

# Course Syllabus

**Course Title:** Collaborative Leadership Institute

**Dates:** February—November 2008 with on-site sessions March 17-19, June 23-25, and November 12-14, 2008

**Prerequisites:** Selection by committee to meet entry requirements and demographic balance

**Number credits and CEUs:** 6 credits and 56 clock hours

## Course Description

This course provides an examination of theories, concepts, research and practices in collaborative leadership. The course is designed to promote creative, innovative leadership among emerging leaders in the early childhood and school age care professions. This ten-month institute provides an in-depth balanced experience of both on-site and distance learning opportunities. Participants will apply practical knowledge in their organizations and within their communities.

## Course Objectives

Learners will:

1. Increase self awareness – unique qualities of one's own style
2. Explore new research and literature on leadership and advocacy (through books, articles and internet searches)
3. Understand the larger system of early learning and after school programming
4. Cultivate a broad range of strategies to accomplish goals
5. Gain ability to harness resources (people, funds etc.) to move agendas
6. Practice taking risks (gaining experience with ambiguity, chaos, confusion and change) within one's organization and community
7. Deepen understanding and use of cultural competency skills
8. Apply new knowledge through an individual or collaborative team project

## Student Expectations

Participants will:

- Participate fully in all three on-site sessions
- Participate electronically (e-mail etc.) between sessions with their team, mentor and with their instructor (quarterly telephone calls, reflections on questions relevant to their experience and goals, and updates on readings and projects)
- Complete assigned readings (books, articles and websites) and provide written reflective summaries and verbal summations of the synthesis of the readings with one's experience
- Create and implement an individual development plan
- Complete assigned activities including attending/participating in an art/theater event, sports event and seeing a film, and writing a reflection on the relevance of each to leadership, and personal and professional development.

- Complete and present an individual or group project
- Develop a reflective paper outlining their individual experience of the institute, key learning and plans to implement learning within their organizations and communities.

### **Special Features**

Mix of on-site instruction, individual and team projects, and distance learning.  
Application of learning to the in workplace – transfer of learning.

### **Methods of Instruction**

Instructional activities include lectures, small and large group activities, simulations, individual/group projects, individual assessments, group and individual presentations, on-line assignments, readings with reflection, and ongoing communication with mentor and faculty.

### **Content/Topics**

#### **1. On-site Sessions:**

March 17 (11 a.m.–5 p.m.), March 18 (8:30 a.m.–5 p.m.) & March 19 (8:30 a.m.–3 p.m.)

- create the context (panel plus discussion)
- introductions, objectives, agenda
- establish intentions and agreements
- define leadership – distinguish from management
- review modern leadership theories (and categories of theories)
- principles and practices of community and organizational development
- collaboration, diversity and cultural competence
- individual style assessment
- application of style in groups
- other issues including developing an individual development plan, finding a mentor, homework, e-communication, journaling techniques, web resources; start program and community project, reflection

June 23 (11:00 a.m.–5 p.m. and 7:00 p.m.—9:00 p.m.), June 24 (8:30 a.m.–5 p.m.) & June 25 (8:30 a.m.–3 p.m.)

- reflection and feedback on assignments (individual presentations)
- group planning for projects
- review
- state evolution of early learning and current issues (panel)
- theories of working in groups (group formation, conflict, change)
- collaborative theories and resources
- group facilitation methods (e.g. circles, open space, appreciative inquiry, solution focus etc.) and resources
- continued individual style assessment
- project team work
- community needs assessment methods

- project management methods and tools

November 12 (11:00 a.m.—5 p.m.), November 15 (8:30 a.m.—5 p.m.) & November 16 (8:30 a.m.—2 p.m.)

- reflection and feedback – individual presentations
- team project preparation time
- follow-up on and further deepening of collaboration, diversity and cultural competence
- group presentations (on selected group projects focused on community child health, literacy, parent involvement etc.)
- synthesis exercises
- summation and closing exercises
- reflection and graduation celebration

## 2. Textbooks/Reading:

Two books will be provided and are required reading –

- Sullivan, D. (2003). *Learning to lead: Effective leadership skills for teachers of young children*. Red Leaf Press, St. Paul.
- Wheatley, M. (2002). *Turning to one another: Simple conversations to restore hope to the future*. Berrett-Koehler Publishers, Inc. San Francisco.

Other reading selections are required, such as one more book of the student's choosing from among those on the attached list (or one proposed by the student and approved by the instructor) and/or a collection of relevant articles and websites. Students may choose to read a biography of a pioneering leader (e.g. Jill Kerr Conway, the first female president of Smith College). Others may want to read Julia Cameron's *The Artist's Way*.

