**COURSE CRITIQUE***Part One:*

Considering these individual aspects of the course, comment &/or rate their usefulness within the context of this program...

- The course had three (3) objectives. Discuss the degree to which these were met from your perspective / to your well-being as a leader...
 - **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**
 - good. But maybe could have shared more of our *own* story in a small group or large group to encourage reflective thinking
 - I think reflective practice is essential to the teaching profession & leadership in general / this is hard to do in a class setting / we spent a lot of time reflecting/analysing case studies / this can be translated to our own reflective behaviour
 - ongoing reflective practice is *crucial* to growth & success / having someone evaluate & provide constructive criticism is essential to developing as teachers
 - through special guests, roundtable discussion & documentaries, these goals were successfully achieved & helped to foster my well being as a leader
 - reflective practice was discussed & performed best as we proceeded through the course — small groups & presentations helped me complete this task
 - I learned what reflective practice is, and how important the practice of reflecting is / reflection is important to leadership because it allows us to draw on all experiences — both good & bad

- I feel that I have a few move tools in the box / I use reflective practice all the time (sometimes unconsciously) / I think that reflective practice is important and that making mistakes can actually help you in the long run if you apply this principle properly
- most of the course involved reflective practice as we were provided with several engaging topics that promoted thought, discussion & reflection (book, scenarios, presentations) / we would meet as a large group/small groups to debate or discuss these topics which is a great learning experience / even the debate, although challenging, forced us to endorse a side whether we truly agreed with it or not / all discussions & presentations opened the floor to different perspectives which allow us all to decide how/what we think about the topic/the people/ourselves / I believe that the participants' responses (+ instructor) enhanced the course — diversity allows for greater learning
- from my perspective all three (3) objectives were met, and in my mind exceeded expectations / I thoroughly enjoyed the journey & will now pursue my Master's to attain the coveted three (3) letters, but more importantly, to continue to pursue a lifelong learning journey
- these were met through discussion but not very often were we held accountable to show how we apply the approaches/interpretations in our personal lives
- I always knew that reflective practice was important; but now I understand how to go about it more effectively / the guest speakers help me with some of the strategies they used
- the opportunity to hear from different leaders allowed for a wide variety of perspective & opinions on what leadership consists of / the various approaches from the different aspect of the course allowed the students to see what leadership is multifaceted / there's not just one way to be a leader
- guest speakers gave good clear ideas on reflective practice in their careers

- all were met through class discussions, films, guest speakers & personal stories / the final class activity in which we were given the opportunity to explore many of the issues that directly affect our own education was very worthwhile / we spend so much time dealing with issues in the public school system, it is ironic that we are in an equally messed-up system, yet we are looking for solutions for everyone but ourselves
- all course activities & course discussions provided me with great insight into an effective leader / the course objectives provided me with the guidance needed into becoming an effective leader
- I feel the three (3) objectives of this course were met / we were given (presented with) tools to develop reflective practice re: our leadership roles as educators
- reflective practice / approaches / effectiveness of responses
- personally, I found the course to be an excellent opportunity to reflect on situations I have been involved in
- reflective practice has been something that has been addressed by our prof & group
- I think that the use of guest speakers allowed us to see first hand the requirements of being a good leader
- this course really helped me use reflective practice in my leadership role / I also began to see myself more as a leader in all facets of my personal & professional life
- we had many opportunities to learn about reflective practice — I found *In Good Company* a film that brought out many important topics surrounding leadership through reflection / the debate also proved to be very beneficial / finally, reflecting on the experiences of our many guest speakers was very rewarding & encouraging
- teachers are often so busy jumping from task to task that they rarely have the time to reflect, share & question issues regarding educational leadership / the design of this course allowed each member to meet with different people & examine the different approaches of leadership / reflective practice allows us to connect theory & practice

- throughout the course we discussed situations and personal accounts of leadership / I was able to make personal connections with some of the accounts from our guest speakers as well as our professor
 - although I tend to like to think & analyse things through before I speak, this is the best way to learn — getting to hear a variety of perspectives (discussion was well planned & controlled)
 - the course met this objective to the highest degree — every learning/ thinking situation or problem posed was assigned a period of personal reflection, small group, then large / once you collected your own ideas you could bounce them off a few people for redevelopment & then in the large group if you wanted
-

- again maybe could have worked more closely with our own story to apply different approaches to leadership —> more techniques on re-framing situations (using different lens) / maybe a few case studies?
- some evenings I was amazed at how I was functioning, attending university four (4) nights/week, teaching full-time & parenting young children / I was proud of the balance I was able to keep throughout the six (6) weeks / I have rekindled my passion for teaching, learning & leading / I truly believe as well that we need **hope & heroism**
- with the variety of classes — i.e. groups, presentations, guest speakers — reflection came quite easily
- there needs to be more accountability & whether that is done by paper writing, or by blogging, students should be challenged to reflect
- time spent in small groups was very effective of discussing aspects of leadership
- through class discussions, I feel I was able to gain insight into leadership situations, and I feel I am better prepared to take on leadership roles
- this is something that will help me with my role of leadership
- also, the small group work then roundtable/crossfire allowed us the chance to use reflective practice / at the same time, it allowed us to see others' approaches/interpretations of the same material

- leadership does not always mean management / this is the one major theme that I saw throughout the course
 - there were many different approaches taken by different groups (project on Bob Chartier's book) and we were given the freedom to interpret, reflect & respond as we deemed fit
 - we could relate personalities & experiences discussed to our own experience
 - I think this goal was met — for example when we watched *In Good Company* a variety of questions allowed us to see all the different perspectives & arguments + insights
 - I was able to reflect upon my leadership role within my classroom, my school & even within my home / I found it interesting & helpful to hear other people's experiences with leadership (especially within the school community) — I have been able to incorporate some of these ideas directly into my teaching role (i.e. social rewards, social graces, communication)
 - the course met this objective fully by allowing us to devise our own interpretations on EVERYTHING / the course also met this goal in the varied selection of presenters/leaders who spoke to this / all of these career talks with so many ideas, stimulated our own ideas to create our own approaches
-
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- a lot of support was given to those who raised issues (within the school context) & concerns, maybe could have encouraged this more
- always had the chance to express our opinion & ask questions of the speakers which was very helpful
- participant responses broadened our views & provided insights & new perspectives as the course continued
- I found that our group responses improved a lot through this experience
- it was interesting to hear others' perspectives — it made us question or re-examine our own beliefs/thoughts **or** help us see better — see another point-of-view

