

ELC 754: Personal Leadership Assessment and Enhancement

1. **Course Prefix and Number:** ELC 754
2. **Course Title:** Personal Leadership Assessment and Enhancement
3. **Credits:** 3 Credit Hours
4. **Course Prerequisites/Corequisites:** Admission to Ed.S. or Ed.D. Programs in educational leadership or permission of instructor.
5. **For Whom Planned:** This is a graduate-level elective course for students who wish to obtain an Ed.S. or Ed.D. degree.
6. **Instructor Information:** Larry D. Coble, 3200 Northline Avenue, Suite 142, Greensboro, NC, 27408, 315-7710 or 315-7711, Fax 315-7715, or by e-mail at lrrycble@bellsouth.net. Office hours are by appointment.
7. **Course Purpose/Catalog Description:** For students who intend to pursue educational leadership roles and careers in administration. Emphasizes development of creative leadership potential and maximization of personal growth.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills, and dispositions through the preparation and continuing professional development of teachers, principals, and other school personnel.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**

The content of this course is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards. Although ISLLC standards cut across content areas, the major standards are referenced for each course goal.

 - a. To provide students the opportunity for self-understanding and personal mastery through the processes of introspection, reflection, and renewal and the opportunity to more clearly define a vision of personal and organizational leadership (corresponding to ISLLC Standard 1).

- b. To engage students in conversations whereby they define purpose in the context of their individual beliefs and values and examine how their sense of purpose impacts their ability to connect their inner life and outer work and to demonstrate the highest level of ethics and integrity as leaders (corresponding to ISLLC Standards 1 and 5).
- c. To create a foundation that centers on the concept of reflective practitioner and the importance of learning from one's experiences and to explore strategies for utilizing this foundational knowledge in the shaping of a healthy school culture (corresponding to ISLLC Standard 2).
- d. To participate in a number of relevant activities which provide opportunities to explore, experience, and practice leadership skills and principles related to leading and managing change (corresponding to ISLLC Standards 2 and 6).
- e. To create a professional development plan designed to set goals, select and implement improvement strategies, and monitor outcomes toward improving leadership behavior (corresponding to ISLLC Standard 1).
- f. To more clearly understand the distinctions between leadership and management and their responsibility both for leading and managing in the context of school organizations (corresponding to ISLLC Standard 3).
- g. To explore how they use their personal strengths in relating to others (corresponding to ISLLC Standard 1).
- h. To examine strategies for building a high performing team that enables collaboration across and with their many stakeholder groups (corresponding to ISLLC Standard 4).

10. Teaching Strategies:

The instructor will utilize a variety of teaching strategies to ensure comprehension of the leadership development curriculum. Strategies will include, but not be limited to, lecture, small group work, large group discussion, extensive reading, research, the use of video presentations, outside speakers on special interest topics, case studies, and simulated role-plays. In addition, the instructor will monitor students' progress through work products to be completed and submitted according to a rigorous timetable. Also, the students in this class will actively participate in a variety of exercises that are designed to develop leadership qualities. They will "learn by doing" by analyzing their own behaviors, interacting with peers, reviewing assessment results, and developing professional development plans.

11. Evaluation Methods and Guidelines for Assignments:

The evaluation of the performance of students is determined by class attendance, class participation, and the successful completion of work products directly related to personal leadership effectiveness. Work products must demonstrate scholarship, as well as the ability to reflect on practice.

Guidelines for making assignments include the ongoing incorporation of course objectives. The assignments are directly related to building knowledge and skills that

are necessary for success as an effective educational leader. Students are responsible for:

- a. Learning Journals (15 percent of final grade)
- b. Book Review (15 percent of final grade)
- c. Profile Narrative/Self Understanding and Personal Mastery Paper [Hallmark Assignment] (50 percent of final grade)
- d. Professional Development Plan (10 percent of final grade)
- e. Class attendance, participation in small and large group discussions, and demonstrations through discussions that knowledge from readings has been acquired (10 percent of final grade)

The student's grade for this course is based upon the instructor's judgment regarding the quality of the student's performance in the areas noted above.