## 3. Individual Participation in Distance Activities:

Written reflections of what was learned with the self-assessments completed in session and on one's own, of the relevance of the activities to leadership, organizational life and/or group dynamics (three activities in total).

- Complete 3 self-assessments of the participants choosing at <http://web.tickle.com/tests/> (bottom of page to Ph.D. Certified), <http://www.businessballs.com> or other at the choosing of the participant
- Art/Theater – go to a play, museum, art exhibit, participate in an art class, theater production or other art/theater related activity as approved by the instructor
- Sports Event – attend any form of sports event or participate in a game/event event
- Watch a movie relevant to leadership, organizations or group dynamics including any of the following or a selection approved by the instructor.

## Transference of Skills to the Work Setting:

Transference of skills to the work setting will be aided through several approaches and activities, including:

1. Identification of individual intention, goals and project within program
2. Completion of an individual or group project within community
3. Telephone and e-coaching between sessions
4. Readings and reflective papers
5. Group project presentation
6. Support of supervisor
7. Work time between the three sessions

### **Detailed List of Homework & Due Dates**

March 7 – Preparation for March Session: Individual Development Plan

1. Sign in to the *Preferred Leader Self Assessment* website (URL and password to be provided to each participant) and complete the assessment. At the website, identify that the instructor is to receive copies of your work.
2. Complete pre-reading: *Preferred Leader Self Assessment* report and models provided at the website on each area assessed.

March 17-19 – On site at Dumas Bay, Federal Way

April 30 – Have a mentor and be a mentor

- Mentor is to be an adult in the field or as approved by the instructor
- The mentoring relationship with the person mentored does not have to be overt

April 30 – Individual Development Plan

- Identify one focus area for the *Preferred Leader Self Assessment* and set a goal or goals and actions

May 31 – Groundwork for the Project

1. Describe the strengths and the needs for children and families – or for professional development (staff working in this field) – in your community. Draw from at least 3 sources such as:
  - Kids Count
  - Local Community Health and Safety network (not in all areas)
  - Resource and Referral
  - Head Start Community Needs Assessment
  - Health Department
  - School District
  - Library
  - United Way
  - Community/Technical College – how many ECE teachers do they turn out every year?
2. Start e-mailing peers (discussion board will be established):
  - What are you finding? How is it the same? How is it different?
  - Encourage each other to go deeper – or broader
3. Ponder your stretch:

- Consider stretching to the next level from where you are – self – family – classroom – program – organization – community – state – national
- Consider exploring an aspect or arena in which you have not worked

4. Plan the project and submit a copy of the plan:

- Briefly describe the project idea (based on the needs of the community, and your interests and passion).
- Identify the sources of data used to identify the project and define the issue(s) to be addressed
- Quantitative (Minimum of 3)
- Qualitative
- Test the feasibility of completing the project in the manner you intend. Describe outcomes briefly (with whom or where you tested feasibility and the results)
- Identify resources needed
- Develop a timeline of tasks using a Gant Chart; Pert Chart; or Responsibility Matrix (samples of these can all be found on the web) or a system of your own

May 30 – Attend a community meeting and volunteer to do something

- Write a reflective paper (1/4-1/2 page)
- **Topics for all reflective papers** are (1) *how the experience informed you about leadership*, and (2) *what you learned about your own leadership*. You may write on both questions or choose one.

May 30 – Update Individual Development Plan at the *Preferred Leader Self Assessment* website by setting additional goals and/or actions as well as noting progress on existing goals and actions.

June 6 – Read Dr Sullivan’s book, *Learning to Lead*

- Write a reflective paper (1/2-1 page)

June 6 – Review reflective papers and, in writing, summarize/integrate your experience in the Institutes to date:

- What did you do? What did you think about the reading?
- What data sources did you use for planning your project?
- Talk about the experience with your mentor and mentee (protégé)
- What community meeting did you attend?
- What did you accomplish during these past 2.5 months?
- What have you learned about leadership?
- How have you applied those learnings?
- The paper should be at least a page per month (hence 2.5 pages), and no longer than 4 pages.