- my classmates responses were valuable in our discussions & allowed me to look at the situation from different angles
 - I have a better sense of the challenges placed upon leaders & I have a better idea on how I would act/react in certain situations
 - I believe the students responded well to the challenges & expectation set within the course — great ideas & insightful participation
 - the course met this objective respectively but could have had slightly more feedback at times so that students would have more insight into any off-track thinking / perhaps this was handled in how the professor would guide not lead the discussions in the right direction(s)
-
- What are your thoughts about the value of using *small group & team* sessions?
 - I enjoyed both the small & large groups sessions / the small groups allowed all students to have a voice / the large group was a great follow-up because people then could feel ready to contribute
 - I found the groups worked well, especially in a class on leadership / with different groups each week the dynamic was constantly changing, which is true to the teaching profession → constantly adapting
 - great balance of group & whole class work / the sharing & talk was always engaging, entertaining & informing
 - small groups are very valuable / they provide opportunity to get to know those members of the class whom you might not get to know well in the large group setting
 - I enjoyed the small group & team sessions / it was nice to hear other people's opinions / our discussions always went beyond the criteria & learning was at its best
 - excellent: as administrators we will need to work with others — sharing ideas both positive & negative — I believe talking out issues is the key to success
 - just like the networking & small talk that happens while in these groups, you can learn so much when you listen to others & take part in discussions

- small group + team sessions were beneficial because it allows for sharing, conversation & cooperation / it allows forces people to work with many types of people (which can be challenging) towards a common goal / it made course more life-like & applicable as we were applying (or trying to) the skills required of good leaders
- small group sessions were of great value in building & learning leadership / understanding each other's strengths & weaknesses allowed us to better live & experience reflective practice
- I really enjoyed the small groups first / it allowed everyone to have their voices heard / for me, it reinforced my answer or opened my eyes to a different point-of-view / it also allowed me to meet new people in my class
- I really enjoyed the team & small group sessions
- wonderful, leaders need to be able to work with others, take the lead when needed or support & assist others who have some good thoughts working with others is a great teaching tool / you learn so much from other teachers
- very valuable / I appreciated that the teams were chosen before hand & that I was with different group members each time / allowed for me to learn from a broader spectrum of learners
- in the beginning it was an uncomfortable idea as it is outside my comfort range; however, it has been a great opportunity to meet new people / many people are more comfortable in a small group so it gave good opportunity for expression of ideas
- excellent — change of atmosphere — great learning environment / would have preferred to pick our own groups — I think you put me in certain groups on purpose!
- small groups & team sessions are/were essential in aiming towards becoming an effective leader
- I really like this style of learning / we are adults, we are professional we want to learn & explore through our group sessions / also, for the less vocal people, it really helps!! (allows them more input)
- very effective at this level of study / usually raises the bar, adding new insights & approaches

- I enjoyed small group activities; having the opportunity to step away from the large group made it easier to share ideas
- I like it as it gives people an opportunity to share ideas that they may not do in a large group
- I thoroughly enjoyed working in the small groups / it gave everyone the opportunity to participate / also we were able to learn/get information from team sessions that may not have come out in the large group
- I found that small groups & team sessions were very accurate to what happens in the real world / there were always different personalities that had me adjust my leadership personality in each situation / I became more aware of my leadership style + appreciated the style of others
- I thought these sessions in small groups allowed us to meet many classmates & helped us learn to work with a variety of personalities — my teammates all brought many strengths to our group & it was a great exercise to be able to discover their talents
- they let you get to know classmates you may not have known / small groups allow everyone a chance to voice their opinion / they reinforce your answer & allow you to see other points-of-view
- it was a great mix & the group leaders were also helpful / I am much better in a group than the team although I have improved a great deal / the value of both is beneficial to my learning
- I really enjoyed the small group & team sessions — it allowed us to gain a comfort zone within the class, which allowed us to more effectively express ourselves — team sessions also allowed us to bounce ideas off each other & hear different perspectives on similar topics
- originally I was apprehensive about the small group work being used for the majority of the course until I realised the groups were pre-made and mixed / once over my personal difficulties of group work, I realized the invaluable nature of the *group setting* / I learned two (2) things — firstly, how interesting learning & sharing can be when you get varied ideas & opinions with each group + secondly, I learned that once removed from the large classroom setting, individuals were much more apt to share their true thoughts & ideas!

- What are your thoughts about the value of having the final evaluation **group presentations** on *Leadership* instead of a written paper? And, to what extent did these help you understand *aspects of leadership*?
 - excellent! we are always writing papers here in the Masters' program! This was an assignment that allowed you to work in a group & work on producing something creative! Loved it (p.s. I agree, anyone can write a paper)
 - as with the previous question I think groups are very important in a leadership class, with all the issues that come with it / I was very fortunate as my group had similar mind-sets on what we were going to do, but dealing with the differences/compromising is what leadership is about
 - the culmination of ideas in the presentations are powerful / it reinforced what we learned & allowed the students to choose how & what we wanted to present, allowing creativity & individuality
 - the group presentation was more effective because it allowed us to come together & share our thoughts about what we have learned & to channel it towards an effective presentation / this is more applicable in practice
 - I like the idea of doing a presentation rather than a paper / hearing other people's opinions on leadership were very beneficial rather than sitting in front of a computer
 - again, working with a team is the key to a successful leadership plus (+) I will learn more from participating in an activity & watching other activities than writing a paper
 - well, I would prefer the presentations / I can learn from other groups where as with papers I probably would not read anyone else's — when posing my final questions for the project, it really help me put the course in perspective
 - papers are more independent and do not require any collaboration &/or communication — so it would not be testing/practising anything we learned about leaders / by doing a presentation we had to discuss/decide upon a topic, plan & implement a strategy & present (together) what we learned from the class
 - I feel the group presentations were a great way to allow the students to show through collaboration, what points they found the most entertaining & educational / it is refreshing to have a course that doesn't focus on papers, but re-focuses the students to what **is** important — working with others & learning

