



**EDUCATION 818**  
**Leadership Studies**  
 (Enroll # 12354)

Fall Semester 2008	Instructor:	Dr. Michelle Pidgeon
Meeting Dates: Sept 5/6, 19/20 Oct 3/4, 24/25 Nov. 14/15	Office:	15-750 Faculty of Education 250 - 13430 102 Ave Surrey, BC, V3T 0A3
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## ACADEMIC HONESTY AND STUDENT CONDUCT

Plagiarism, whether intentional or unintentional, is a form of academic dishonesty that can lead to a failing grade for the course and to suspension from the University. As defined in SFU policy (<http://www.sfu.ca/policies/teaching/t10-02.htm>) “plagiarism is a form of academic dishonesty in which an individual submits or presents the work of another person as his or her own.” Plagiarism involves taking the words, ideas, or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information, see <http://www.sfu.ca/policies/teaching/t10-03.htm> or [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) or the section entitled Academic Honesty and Student Conduct in the General Regulations of the SFU Calendar.

Le plagiat, intentionnel ou non intentionnel, est une forme de malhonnêteté académique qui expose à des sanctions, comme l’ajournement à un examen ou l’exclusion de l’université. L’université de SFU (<http://www.sfu.ca/policies/teaching/t10-02.htm>) définit le plagiat comme “une forme de malhonnêteté académique où un individu soumet ou présente le travail d’autrui comme étant le sien”. Le plagiat signifie s’approprier les mots, les idées et la recherche d’autrui sans mention d’emprunt à l’auteur initial. Les étudiants doivent se familiariser avec les différentes formes de plagiat, intentionnel ou non intentionnel. Pour plus d’informations, se référer aux documents en ligne suivants:

<http://www.sfu.ca/policies/teaching/t10-03.htm> ou [http://learningcommons.sfu.ca/hot\\_topics/academic\\_integrity.php](http://learningcommons.sfu.ca/hot_topics/academic_integrity.php) ou la section intitulée *Academic Honesty and Student Conduct in the General Regulations* du Calendrier de SFU.

## **COURSE 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.

## **COURSE RATIONALE**

The question of what is “leadership” continues to perplex 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 and institutions.

## **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.

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.

Kezar, A. J., Carducci, R. & Conteras-McGavin, M. (2006). *Rethinking the "L" word in higher education: The revolution of research on leadership*. ASHE Higher Education Report, Volume 31, Number 6. ISBN: 978-0-7879-8677-3

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 will be on reserve in the library, distributed in class, in the course reader, and available online, as indicated in the syllabus.

## 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%

### Incomplete Grades:

Incomplete grades will be available only under exceptional circumstances after prior consultation with the instructor. Students who fail to meet deadlines without prior approval during the semester will not be granted incomplete grades.