12. Required Text(s)/Readings/References:

- a. Bennis, Warren. On Becoming a Leader. Cambridge, MA: Perseus Publishing (2003).
- b. All articles and support documents included in the course pack.

13. Topical Outline:

The topical outline for the objectives selected for this course is as follows:

- a. *Assessment Instruments:* Throughout the course, participants will be administered a number of assessment instruments designed to obtain participants' awareness, interest, and attitude toward such leadership issues as personality self-awareness, identifying and understanding basic drives, 360-degree feedback, team player styles, interpersonal needs, leading and managing change, and conflict management.
- b. *Completion of Learning Journals:* Each student will be required to develop bi-weekly a journal entry which will provide evidence of efforts to reflect on new learnings about self from assessment instruments, new learnings from class, and their application in the job setting.
- c. *Formulation of Personal Vision:* Participants will be given the opportunity to examine limiting beliefs about self and begin formulating a vision of where they want to go in both their career and personal lives. In completing this activity, students will examine the true purpose and meaning related to their own unique talents, skills, and knowledge. (The video, *Even Eagles Need a Push*, will be used in these exercises.)
- d. *Examination and Analysis of the Course Texts and the Course Pack (Readings) on Leadership:* Each participant will be required to read, analyze, and report on major findings in Bennis' book, On Becoming a Leader. A major objective here is to identify specific points, ideas, quotes, etc., from the book and expound upon them in a cogent, logical, and well thought out manner. A comprehensive course pack includes support materials that accompany each lecture and outside assignments.

- e. *Completion of Profile Development Summary and Profile Narrative:* The profile narrative is to be a reflective, “Self Understanding and Personal Mastery Paper.” Students should use self-assessment information, as well as reflections on past experiences to complete this assignment. This work should be a reflective expression of self-understanding at this time in the student’s life.
- f. *Learning from a Master – Yourself:* Students will have an opportunity to learn how they can take advantage of past experiences, a process that has been used by successful leaders. They will reflect on significant events in past personal and work lives to discuss how these experiences have changed and influenced their lives. Then they will explore how they can use past and future experiences, as well as other information from assessment feedback, to understand themselves and formulate appropriate learning strategies and tactics.
- g. *Reading and Shaping a Healthy School Culture:* The school environment exerts a significant influence on students and staff. To be effective in a leadership role, students must fully understand the impact that environment has on the classroom, the individual school, and the school system. Students must develop skills for coping with and taking advantage of environmental elements. In order to develop skills and strategies that will assist in building a healthy school culture, it is crucial to analyze, anticipate, and understand the nature of the school as an organization. Being able to predict, explain, and control organizational phenomena is crucial to leadership in managing change efforts, defining and inculcating more productive beliefs and values, and evoking more organizational effectiveness.
- h. *Leading and Managing Change:* Students will be given the opportunity to determine their own readiness for change and develop strategies for leading and managing change. Models of effective educational change will be presented.
- i. *Enhancing Professional and Personal Relationships:* Students will develop an understanding of how they deploy their strengths in relating to others. They will assess the strengths they use in relating to others under two kinds of conditions: (1) when everything is going well in the learner’s relationships, and (2) when one is faced with conflict and opposition.
- j. *Beliefs, Values, and Purpose:* Many of our beliefs and values have philosophical foundations in the history and collective experience of the culture, in which we have lived and learned. Students will have the opportunity to define purpose in the context of individual beliefs and values. They will examine the philosophical grounding of what they believe and hold to be important. This reflection can help clarify what the student sees as his/her purpose and make it possible to be more effective in the choices the learner makes as a leader, as well as in his/her everyday life.
- k. *Leadership, Ethics, and Spirituality:* Students will be encouraged to closely examine both the cognitive processes of leadership and the often referred to idea of leadership being “an affair of the heart.” Students will engage in deep conversations about integrity and identity. Who they are is as important as what they know and how they engage. In the final analysis, we lead who we are.

Because that is true, students will examine everything from core values to the connection of inner life and outer work.