- hearing what others said gave me a greater view on leadership / the way this class was set up, I was able to learn just as much from my classmates as I was from you (complement, not criticism)
- it was much easier than having to find adequate professional journals / by our local research this group project encouraged us to present our ideas by a different medium / we also get to hear several perspectives
- our group dynamics made things difficult / but in the end it made us work through it & come up with a finished product / I gained a lot from this, more than I would from a written paper
- very much appreciated / why write a ten (10) or twenty (20) page paper when you can say as much or more about leadership in a nine (9) minute presentation / the experience of working in a group, collaborating & sharing ideas is **much** more valuable than anything I'd be able to *b.s.* about in ten (10) pages
- I learn more from watching a presentation than writing a paper — I enjoyed working in the group / people were so accommodating by meeting early or doing phone calls, e-mails, etc. so I didn't have to travel extra / listening to people in leadership roles give advice was very helpful
- love it! / we are given the opportunity to be leaders, rather than research & write about leaders
- I appreciate the final evaluation being a group presentation because group consensus & collaboration among all members is imperative for success; as you would experience as a teacher
- doing a group presentation is good as an assessment / we get to put into practice some of what we learned in the course [*to delegate, to discuss, to choose something we are passionate about, to voice our beliefs & hear others*] AND we demonstrate our skills in presenting to our peers
- great idea / the value of working in a small group (3-4) collaborating, choosing a topic, going into the community, & designing & delivering a presentation is a great project
- I felt group presentations allowed people to utilize their strengths, and having the opportunity to present allows everyone to experience what you have learned
- I think it is a great idea — it gives people an opportunity to express themselves in a way they like rather than just writing a paper

- as everyone has a different learning style, I think that the presentations allow us to present what we learned in different ways / because of this, we are better able to understand the many aspects of leadership
- we are so overwhelmed with written papers, it is nice to be able to share our viewpoints in a variety of ways / I am more of a writer than *performer* but I enjoyed watching everyone's interpretation of our work
- I have always enjoyed & learned more from project work — I got to share my knowledge with my team & I enjoyed hearing about their thoughts & ideas / I remember project work (mine & that of other groups) but I can rarely recollect a paper I have written
- hearing what other groups had to say about leadership provided me with a wider range of views / I am able to learn from the other groups & not just be left with my lone opinion of leadership — I can reflect on all group presentations which provides me with a larger knowledge base
- I've had to write a paper in everyone of the courses I've taken — this was very refreshing & not as stressful — besides you get to see a snippet of everything that everyone else took from the course — GREAT IDEA! (I appreciate the time limit too!)
- a final evaluation group presentation is a welcome change to the typical final exam or final paper: I think that we often learn more from each other than from researching a book & writing it down on paper — the presentations are usually entertaining which also makes them memorable
- this type of presentation as opposed to having a paper allows everyone to learn more about aspects of leadership & not just themselves / I would benefit from writing a paper but now I will benefit from several presentations full of interesting ideas & perspectives I can take with me to further my learning on teaching

- Discuss your reflections as to the value of extended-length films as learning moments in the course?
 - really enjoyed this part of the course / really got us looking at different issues & examining issues within the movies: very powerful & unforgettable !! (a teachable moment)
 - I have to say that I was shocked at the value of *In Good Company* / we analysed it in a way that I never would have on my own / the *Sargent Shriver* documentary I thought was perfect for the class / the videos were effective & provided a change of pace/style / I thought they were effective, but would be hesitant to use more than two (2) in a course this short
 - the movies provided a different medium in which to learn from / I really enjoyed them both / they were both very applicable & aided in visualising different leaders, leadership styles & types
 - these were very useful because they allow you to reflect on leadership where you might not have before / the guided questions & small group afterwards helped to bring about points of interest that other people saw in the films / we don't all see things the same way so this enhanced the learning reflection
 - I enjoyed watching the two (2) movies / the class discussions were good / and watching these movies has sparked my interest to watch more movies in the future / if you could recommend more, that would be great
 - both films have an excellent theme — these films showed the emotional side of the individuals involved, which in my opinion, is key to successful leadership
 - at first I felt that Hollywood had no place in a Masters level classroom, but there some great discussions & lessons learned from *In Good Company* / the Shriver documentary was not something I would have seen outside of a classroom setting — however I feel I am/will be a better leader after viewing the film
 - both films were very influential/applicable to the concepts of leaders/leadership / they are films that I will use again and that I have recommended to other people / *In Good Company* could be used by any corporation/school/staff — and it's modern with some great messages / *American Idealist* (The Sargent Shriver Story) was captivating & created a lot of discussion in/out of the classroom