June 23-25 – One site at Central Washington University, Ellensburg

June 30 – Complete first creative activity

- Write a reflective paper (1/4-1/2 page)

***Creative Activities may include—***

- *Art/Theater – go to a play, museum, art exhibit, participate in an art class, theater production or other art/theater related activity as approved by the instructor*
- *Sports Event – attend any form of sports event or participate in a game/event event*
- *Watch a movie relevant to leadership, organizations or group dynamics including any of the following or a selection approved by the instructor.*
  - *Babette’s Feast*
  - *Pleasantville*
  - *Malcolm X*
  - *Gandhi*
  - *The Freedom Writers*
  - *Strictly Ballroom*
  - *Remember the Titans*

June 30 – Update Individual Development Plan at the *Preferred Leader Self Assessment* website by setting additional goals and/or actions as well as noting progress on existing goals and actions.

July 31 – Update Individual Development Plan at the *Preferred Leader Self Assessment* website by setting additional goals and/or actions as well as noting progress on existing goals and actions.

August 31 – Read Meg Wheatley's book, *Turning to One Another*

- Write a reflective paper (1/2-1 page)

August 31 – Complete the second creative activity

- Write a reflective paper (1/4-1/2 page)

August 31 – Update Individual Development Plan at the *Preferred Leader Self Assessment* website by setting additional goals and/or actions as well as noting progress on existing goals and actions.

September 30 – Review reflective papers and in writing summarize/integrate your experience in the Institutes to date:

- What did you do? What did you think about the reading?
- What data sources did you use for planning your project?
- Talk about the experience with your mentor and mentee (protégé)
- What did you accomplish during these past 6 months?
- What have you learned about leadership?
- How have you applied those learnings?
- The paper should be 3-4 pages.

September 30 – Update Individual Development Plan at the *Preferred Leader Self Assessment* website by setting additional goals and/or actions as well as noting progress on existing goals and actions.

October 31 – Complete the third creative activity

- Write a reflective paper (1/4-1/2 page)

October 31 read third book of choice

- Write a reflective paper (1/4-1/2 page)

**NOTE:** *This book can be selected from the list in the syllabus or a book approved by the instructor. The book should be more than 200 pages and preferably written since 1990.*

October 31 – Review reflective papers and in writing summarize/integrate your experience in the Institutes to date:

- What did you do? What did you think about the reading?
- What data sources did you use for planning your project?
- Talk about the experience with your mentor and mentee (protégé)
- What did you accomplish during these past 8 months?
- What have you learned about leadership?
- How have you applied those learnings?
- The paper should be 3-4 pages.

October 31 – Update Individual Development Plan at the *Preferred Leader Self Assessment* website by setting additional goals and/or actions as well as noting progress on existing goals and actions.

November 12-14 – On site at Dumas Bay, Federal Way

November 14 –Present completed project

Other ongoing assignments

- Distance participation – minimum monthly reflections to include reflections on individual assignments, activities and experience in the Institute
- Communication with mentor and faculty – minimum monthly coaching conversations with one or both

## **Grading Criteria**

Letter grade for credit:

- |   |     |
|---|-----|
| • Participation during 3 on-site sessions   | 25% |
| • Demonstration of reading and synthesis through the reflective paper   | 20% |
| • Participation in group project and presentation   | 20% |
| • Electronic participation between sessions, engagement in monthly communication for coaching with mentor and faculty | 20% |
| • Completion of activities and reflections on them  | 15% |

Pass or No pass on CEUs (clock hours) option dependent upon:

- Attendance and participation in the 3 on-site sessions, participation with mentor & faculty for coaching, participation in e-communication and reflections, completion of individual activities, final reflective paper and group project

### **Primary Instructor/Institute Coordinator**

Helen M. Jones, Ph.D.  
PO Box 9041  
Spokane, WA 99209  
Voice: 509.326.6521  
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### **Other Instructors**

- Debra Sullivan, Ph.D.

### **Other Presenters**

- Panel of former graduates
- Panel of non-profit foundations and organizational representatives
- Panel of agency representatives

### **Instructor Descriptions**

Helen Jones, Ph.D., Collaborative Leadership Institute Coordinator, owns Jones Consulting based in Spokane, Washington. She is adjunct faculty for the online division of the Master of Arts in Organizational Leadership Department at Gonzaga University (GU) and an external senior consultant for JMJ Associates, LLC, Austin, Texas, a firm specializing in organizational transformation. Her doctorate is in Human and Organizational Development. She was formerly a full-time faculty member for the GU Master of Arts in Organizational Leadership Department and adjunct faculty at Whitworth College. She has coordinated an agency program for mid-career leadership development, and provided industry training in leadership, conflict resolution and organizational development. Past international work includes projects in Russia, Nicaragua and Canada.