- l. *Leading versus Managing*: School organizations need both leaders and managers. Yet, the role of leaders is distinctly different from that of managers. Students will be provided information and exercises that will assist them in differentiating between leadership and management behavior in a school/district setting. Particular emphasis will be placed on choosing leadership over management.
- m. *Team Work*: The ability to lead and develop high performing teams is a critical skill for today's educational leaders in an environment of increased accountability. The importance of teamwork in leading people toward desired goals will be emphasized. Team styles, team creativity, and collaboration will be explored in detail. The students' team player styles will be assessed. Special emphasis will be placed on what research tells us about the behavior of leaders of high performing teams.
- n. *Development of a Professional Development Plan for Continuous Improvement in Leadership*: In keeping with course requirements on the acquisition of new skills and knowledge and their application to "real life" settings, student will create a continuous improvement plan designed to enhance their leadership skills. The plan will include the identification of strengths and developmental needs, strategies, timelines, and evaluation procedures.

14. **Other Information:**

Attendance Policy:

Students are expected to attend all classes, as genuine and informed participation is a criterion for a grade in this course. Students unable to attend class because of illness, a death in the immediate family, professional obligations, religious holidays, or other circumstances which the instructor finds reasonable cause for non attendance must inform the instructor in advance of class meetings. Students missing class must provide the instructor with a written excuse no later than a week following the absence.

Unexcused absences will result in the reduction in the student's grade for class participation up to 10 percent of the total grade for the class.

The instructor may request that the student take a W (withdraw) or I (incomplete) for the course if unexcused and excused absences exceed one (1) class meeting or weekend session during the semester.

In the event of a student absence, the student remains responsible for readings and course requirements for that particular class session.

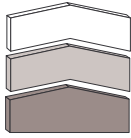
Academic Honor Code:

Each student should recognize his/her responsibility to uphold the Academic Honor Policy and to report violations to the appropriate persons.

15. Recommended Text(s) and/or Readings:

- Bennis, W., & Nanus, B. (1997). *Leaders: Strategies for taking charge*. New York, NY: Harper Business.
- Block, P. (2002). *The answer to how is yes: Acting on what matters*. San Francisco, CA: Berrett-Koehler.
- Bolman, L., & Deal, T. (2001). *Leading with soul: An uncommon journey of spirit*. San Francisco, CA: Jossey-Bass.
- Brubaker, D., & Coble, L. (1997). *Staying on track*. Thousand Oaks, CA: Corwin Press.
- Brubaker, D., & Coble, L. (2005). *The hidden leader*. Thousand Oaks, CA: Corwin Press.
- Connerly, M., & Pedersen, P. (2005). *Leadership in a diverse and multicultural environment: developing awareness, knowledge, and skills*. Thousand Oaks, CA: Sage Publications.
- Dickmann, M., & Stanford-Blair, N. (2002). *Connecting leadership to the brain*. Thousand Oaks, CA: Corwin Press.
- DuBrin, A. (1998). *Leadership*. Boston, MA: Houghton Mifflin.
- Gerstner, L. Jr. (2002). *Who says elephants can't dance?* New York, NY: HarperCollins.
- Giber, D., et al. (2000). *Best practices in leadership development handbook*. San Francisco, CA: Jossey-Bass.
- Goldsmith, M., et al. (2000). *Coaching for leadership*. San Francisco, CA: Jossey-Bass.
- Harvey, E., & Lucia, A. (2003). *Walk the talk . . . and get the results you want*. Dallas, TX: Performance Publishing Company.
- Krzyzewski, M. (2000). *Leading with the heart*. New York, NY: Warner Books.
- McGraw, P. (2001). *Self matters: Creating your life from the inside out*. New York, NY: Free Press.
- Morgan, H., Harkins, P., & Goldsmith, M. (2004). *The art and practice of leadership coaching: 50 top executive coaches reveal their secrets*. Hoboken, NJ: John Wiley & Sons.
- Nahavandi, A. (1997). *The art and science of leadership*. Upper Saddle River, NJ: Prentice-Hall.
- Pearman, R. (1998). *Hard wired leadership*. Palo Alto, CA: Davies-Black.
- Short, P., & Greer, J. (1997). *Leadership in empowered schools*. Upper Saddle River, NJ: Prentice-Hall.
- Slater, R. (2003). *29 leadership secrets from Jack Welch*. New York, NY: McGraw-Hill.
- Yukl, G. (2002). *Leadership in organizations*. Upper Saddle River, NJ: Prentice-Hall.