- the films were an excellent way to give examples of leadership styles & allow students to reflect & dialogue about their effectiveness / the guided questions really helped bring out the discussion & allow students to really talk about their own opinions
- focussing on strong vs. weak, effective vs. ineffective leadership examples and providing examples was a great way for me to understand the difference between the two (2)
- both films were beneficial as they showed the highs & lows of leadership
- really enjoyed them; made me realize qualities that are need to be an effective leader
- I felt that both were good & added to the course / I felt they added an enjoyable aspect to the course as well / I might also add that I learned about leadership as well from the provision of pizza & pop! / when it comes to using films, especially in our M.Ed. Course the quality & message of the film is huge / it cannot be used as a space filler — hence the group-work follow-up made the movie watching experience more educational
- both were excellent videos & both had great learning in them / a video is a great method of engagement - they engage both the visual & auditory learner / at this point in my life, I don't find I get much from a three (3) hour lecture so I really enjoyed the variety in this course
- The Shriver film was great — perhaps a bit one-sided, but it showed the importance of perseverance, intelligence, courage, etc. / great to use as a lesson!
- I feel films are a crucial element as learning moments in a leadership course / the student is exposed to all the possibilities encountered in leadership
- I think it's great / it's obvious that a lot of time & forethought goes into the selection of these films, and the related discussions are good for revisiting the ideas put forth in the films
- the movies were very good & presented valuable lessons: *In Good Company* displayed various leadership styles & good, clear messages / Sargent Shriver introduced us to an amazing man & left us with the feeling that we can all raise the bar in dealing with social justice / I searched the internet to see if I could find any negative points on Shriver, seems there are none

- I appreciate the opportunity to look at films in depth / I felt the films were well chosen, and contributed greatly to our discussions / watching the movies allowed our conversations to be focussed, because we had all experienced the films
- I really enjoy the films; I think it helps get ideas across / being able to discuss the video after helps as well
- I especially enjoyed the two (2) videos: the Sargent Shriver story was important as it put the aspect of leadership in a personable light / we could see the desired qualities in an individual & not just a fictional character / *In Good Company* was just as valuable, just with a Hollywood spin on things
- I enjoyed this very much / it was helpful to have the expectations of the exercise given to us in advance
- *In Good Company* taught me some things that I'll always keep with me: *relationships are key* and *experience matters* / it was the base for great reflection, discussion & learning / during the *Sargent Shriver story*, I learned that having PASSION can drive you to be a great leader, as Shriver was / we truly (as a final evaluation group) got a lot from the movies viewed in class & for that reason we chose to make a video for our final presentation
- knowing that I was looking for effective & ineffective leadership qualities, I viewed the films differently that if I was to watch them outside of class / I think they were very useful learning tools & I was able to relate them to my workplace & colleagues / I enjoyed discussing the questions afterwards & hearing other classmates' views
- I enjoyed watching these films a great deal — I liked how the class had a round-table discussion & each group focussed on particular questions / it was a very relaxed atmosphere — one I appreciated after working all day!
- I had seen the movie *In Good Company* before but had not thought of it in terms of leadership — I enjoyed watching it again & analysing its relevance to leadership / I really enjoyed *Sargent Shriver* — I found his role within public service to be inspiring / I was amazed at his selflessness & his dedication to his role in eradicating poverty / I believe the class enjoyed both films & saw the relevance in using them

- Bravo! I completely advocate learning in this manner / I learned more from reflectively watching the films that I would reading historical text or novel of the same content / having to think about the questions' responses as the video flowed was a challenge that kept me focussed on every word / I think this kind of thought stimulation only makes the audience/class more keen to interact with & listen to the professor's perspective afterwards / I found myself excited to know what everyone's take on a question or situation was & even more curious to hear the professor's analysis — as a learner it is so important to get such great feedback so you can think about where your ideas did or didn't fit / then again, you went home with the personal self-reflective thoughts to learn from as well

- Reflecting on the value of using guest speakers as learning moments in the course give one (1) idea/concept/advice that you learned from each...
 - the guest speakers were very informative & well spoken / they gave excellent advice, I really enjoyed them...
 - great idea — these people have a lot to offer in term of advice for everyone
 - I felt all of the presentations/speakers were great assets to the course; having listened to all of our guests, one could start to see constant themes, and it helped me reflect on some of my previous experiences

- **Deans Kurial & Jacobson –**
 - [Kurial only male — maybe another one too??] great way to get the course started / loved that they shared a lot about their personal journey to leadership (I always learn so much from guest speakers)
 - these two seemed to focus on financial issues more than the others / offered insight into how to lead with many demands & very limited budget
 - a new respect/appreciation of how difficult their job is
 - you can be in a number of leadership roles in your lifetime & it's all in the name of developing your leadership style
 - interesting thoughts by proven leaders / good intro to beginning of class / don't stay in one position (leadership role) too long

- they carry a lot of *downs* but the *ups* are worth it
- learned about the importance of fund-raising as a Dean / I found it interesting to hear about the tough decisions involved with the allotment of \$\$ / I don't personally enjoy fund-raising but thought it was cool that people get satisfaction from successful fund-raising / really appreciated the fireman/arsonist analogy — Richard was probably my favourite speaker in ED615
- Both Dean Kurial & Dean Jacobson actively engaged us by sharing their stories — especially their versatile job history / I think they both pointed out that a leader's role isn't always black + white — sometimes s/he must be able to adapt to the situation which isn't an easy task: *part fireman/part arsonist OR part developer/part maintainer*
- jobs aren't forever & you may have an expiry date! Embrace it for change
- structure of institutions → beware / know your budget, where it comes from & how to manage it / don't be scared to take action
- do the best job you can with the resources you have / never be afraid to try something new
- I found them to be too negative at times
- I enjoyed this evening's discussion / it seems to me I recall more of what Kurial had to say even though I had a tougher time relating to his experiences
- must know the structure of the place in order to get things done
- take chances — but do what you love / insight into how universities work
- I learned it is important to be a dynamic leader, and that one should welcome change
- accept change, be open to new direction, don't be afraid of public backlash, be strong / how to make/deliver difficult choices
- don't be afraid to stick with your conscience & ideals / take opportunity as it comes along & don't be afraid to get outside of your comfort zone / if things so sour, look for another opportunity
- being able to distinguish between what I want to do rather than what I should do