Debra Ren-Etta Sullivan, Ph.D., is the co-founder and President of the Praxis Institute for Early Childhood Education, Seattle, Washington. She was formerly the Dean of Pacific Oaks College Northwest. She has a doctorate in Educational Leadership and has worked in public and private higher education for the last 23 years as a teacher, researcher, curriculum developer, and an administrator. Her recent book, *Learning to Lead: Effective Leadership Skills for Teachers of Young Children*, serves as one of the texts for the course.

## Examples of Additional Reading

- Abayasekara, D. (2005). *The path of the genie: Your journey to your heart's desire*. Executive Books, Mechanicsburg, PA.
- Ackerman, R. and Maslin-Ostrowski (2002), *The wounded leader: How real leadership emerges in times of crisis*. Jossey-Bass, San Francisco.
- Astin, H. and Leland, C. (1991). *Women of influence, women of vision: A cross-generational study of leadership and social change*. Jossey-Bass, San Francisco.
- Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). *Women's ways of knowing*. Basic Books, New York.
- Bennis, W. and Thomas, R (2002), *Geeks and geezers: How era, values and defining moments shape leaders*. Harvard Business School Press, Boston.
- Blakely, K. (2007). *True north: Discover your authentic leadership*. Jossey-Bass, San Francisco.
- Bridges, W. (2004). *Transitions: Making sense of life's changes* (Revised 25<sup>th</sup> anniversary edition). Da Capo Press, Cambridge, MA.
- Brown, J., Isaacs, D., World Café Community, and Wheatley, M. (2005). *Shaping our future through conversation that matter*. Berrett-Koehler Communications, Williston, VT.
- Buckingham, M. and Coffman, C. (1999). *First break all the rules*. Simon & Schuster, New York.
- Burns, J. (2003). *Transforming leadership*. Grove Press, New York.
- Ciulla, J (Ed.). (2004). *Ethics, the heart of leadership* (2<sup>nd</sup> ed.). Praeger, Westport, CT.
- Collins, J. (2001). *Good to great: Why some companies make the leap and other don't*. HarperCollins, New York.
- Cooper, R. (2001). *The other 90%: How to unlock your vast untapped potential for leadership and life*. Crown Business, New York.
- \*Cooperrider, D. and Whitney D. (2000). *Collaborating for change: Appreciative inquiry*. Berrett-Koehler Communications, Williston, VT.
- Couglin, L., Wingard, E. and Hollihan, K. (Eds.). (2005). *Enlightened power: How women are transforming the practice of leadership*. Jossey-Bass, San Francisco.
- Daniels, W. & Mathers, J. (1997). *Change-ABLE organization: Key management practice for speed and flexibility*. American Consulting & Training, Mill Valley, CA.
- \*Emery, M and Duvane T. (2000). *Collaborating for change: Participative design workshop*. Berrett-Koehler Communications, Williston, VT.
- Emery, M and Purser, R. (1996). *Search conference: A powerful method for planning organizational change and community action..* Jossey-Bass, San Francisco.
- George, B. and Sims, P. (2007). *True north: Discover your authentic leadership*. Jossey-Bass, San Francisco.
- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Little, Brown and Company, New York.
- Goleman, D., Boyatzis, A. and McGee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Harvard Business School Press, Cambridge.
- Goss, T. (1996). *The last work on power: Executive re-invention for leaders who must make the impossible happen*. Doubleday, New York.
- Greenleaf, R. (1977). *Servant Leadership: A journey into the nature of legitimate power and greatness*. Paulist, New York.
- \*Hammond, S. (1996). *The thin book of appreciative inquiry*. Thin Book Publishing Co., Plano, TX.