16. Alignment with State and National Standards: See 9. Course Goals and/or Objectives/Student Learning Outcomes.



ELC 754-81 PERSONAL LEADERSHIP ASSESSMENT AND ENHANCEMENT

COURSE SYLLABUS

Course Description

Open to graduate students who intend to pursue a career in administrative positions and who are a member of the Guilford County Schools Cohort. The basic purpose of the course is to develop the creative leadership potential of the participants and to maximize personal growth. Students will be required to make an emotional, as well as an intellectual commitment to the development of leadership qualities.

The classroom environment of ELC 754-81, including all lectures and activities, is designed to promote leadership development and successful practice.

Session 1

Friday (5:00 until 9:00 p.m.)

- ◆ Welcome
- ◆ Levels of Leadership Overview
- ◆ Leadership Development Principles/Requirements
- ◆ Leadership Development Formula
- ◆ Course Overview/Expectations/Requirements/Grading
- ◆ Assessment Instruments
- ◆ Original “Benchmarks” Research
- ◆ Distribution of Voices® LSA
- ◆ A Call to Leadership — *The Leadership Challenge* (Kouzes and Posner video)/Debrief
- ◆ Complete Biographical Sheet

Saturday (9:00 a.m. until 3:00 p.m.)

- ◆ Learning from a Master: Yourself
 - *The Lion King* (video clip)
 - *To an Old Friend* (video)
 - Identifying and Understanding Your Basic Drives/Debrief
 - MBTI/Debrief

Session 2

Friday (5:00 until 9:00 p.m.)

- ◆ Reading and Shaping a Healthy School Culture
- ◆ *Best of Carson* (video clip)
- ◆ Leadership Style Organizational Match/Debrief
- ◆ *Four Frames* (video clips)
- ◆ *Remember the Titans* (video clips)

Saturday (9:00 a.m. until 3:00 p.m.)

- ◆ Reading and Shaping a Healthy School Culture (Continued)
- ◆ Leading and Managing Change
- ◆ Change Style Indicator/Debrief
- ◆ Change Exercises
- ◆ Profile Development Summary Review
- ◆ Profile Development Narrative Review

Learning Journal Entries 1 and 2 are due.

Session 3

Friday (5:00 until 9:00 p.m.)

- ◆ Voices® LSA Group Feedback
- ◆ Strength Deployment Inventory/Debrief

Saturday (9:00 a.m. until 3:00 p.m.)

- ◆ Introduction to Beliefs, Values, and Purpose
- ◆ Leadership, Ethics, and Spirituality
- ◆ *Even Eagles Need a Push* (video/worksheet)

Learning Journal Entries 3 and 4 are due.

Book Review is due.

Session4

Friday (5:00 until 9:00 p.m.)

- ◆ Leading versus Managing
- ◆ *The Fence That Me and Shorty Built* (video)
- ◆ *Independence Day* (video clip)
- ◆ *Andy and Opie* (video clip)
- ◆ FIRO-B/Debrief

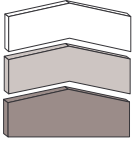
Saturday (9:00 a.m. until 3:00 p.m.)

- ◆ Introduction to Teams
- ◆ Parker Team Player Survey/Debrief
- ◆ *Team Building* (video)
- ◆ *Team Creativity* (video)
- ◆ Course Integration
 - Paper Planes, Inc. Simulation/Debrief
 - *Leadership is . . .* (video)
- ◆ Course Evaluation
- ◆ **Celebration**

Learning Journal Entries 5 and 6 are due.

Profile Narrative is due.

Professional Development Plan is due.



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**The Learning Journal:
A Tool for Learning**

The completion of a Learning Journal helps an individual learn new skills, increase personal awareness, and reflect upon life's experiences. It is a personal account of a person's aspirations, concerns, accomplishments, failures, and dreams.