- good vs ugly administration → get to know the students & have a positive affect on their lives but know when to get out of being in that particular job / some people have leadership skills, but should not be leaders
- varied job choices & not always *safe* choices to move through a career / perseverance is key to believing in yourself
- sometimes you can only do so much because resources are limited / try to find creative ways to run a good business & keep employees & clients happy even when money is tight (provincial budget cuts)
- never take an action without positive reflection / need to know the budget (how to manage it & where it comes from) / know the structure of the institution
- [missed this class]
- these speakers gave us some insights into the workings of administration at the university level / it was interesting to hear Dean Kurial's point about dealing with the finances & hiring + how he found it difficult not being able to hire the people he wanted to, due to finances / it was apparent that sometimes you have to pick your battles
- BJ: took the notion of being willing & wanting to administrate with a true passion to teach & create in a more flexible atmosphere, the classroom — her problems with stringent structure & form hit a feeler with me because even if we're willing or want to administrate, there needs to be a significant amount of self-awareness involved at all times — meaning one must know what is right for them or where the place is they can do their very best work, or the most good / RK: the most important concept or piece of advice I learned was actually his response to a student's question — some one asked *what was the most important thing he does* — his poignant response: *the hire* — he spoke of the importance of getting the right person for the future, not necessarily for today — I went home with so much to think about after his answer

- **Jeannette MacAulay** –
 - enjoyed the different public sector approach / learned a lot about the impact of responsibilities on her family life / very honest
 - I thought Jeanette did a great job of showing the sacrifices that come with leadership (which is often overlooked) but balancing them with the benefits
 - leadership is never about you — it impacts others / reflection leads to leadership maturity / do not allow negative thoughts / demand feedback / self awareness is the greatest asset of being a leader
 - balance can be achieved / be passionate about what you do / treat your team with respect & draw on their strengths
 - good discussion on balance / good points on change & everything can be improved / people fear change
 - change is very difficult even when the current system is broken / change is good, but we need to be gentle when an *overhaul* is necessary / make people feel comfortable & the change will come...
 - just kind of put lifelong learning in perspective & remember her saying *what os true to you as an individual is what comes out*
 - learned that experience is a fantastic teacher; many great leaders have leadership maturity based on good/bad experiences but they make the best of both types / enjoyed her line: *it is very empowering when you don't care* — referring to the experienced/mature leader who acts based on what they know should be done
 - demand self-assessment/peer assessment to become more **self aware**, be critical of yourself / Glenn quote: *moving forward → like points on a wheel — up & down but always forward*
 - have passion for your job / lateral moves are rewarding / balance between personal & professional life / change can scare people / people like stability / self-awareness
 - you must have support from family if you are a female leader: *never give up & don't be afraid to try new things*

- sometimes a lateral move is healthy & what you need
- [was absent]
- self awareness is the greatest asset of a leader / gave ideas on how she learned this in her own career
- find balance
- I learned it is as important as a leader to move laterally to another employment/experience as it is to move up through the positions
- public service is a calling / make a contribution **wherever** you are / maintain balance — be passionate
- hard work & accountability — expect it from yourself & others around you / great lady — others I talked to outside of the course had great things to say of her
- she taught me that I should take extra pride in what I am doing
- I liked how she said about finding a cause/passion — makes it all worthwhile / at the same time, you need to know yourself (find your niche) / make a contribution while keeping some sense of balance
- I was impressed by her career progression & *no fear* of challenge attitude / her comment *what is true to you as an individual is what comes out in public + create opportunity to leave a legacy*
- working in many different jobs will help you to be a better leader & manager because you will better understand your employees / also, you may even have to take a job that is a level down or a lateral move, simply to acquire a certain skill
- self-awareness is the greatest asset of a leader / you need to have a passion for your job & balance in your life / there is not one particular route people should take in their career, lateral moves are just as good / when you create change, people become fearful — there becomes a lack of stability but you should continue to follow through
- I thought she had some great advice & I thought she was an excellent speaker
- was very interesting — I found her to be a confident & energetic speaker / I was very interested in what she had to say about lateral movement — after four (4) or five (5) yrs I find myself needing some change: I like to be challenged with new opportunities

- I learned from Jeannette the idea of *legacy* & how we all can think this way now, not just because some we think is better or considerably more outstanding than ourselves (I saw comparison in this legacy notion to Chartier's chapter on **Practice** & how we are building a practice throughout our life's work) — I also appreciated and learned from her that she know that no matter what she did, she had to have a passion for a part of it to be able to do it

- **Georgiena Boyle** –
 - the positives of a small school — interesting! very passionate woman: in leadership for all the right reasons — learned that leadership in the school can be fluid
 - with all the controversy surrounding rural school on PEI now I enjoyed hearing her experiences in rural Ontario / she was a good example of standing up for what you believe is right & knowing when to say no
 - embrace change & challenges / find your passion
 - don't underestimate yourself as a leader / know your strengths & skills as a leader
 - showed a strong passion that was contagious / find balance / don't spend your day doing paperwork
 - suggest to pull in the negative thinkers & get them on board to help change (improve) the system — provide people with knowledge — explain what you want to do & why
 - she reminded me of a buddy's folks who had just returned from Japan after retiring, enjoyed her stories — pretty cool lady
 - Georgiena was a great speaker who taught us about the effects of change / she told us to face challenges & be honest/up-front with people (i.e going down to confront labourers (men) who were upset & talking) / also told us that self-awareness is a great attribute to have
 - teach abroad — become international — reflect upon your travels
 - the timing was right as she talked about small schools

