



**EDUCATION 818-5
LEADERSHIP STUDIES
(Enroll# 10285)**

Spring Semester 2009		Instructor:	Dr. Michelle Pidgeon
Meeting Dates:	January 16-17; 30-31 February 13-14; 27-28 March 13-14	Office:	15-750 Faculty of Education 250-13430 102 Ave Surrey, BC, V3T 0A3
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ACADEMIC HONESTY AND STUDENT CONDUCT

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at <http://www.sfu.ca/policies/teaching/t10-02.htm>

COURSE RATIONALE

The question of what is “leadership” has perplexed many scholars, theorists, and practitioners alike. The purpose of this course is to critically explore the relationship between leadership theory and practice in the context of post-secondary education. Therefore, the goals of this course will be three-fold: knowledge acquisition, self-reflection, and application to practice. As instructors, we lead through our pedagogy and praxis in and outside the classroom, and as such, we are leaders for students to engage in the content but also with the institution. Therefore, this course will explore how we as leaders support and engage students with the broader post-secondary experience in our classrooms.

DESCRIPTION

This course examines three interrelated aspects of educational leadership studies of conceptual and theoretical foundations, with a particular emphasis on ethics of leadership; current research in the field, including feminist and cultural critiques; and topical issues and problems of leadership practice. Considerations of leadership character and role, power and authority in organizational relationships, conflict resolution, and teamwork are central to the course.

GOALS AND LEARNING OUTCOMES

Knowledge:

- a) Develop your understanding of various historical and emerging tenants of leadership theory
- b) Gain an appreciation for and insight into the concepts of leadership skills and leadership styles
- c) Understand the principles of conflict management and resolution

Self-reflection:

- a) To develop an awareness of your personal approaches to leadership.
- b) To share and contrast your personal styles of management and leadership with colleagues through discussion, assessment, and case studies.
- c) To reflect on areas of strengths and weaknesses of leadership theories and in personal leadership skills.

Application to practice:

- a) To apply these theories in your practice, as educators and administrators in your own field of practice.
- b) To construct a useful set of individual leadership theories designed to assist you in confronting complex issues.
- c) To develop and improve your ability to manage organizational challenges and change.
- d) To develop methods which promote effective team formation and work management.

REQUIRED TEXTS

Cheldelin, S. I. & Lucas, A.F. (2004). *Academic administrator's guide to conflict resolution*. San Francisco, CA: Jossey-Bass.

Fullan, M. (2007). *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.

Hiatt, J.M. & Creasey, T.J. (2003). *Change management: The people side of change*. Loveland, CO: Prosci.

Lencioni, P. (2002). *The five dysfunctions of a team: a leadership fable*. San Francisco, CA: Jossey-Bass.

Lencioni, P. (2005) *Overcoming the five dysfunctions of a team. A field guide for leaders, managers, and facilitators*. San Francisco, CA: Jossey-Bass.

Northouse, P.G. (2006). *Leadership: Theory and practice*. 4th ed. Thousand Oaks, CA: SAGE Publications.

**Additional readings may be distributed in class or made available online.

GRADING

General Grading Guide:

A+ 97 – 100
A 93 – 96
A- 90 – 92
B+ 87 – 89
B 83 – 86
B- 80 – 82
C 70 – 79
D 60 – 69

Class participation 10%
Annotated Bibliography 10%
Paper proposal 10%
Literature Review 20%
Team Projects & Presentation 30%
Case Study Report (Final Analysis Paper) 20%

** Incompletes will be given only under extraordinary circumstances that are beyond the student's control and may result in a lower grade.