A review of research literature reveals that the writing of a Learning Journal provides:

- A written record of activities
- A means to represent events and situations in a new form
- A method for monitoring changes to determine how skills and knowledge have developed
- A method for getting evaluation and feedback from an advisor
- A mechanism for documentation and monitoring of potential action planning
- A record for monitoring personal growth and for communicating with family members or professional associates
- A self-evaluation instrument, by which the quality of an individual's work can continually be evaluated
- An opportunity to bring accounts of many events together, thus helping to suggest interrelationships
- A means for improving leadership behavior in ongoing activities
- An opportunity to facilitate more learning about self
- A systematic basis for discussion of plans for future action, goal setting, and the monitoring of progress on goals
- Appropriate documentation for developing summaries of the year's experience

Some Basic Suggestions Concerning the Development of a Learning Journal

1. To assure full benefits from participating in writing a learning journal, the individual must enter and continue in the process with a positive attitude.
2. Prior to starting the journal, give thought to format, content, and emphasis that you will use.
3. Set aside a specific time during which you will work on the journal, build a routine.
4. Also, set aside time (e.g., 20-30 minutes every ten to twelve days) to review what you have recorded. Look for patterns and themes that might suggest corrective strategies, as well as any tendencies for you to avoid undesirable or stressful situations or to tackle problems head on.
5. Share your recordings with others. Ask for their advice and volunteer to help others who are working on journals. If the recommendations you are receiving have merit, strive to act upon them.
6. Focus on the “hows” and “whys” of your behavior. Analyze cause and effect, as well as the “whats.”
7. Remember that you learn from experience; build experience upon experience to learn even more.
8. Use the list of questions that have been provided to guide and stimulate your learning and to organize your recorded thoughts. Don’t depend solely on these questions, however; let your own good sense direct you in this process.
9. Don’t hesitate to use your own style in writing your learning journal. The purpose here is for you to learn and grow from the experience, not win a writing contest.
10. Finally, be honest with yourself. You might be able to fool others, but you won’t fool yourself.

Questions That You Might Wish to Ask Yourself as You Prepare Your Learning Journal

What did I learn today that will help me better understand my job and myself?

How did I react from my experiences? Why did I react in such a manner?

Have I ever had the same type of experiences before? Am I reacting as I did then? Why?

How may I change the situations that are undesirable? How may I change how I react to these situations?

Am I making the same mistakes over and over? Why?

Are there some situations or people I am avoiding?

Am I using successful strategies to solve problems? How do I know that this is true?

Do I shy away from tasks that have the potential to make me a better worker and person?

Am I using wisdom in choosing learning experiences that will help me?

Am I depending too little or too much on people to help me solve problems?

Am I being honest with myself?

Am I doing things to cover up weaknesses?

Can I identify my coping styles?

Am I active or reactive in tackling problems?

What new learning experiences do I need to participate in to make me a better person?

How would I characterize my primary learning style(s) (action or learning from experience, observation, trial and error, group learning, data gathering and analyzing, avoidance, etc.)?

How can I be sure I am making progress? What are the patterns of growth?

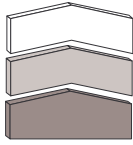
How well am I using physical and human resources? Am I avoiding using some people or learning tools?

How are various people reacting to my writing a learning journal? Are they supportive?

To what extent am I using my boss, peers, friends, etc. to help me learn and grow?

Are there patterns of behavior in my journal that cause me to be optimistic about the future?

Am I really taking this exercise seriously?



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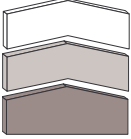
Profile Narrative

After completing the Profile Development Summary, students should begin preparations for a "This Is Me" narrative paper, which is to be 8 to 10 typewritten, double-spaced pages. This paper should be a reflective expression of your understanding of **you** at this time in your work life. Special efforts should be made to analyze and integrate any and all learnings from the Leadership Seminar and from other learning experiences that will aid you in examining your strengths, areas needing improvement, and developmental growth toward self-mastery. Emphasis should be on increasing your ability to anticipate personal and work situations and to take appropriate, reasoned steps to avoid unnecessary and unproductive conflicts arising out of daily work life. A further emphasis should be on how to use these learnings to lead a more enriched, productive, and meaningful life.