- yes you can make a difference with hard work & a vision
- admired her initiative she took with the staff to teach them conflict resolution skills / the staff was not all in support at first, but she stuck with it & saw wonderful changes
- I believe she was the principal of the two (2) or three (3) schools in Ontario? / either her or Jeannette both were mothers who express what I would call regret that they spent far too much time in their work & not enough time with their children & families / they claimed that it was worth the sacrifice, but I did believe them
- need to find balance in your life — how difficult but important that is
- be observant & compassionate
- as with the presentation of Jeannette, I learned it is as important as a leader to move laterally to another employment/experience as it is to move up through the positions
- great speaker with a great message — be passionate, learn to delegate, be strong; believe in yourself / be kind to your staff, personal
- great story — rise to the challenge, stick to your ideals / again, hard work, passion & opportunity
- you need balance to be a successful leader (before becoming an administrator) / be observant & compassionate
- her work in Aboriginal school & overcoming the challenges of running rural small schools at once — creating a sense of school community
- ensure that you find a balance when in leadership roles / healthy living & family cannot be ignored
- it was interesting to hear her stance on small schools as PEI just recently decided to close eight (8) of its small schools / balance & passion were discussed again
- enjoyed hearing about her different jobs & thought she spoke honestly & gave us a good perspective

- I found her discussion on community pride interesting / I liked that concept & thought that it could add a lot of value to a school & its community / I also related to her teaching abroad — I may do it again someday — it's a great way to see the world
- of all the wonderful ideas & advice shared, I most valued the honest in speaking to her imbalanced life throughout her career / I appreciated this honesty & the way she handled this topic — this showed me that she had drive & passion for the enormous tasks she would take on & still have faults, non-balance in this case
- **Verna Bruce / Jennifer Cairns-Burke –**
 - VB: very interesting, female story, someone to motivate or inspire females to think big / JCB: excellent! I really enjoyed her presentation — I was able to really relate to her story / as Lady Fane is next door to Maple Plains / but I admired her honesty & the demonstration of reflective practice in her presentation — my favourite!
 - JCB: interesting story, could really relate / provided real examples, enjoyed the way she spoke
 - be aware of who you're teaching & remember they could be future leaders → any one of them (not just the obvious leaders) / treat your staff with respect & be aware of their personal styles & lives to bring strength to your team
 - VB: don't be afraid to delegate / JCB: don't be afraid to make lateral moves
 - VB: cared about people / make your staff feel comfortable & respected / also she used a different leadership style than she had experienced / JCB: prompted me to think about how I would foster leadership in struggling students — this is important to me
 - you really have to stand up for those *queen street kids* & try to switch up your jobs so you don't become stagnant

- VB: was a very well spoken & quite honest / she spoke of building skill sets & how every experience is an opportunity for growth / she told us not to be afraid to take a *demotion* if it will help you build/strengthen a skill set — *leadership is about how to manage people & how you can lead people* / JCB was a very energetic & interesting person / I enjoyed hearing about her journey & all of her accomplishments to date
- [I was unable to attend this lecture as I was on a student exchange]
- treat people right / how to manage & lead people / include all staff / positive reinforcement
- never be afraid to try something new / you gain skills which will be beneficial down the road
- it doesn't matter where you are from, you determine how high you can rise
- [I missed these speakers]
- when something doesn't work, it is important to find out why it didn't work and how to fix it
- VB: learn from both positive & negative experiences / JCB: very inappropriate, not very professional
- I learned it is fine to be idealistic, but to be foremost pragmatic
- as much as I appreciated the content of VB's presentation, it was JCB's words that really hit home with me — her passion, her insights & the way she maintains her integrity all resonated with me on a professional/personal level
- VB: another amazing person, again hard work, opportunity & expect excellence / also heard very good things on Ms. Bruce / JCB: she can talk the talk but I'm not sure she can walk the walk, we'll see how the *Youth Addiction Project* turns out — good luck to her!
- I learned the importance of being true to myself; I was able to find out that my happiness is most important
- VB: I enjoyed her comment on knowing which hill to die on — is it that crucial / JCB: in all honesty I did not enjoy (her), I found that she talked about things that were inappropriate / so I guess the piece of advice I would say I learned from this is know the audience so that you don't say things that might be offensive/inappropriate

- VB's success in being a female in a traditionally man's world in senior management in government / JCB's use of applying her life challenges to help kids overcome theirs
- whether you like the position you are in or not, do what you can to learn valuable skills until you can (get) another job that you enjoy / you should find out what you are passionate about & use that to drive your leadership
- leadership is all about managing & leading people / it is very important to understand why things didn't work out / regardless of level, all staff should be included — be careful how you treat people on the way up because you may see them on your way down / tell people when they do a good job: watch wording for those that aren't working well
- VB: what stuck out for me was when she said *don't be afraid to take a pay cut to build your skills to enhance your weaknesses* / JCB: confident & energetic, very personal, led the discussion
- VB: one of my favourites — I particularly liked her discussion on job that *didn't work out* and jobs that *did not fit* — she also spoke about the importance of lateral movement — new experience VIP — great quote: *anyone can lead the stars*
- VB: enthralled with her categorization choices to place her jobs / she called them jobs that *did not work out* — and those that were the **wrong fit** / this description & the reasoning behind each was fantastic / I also took her advice about taking on assignments and not saying no to be a very important point/food for thought / JCB: I took from Jennifer the concept of using who you are to drive your career & passion / she also finds a positive in a negative by setting a new goal / I was pleased to find out that others do this as well

- The course featured a *less academic* textbook, which was then interpreted by individual presentations:
 - to what extent was this a useful alternative to either developing a paper on the same theme, or having the prof lecture on the book?
 - great alternative, innovative approach / we get a lot of academic texts/readings & sometimes you can get too caught up in it & not have enough time to explore topics
 - I really enjoyed the presentations as opposed to writing a paper / some presentations were very creative & all seemed to hit the main points of the book / a paper should be more than re-cycling the points in the book / as long as the presentations do more than this as well they should be just as effective as a paper → but more enjoyable
 - the book provided a new vision for leadership: with age comes wisdom & Bob has so much of experience & expertise to share with his readers / a real professional sharing real applicable issues / presentations on the book provided the professor an opportunity to view students' presentation & leadership skills / the professor provides one perspective & mode of presenting while students provide a plethora of modes, some more engaging than others
 - the individual presentations from the book brought out recurring themes / this helped to confirm your own understanding of your chapter
 - the book was real & got to the point rather than doing it in a *round about way* / it was an easy read / it was good to see/hear presentations as it made it real
 - I want a copy of this book / it was logical, thoughtful & useful — I believe learning from examples is the best method plus (+) it has a connection to any career — it's about life lessons
 - I just found it to be very easy to relate to this text / I thought Chartier did an excellent job of conveying the unconscious or common sense type things into reality & putting them into context → professionals in any line of work could read & relate to this text / personally I found it useful: I found myself saying, *this guy knows what he's talking about*