- \* Royal, C. and Hammond, S. (Eds.) (1998). *Lessons from the field: Applying appreciative inquiry*. Thin Book Publishing Co., Plano, TX.
- Heifetz, R. & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business School Press, Boston, MA.
- Hock, Dee (1999). *The birth of the chaordic age*. Berrett-Koehler, San Francisco.
- Kegan, R. (1994). *In over our heads: the mental demands of modern life*. The Harvard University Press, Cambridge, MA.
- Kegan, R. & Lahey, L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. Jossey-Bass, San Francisco.
- Kilburg, R. (2006). *Executive wisdom: Coaching and the emergence of virtuous leaders*. American Psychological Association, Washington, DC
- Koestenbaum, P. & Block, P. (2001). *Freedom and accountability at work: Applying philosophic insight to the real world*. Jossey-Bass, San Francisco.
- Kotter, J. (2002). *The heart of change: Real life stories of how people change their organizations*. Harvard Business School Press, Boston, MA.
- Kotter, J. (1996). *Leading change*. Harvard Business School Press, Boston, MA.
- Kouzes, T. & Posner, B. (1995). *The leadership challenge: How to keep getting extraordinary things done in organizations*. Jossey-Bass, San Francisco.
- Loehr, J & Schwartz, T. (2003). *The power of full engagement: Managing energy, not time, is the key to high performance and personal renewal*. Free Press Paperbacks, New York.
- Northouse, P. (2004). *Leadership: Theory and practice*. Sage Publications, Thousand Oaks, CA.
- \*Oshry, B. (1995). *Seeing systems: Unlocking the mysteries of organizational life*. Berrett-Koehler Publishers, San Francisco.
- \*Owen, H. (1997). *Open Space Technology: A user's guide*. Berrett-Koehler, Williston, VT.
- Patterson, K., et.al. (2002). *Crucial conversation: Tools for talking when stakes are high*. McGraw-Hill, New York.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford University Press, New York.
- Palmer, P. (2004). *A hidden wholeness: The journey toward an undivided life*. Jossey-Bass, San Francisco.
- Rock, D. (2006). *Quiet Leadership: Six steps to transforming performance at work*. Harper Collins, New York.
- Scott, S. (2002). *Fierce conversations*. Simon & Schuster, New York.
- Senge, P, et.at. (2004). *Presence: Human purpose and the field of the future*. The Society for Organizational Learning, Cambridge, MA.
- Senge, P. (1990). *The fifth discipline: the art and practice of the learning organization*. Doubleday/Currency, New York.
- \*Weisbord, M, Weisbord, M and Janoff, S. (2004). *Collaborating for change: Search conference*. Berrett-Koehler, Williston, VT.
- Wheatley, M. (2007). *Finding our way: Leadership for an uncertain time*. Berrett-Koehler, San Francisco.
- Wheatley, M. (1992, 1999, 2001). *Leadership and the new science: Discovering order in a chaotic world*. Berrett-Koehler, San Francisco.
- Wheatley, M. and Kellner-Rogers, M. (1996). *A simpler way*. Berrett-Koehler, San Francisco.
- Whitworth, L., et.al. (1998). *Co-active coaching: New skills for coaching people toward success in work and life*. Davies-Black Publishing, Palo Alto, CA.

Whyte, D. (1994). *The Heart Aroused: Poetry and the preservations of the soul in corporate America*. Doubleday, New York.

Whyte, D. (2001). *Crossing the unknown sea: Work as a pilgrimage of identity*. Doubleday, New York.

Zander, R. and Zander B. (2002). *The art of possibility: Transforming professional and personal life*. Harvard Business School Press, Boston.

\* Three of these smaller books will count as one for someone interested in the various current group facilitation methods.

Any journal article on leadership from the Harvard, Sloan or Wharton Business schools' journals or other journals. Some examples include:

Conger, J. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *Leadership Quarterly*, 10(2), 145-179.

Heifetz, R. (2001). The work of leadership. *Harvard Business Review*, 12/01, XXX, pp 5 (11)

Maccoby, M. (2004). Why people follow the leader: The power of transference. *Harvard Business Review*, 9/04, v.82 i9 pp 77(9).

Mintzberg, H. (2004). Enough leadership. *Harvard Business Review*, 11/04, v.82, i11, p 22 (1).

Examples of relevant web sites

- [http://harvardbusinessonline.hbsp.harvard.edu/b01/en/hbr/hbr\\_ideacast.jhtml](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/hbr/hbr_ideacast.jhtml)
- [www.managementhelp.org/commskills/appr\\_inq/appr\\_inq.htm](http://www.managementhelp.org/commskills/appr_inq/appr_inq.htm) (appreciative inquiry)
- [www.zerotothree.org/cpe/tip\\_2003\\_02.html](http://www.zerotothree.org/cpe/tip_2003_02.html) (reflective supervision)
- [www.ess.edu/users/dswenson/web/Solfocus.htm](http://www.ess.edu/users/dswenson/web/Solfocus.htm) (solution focus)
- [www.peerspirit.com](http://www.peerspirit.com) (circle and council work)
- [www.mywiseowl.com/articles/Open\\_Space\\_Technology](http://www.mywiseowl.com/articles/Open_Space_Technology) (open space)
- [www.futuresearch.net](http://www.futuresearch.net) (future search)