1. **Assessment Instruments:** Use instrument profiles to describe your preferences, strengths, etc. and project how these may play in your favor in your chosen or desired leadership role or how they may hamper your ambitions. Reflect on how you can influence the environment by "GAGGING" or "going against the grain" of your preferred and possibly innate modes. Also, cite where some useful talents may erupt out of your opposite modes, if developed. Use the **Voices® LSA** feedback to further validate and illuminate your strengths, hidden talents, possible blind spots, and your developmental opportunities.
2. **Course Content:** Use the required and recommended readings, concepts brought by lecture or class discussion, simulated role play, or other course related experiences that may aid you in describing your leadership philosophy as it relates to the person revealed by the assessment instruments. Your statements of content should reflect a solid academic foundation upon which you provide an analysis of effective leadership skills using yourself and your desired work place as the subject(s).
3. **Background:** Weave into your narrative, appropriate and relevant background information on yourself that reveals major influences of your life, significant experiences (educational, personal, and work), and other experiences that helped mold and develop you into the person you are today. Try to make direct links between the personality and preferences revealed in the assessment instruments and these significant background experiences. With thoughtful reflection, it will be

rewarding to draw into your writings two or three special people and experiences that guided you to this place. Remember to include those people and circumstances that may have influenced you in a significant way. They may have influenced you to become unnecessarily rigid, controlling, uncompromising, overly sensitive, excessively desiring to please, non-confronting, shy, unappreciative, cool, and aloof. They may have influenced your development of other qualities that, if not addressed, will prevent you from being the quality leader you desire and can become and will, most likely, lead to derailment as a leader. Demonstrate, using course content and experiences, how you can work to overcome those potentially derailing qualities.

4. **Finding the Meaning:** Along with competence and self-mastery, meaning and purpose are the cornerstones of a successful life and career. Although somewhat ambiguous, elusive at times, maybe abstract, and even paradoxical, our spiritual self is of paramount importance in a successful career search. Because of its highly personal and evolving nature, it is left to you to find the appropriate and meaningful way to include spirituality in the narrative.



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Guidelines for Developing a Plan for Any Competency
(Lombardo and Eichinger)

1. Get Specific

- Get more detailed and behavioral feedback on the need.
- Accept that you have a need; don't be defensive.
- Ask for specific examples: When? Where? With whom?

2. Create the Plan -- Make Three Action Plans

- What do you *stop* doing?
- What do you *start* doing?
- What do you *keep* doing?

3. Learn from Others

- Pick multiple models, each of whom excels at one thing, rather than looking for the whole package in one person.
- Take both the teacher and the student role.
- Rely on multiple methods of learning -- interview people, observe them without speaking to them, study remote models by reading books and watching films, get someone to tutor you, or use contrast models.

4. Read the "Bible" on This Need

- Pick the one book that best addresses your need and read it thoroughly.
- What are the ten (10) "how to's" all the experts would agree upon?
- How is this skill best learned.

5. Learn from Autobiographies and Biographies

- Try to find books by or on two famous people who have the skill you are trying to build.
- Try to see how they wove the skill on which you are working into their fabric of skills.
- Try to determine the turning point in their lives when they improved dramatically in developing the skill.

6. Learn from a Course

- Find the best course that is available that relates to your skill.
- Find one that has a lot of theory and a lot of practice with the skill.
- Throw yourself into the course.

7. Get a Partner

- Find someone working on the same need.
- Take turns teaching each other, share books and experiences.
- Observe each other and give feedback.

8. Try Some Stretching Tasks, But Start Small

- Write down five tasks which need improvement.
- Make a conscious effort to improve your performance on each task.
- Routinely evaluate the progress you make on each task.

9. Track Your Own Progress

- Set progress and benchmark goals for yourself.
- Keep a log, make a chart.
- Celebrate incremental progress.

10. Get Periodic Feedback

- Use two groups to monitor your progress -- a group of people who have not known you for a long time and a group that has.
- Contrast the ratings of the two groups and take corrective action when appropriate