- the textbook was excellent!! it was interesting, engaging & applicable to many aspects of our lives (not just teaching) / by exploring the messages/themes in the book through presentations, it allowed us to experience many points of view/interpretations / by seeing things from different/varied angles it broadens our own perspectives about certain topics — this may have been limited if we did our own paper/listened to a lecture from Prof.
- I found the theme of the book very relevant to teachers in a public system / it presented interesting viewpoints on some of the same things we need to focus on in our schools / this was a very useful alternative to the highly academic texts which would have taken hours to get the same points out of the book / Chartier was able to present many *valuable* points in a very direct & pleasurable read
- I loved the textbook / it was a very easy read / not a lot of *BS*, it was right to the point / I enjoyed the fact that groups were assigned to present each chapter / it was nice to see others perspectives on the topic / this really opened my eyes — very entertaining way to provide information
- it was an entertaining way to address the text / there really were not any *ah ha* moments however
- I enjoyed how the book was written; it made it easy to read / having our peers present the content made it more meaningful
- as mentioned before, if given the choice between writing a paper or hearing a lecture or discussing in groups I (and I am sure most people) would be in favour of the latter / in many ways the paper or the lecture are the easy way out / when you discuss it, you really how to know the subject matter
- the book was excellent and the presentations were very informative / combine this with the discussion from the class & the examples you gave from your career & I found it to be both entertaining & educational
- I enjoyed the text — I read it & applied it to other courses
- I feel the alternative was very useful in that class discussions & class involvement were rich & relevant

- I like the creative variety of presentations for each grouping of chapters / lectures can only go so far, and I appreciated you making sure that certain concepts/ideas were pointed out after each presentation
- excellent book — I wish I had more time to read it before the presentations / so simple & delivers great points, still reading & referring to it
- the chapters were short & easy to read, & I found the advice/suggestions useful / I am also glad the entire course was not directed by the book
- I think it was influenced greatly by reading through the book / reading through the book was helpful to my understanding in class
- I enjoyed having the text presented by the groups / I thought it offered us a way to present/absorb material in a creative way — it was interesting to see these different methods / I found it would better help us remember the key points
- this hands on type of book was another nice break from our traditional courses / sometimes we need to come up for a breath of air from the maze of academia that we expect in graduate courses / Chartier had many simple ideas + philosophies to make us think of true leadership
- I read the text prior to the individual presentations / this was useful because I got to see many different interpretations surrounding the book I read / I also found it useful when we opened the floor to questions & comments after each project / I learned so much from reading the book & from listening to my peers
- the textbook was easy to read with worthwhile points — having groups present the chapters through role play or just giving key points was an interesting & unique way / I found each presentation very entertaining & you could certainly tell the key points — a paper would not provide the same creativity or diversity
- this book covered situations that we could apply to our personal careers / I enjoyed the presentations & I learned more this way than writing a paper!

- the individual presentation provided an interesting & fresh approach to the content of the textbook / the presentations allowed for an interactive approach to learning — I have always felt that interactive & experiential learning is most effective / the presentations were memorable & the lessons from the text were put into our own perspective which made them more relevant to our profession
- yes & no — to address no: I would have liked to hear the professor speak about this text & the author in more depth / I do think that the discussions had after the presenters did fulfill this minimally / otherwise this idea of presenting the text topics was requested in a very challenging way and I found it more interesting & I learned more / again, receiving such different takes on one text was stellar and of course, much more interesting / also, as I mentioned in a previous question, twenty-seven (27) ideas & thoughts are better than one

Part Two:

- Prior to the next delivery of this course what should be revised? & why?
 - n/a —> except more story telling of the students (maybe have a night where we are the guest speakers! / —> except a snack list would be good (haha) / Lori brought too much / we should have made a sign-up sheet (it was very much appreciated!) [I should have been a leader in this situation — you certainly were providing an example] / enjoyed the fact that we knew what was expected
 - I found the *roundtables* were either really good, or all over the place / tangents are ok, but should be very brief, or open up a new line of communication, not jumping all over the place
 - nothing should be changed / I know that you will change some things though / you really do get to know your students & their interests as well as yours, motivate the lessons & your direction with each individual class you teach
 - I enjoyed this course / I did not feel overwhelmed which was nice but in saying this I still had a high level of learning / presentations/group work should definitely be kept / I liked how you did not have a whole lot of readings that you cannot make sense of them anyways — that is not learning

- more emphasis on skill development, communication, problem solving, conflict resolution...etc.: the skills administrators need to help make a difference
- I thought the second (2nd) half was quite flexible, especially with the strategic planning exercise & I like the process — maybe you could do something like this once every two (2) years or so & see what changes, if any, are made
- you could incorporate the CCP into the course as a lot of people should see this process / I think our class went through the process as something had come up & someone could not make it / it is a great learning experience + very applicable to the course on leadership
- I don't think there is much to be revised at all / I found the format very stimulating & the format may have to change only if students aren't participating & making the most of the material / however, this fresh outlook & format will typically excite & invigorate most students!
- this course was very well organized / never any questions of what to do or where we go from here / also enjoy the collaborative approach you used to weight the evaluation that first day
- make the course relevant to education / provide strategies that would be helpful for individuals in administrative positions
- I have little experience to draw on; overall, I looked forward to coming to class each night
- the only part of the course that I found not useful was the presentation by Jennifer Cairns-Burke / people were uncomfortable with a reference to an incident that day in a school / also, she overshadowed Ms. Bruce who I felt had useful info to share
- at the end of this course, I get the impression that the professor had lots more to say & share but fell victim to time constraints / I guess I'd just make sure the Prof had lots of time to get through his material
- if you need a sub — don't get JCB! I think even Verna was embarrassed for her / she was so sweet, but not meant to lead this type of class
- all aspects of this course were great / I feel no revision is needed
- nothing
- I did not care for the *leadership assessment* — maybe I didn't get the result I wanted, but I found it out-dated, long & not very relevant

- I enjoyed it / I thought we used different resources in every class
 - as this is a required course to become an administrator, I would like to see you add some more strategies directly related to that role, i.e. dealing with parents, at-risk students, etc. / I would like to know what the results of the various tests we did after that first night mean, both personally & as a leader
 - I didn't enjoy the name-tag switching, but I understand why you did it — it forced me to have different perspectives of my classmates / **the classroom was less than ideal for a class our size: too small!**
 - I'm not sure I would change anything / I truly enjoyed & appreciated the layout & context of the course — thank you
 - the first night of the course I was intimidated by the talk of debates & role plays because it was out of my comfort zone — the way the class was organized did not intimidate me & I can't think of anything I would revise
 - I found the guest speakers to be a great asset — they allowed us to hear of their leadership roles in various areas such as teaching, administration, Dean of Arts, government positions & private business / I would have liked to hear a guest speaker from a more diverse leadership role such as a GM (general manager) of a sports team or own of a local business (i.e. Danny Murphy)
 - on the logistical side, the room assigned was much too cramped & uncomfortable / book talk — I would extend the time allotted to present by four (4) to five (5) minutes / JCB — I felt her sensitivity to her audience was off just slightly at one (1) point in her discussion : I believe she began to speak emotionally to one (1) topic that was close to home — this did not seem to bring the group **in** for collaboration
-
- Reflecting on your original personal goal(s)/expectation(s) for this course — were these attained?
Very much **15** Yes **10** Somewhat **2** Not at all
 - just feel a little more comfortable & a better idea of the *big picture* of leadership
 - very much so
 - after taking this course I do believe what others have been telling me, I will be a good administrator some day

- I liked your approach to not telling us how it should be but to let us feel that we will be able to figure it out
 - I wanted to network with other potential leaders, learn from the experiences of others & develop + improve my leadership skills — I feel these were attained
 - I feel I learned more about educational leadership through the many group activities
 - I expected to understand the role of administrators, the difficulties they face & how to deal with their colleagues
 - I know more about the type of leader I would want to develop into
-
- Considering your future career expectations & needs, was this course helpful?
Very much **14** Yes **12** Somewhat **1** Not at all
 - this course was full of great activities that could be used on PD days
 - actually made me want to travel & teach somewhere else in the world
 - motivated me to pursue further education
 - it helped me understand my strengths & weaknesses as a leader
 - something that would have been helpful would be strategies for dealing with staff, parents & community / this course is required for administrators to have
 - I was able to see my strengths & weaknesses
 - lots of discussion about education, administration
 - I am going into an administrative role in the fall & it helped me see myself more clearly & gave great ideas
 - not sure what my expectations are, but the general overview will help
 - please see comment previous page re revisions
 - I will use many exercises on my own students
 - yes — it gave some tools to put in my toolkit & exposed me to a variety of leadership styles
 - I believe the course helped us realize the qualities one needs to be a leader
 - WSB requires this course for admin
 - as an educator & musician, whether an administrator or not, the ability to communicate effectively & manage people is invaluable to building a skill set for life not only a career

- Aside from your responses above, was the course interesting?
Very much **20** Yes **6** Somewhat **1** Not at all
 - very much so / great variety!
 - networking was great, met some great colleagues
 - very interesting, the three (3) hours flew by
 - enjoyed the use of different teaching methods / group work, movies, etc.
 - I looked forward to this course more than my other three (3) previous courses combined
 - good to learn leadership values & skills FROM leaders — guests + films + discussions
 - had fun!
 - I really enjoyed the two (2) videos, great conversation starters
 - I loved the guest speakers & group work / I also appreciated the balance between lectures, *hands on* work & movies — GREAT COURSE
 - I found that each class went by very quickly because I was interested in what was being said
 - great insights into leadership
 - this was the most interest I have taken in study since my music studies / it was a real time learning event every night

- In retrospect, did your classmates generally respect your efforts to participate?
Definitely **17** Yes **10** Somewhat Not at all
 - they seemed to anyway
 - yes
 - I sense that people are interested in what I have to offer
 - probably too much, not many contrary opinions out there
 - nobody was condescending & people were very respectful of each other's opinions
 - great group of people / I enjoy getting out & meeting new people
 - I believe so — most people were keen & accepted the ideas & participation of those around them willingly
 - everyone I was grouped with provided opportunity for everyone to participate

- very supportive
- this group was very respectful to reference others names when agreeing with or relating to a comment / this shows a respect and acceptance for your voice

- In retrospect, did the professor:
 lead too little lead too much Maintain a good balance 27
 - variety is the key / very well done!
 - an excellent balance to educate & empower students
 - every one in class had an opportunity to speak & contribute to the group
 - great job giving us the assignment or goal & then allowing us to work through it
 - there was almost a perfect balance — we had lots of opportunity to contribute
 - I really respect the fact that every comment we made was treated with respect
 - if I ever felt I needed more direction, I just had to ask
 - I liked how you turned questions back on people → if they are going to be leaders, they will have to figure it out
 - as mentioned above, the balance was ideal for me
 - he always gave everyone a chance to speak
 - really enjoyed the course
 - at first I thought too little & was frustrated by this & then realised that the group as a whole would benefit more if we did more thinking in our own groups