

Strategic Educational Leader COURSE SYLLABUS

Goal:

The goal of this one year course commitment is to help the student refocus, re-energize and renew the energy and passion that brought them to a career in education while at the same time achieving optimal balance between their personal and professional life.

Objectives:

At the end of the course the student will:

1. become more focused, effective and strategic
2. increase their professional competency
3. learn how to work smarter, not harder
4. enjoy a richer personal and professional life
5. adopt a strategic leadership mindset for work and life
6. learn how to leverage their strengths and minimize their areas of deficit
7. refine and focus on their personal and professional vision of the future.
8. increase and improve their skills of persuasion, influence and reflection
9. become more effective competent and confident in their ability to utilize effective “Relationship Management” to leverage their leadership and people skills
10. experience growth in their own self knowledge
11. experience the power of the “90-day SEL Planner”
12. develop a personal and professional strategic plan for success that focuses on the “vital few”
13. complete all course requirements
14. be challenged, more confident, and have fun in the process

Methodology:

- Reflection experiences
- Small group discussions
- Mini lecture
- Video studies
- Assessments
- Group simulation activity
- Readings
- Writing
- Strategic Mindset Development and Accountability
- Monthly one-on-one coaching “touches”
- Twice monthly email “touches”

QUARTERLY WORKSHOP FOCUS

Quarter One:

Becoming a Strategic Educational Leader: Introduction to Coaching and Strategic Educational Leadership - (Looking inward before looking out)

Agenda

- Statements of Expectations
- Facing Reality - What is working and what isn't in your personal and professional life.
- Understanding the concept of leverage - time, talents and resources
- Discover new strategies and habits that create greater results.
- Learn the impact of limiting beliefs, ineffective habits and strategies and how to counteract them.
- The importance of identifying dreams, goals and new strategies and developing the accountability to follow through.
- Creating the plan of action – the 90-day accountability planner.

Quarter One Requirements

- Complete and be accountable to your 90-day planner.
- Write a reflection paper on “Looking inward before looking out”
- Read Murphy’s book – “Becoming a Strategic Business Owner” and write an application commentary paper on “Being the CEO of YOU, Inc.”
- Complete all responses in the Q1 Coaching Journal.

Quarter Two:

Becoming the Strategic Educational Leader: Strategic Thinking, Influence and Persuasion

Agenda

- Transition – What happened between Q1 and today
- Create your accountability report card
 - ▲ Identify successes
 - ▲ Identify barriers
 - ▲ Identify frustration
 - ▲ What do you have to do differently in this round of planning?
 - ▲ In the last 90 days did you make the best use of your time and talents?
 - ▲ Pat yourself on the back!
- Selling and Marketing yourself, your organization, and your ideas
- Learn the READ model of thinking, influencing and persuasion
- Leverage the power of marketing

- Create your personal and professional vision statement
- Create your own unique “elevator pitch”
- Understand and leverage the power of relationship management.
- Understanding the power of Listening.
- Power Questions
- Learning the importance of fun in the process
- Growing your stakeholders
- The power of “NO”
- Creating the Q2 90-day Planner for Action

Quarter Two Requirements

- Complete and be accountable to your Q2 90-day Plan for Action
- Read essays starting on pages 3, 7, 31, 49, 63, 69, 73, 99, 111 and 141 from Kusch’s *Leadership Lessons*. Write a reflection paper on how these short essays might or do relate to the day’s topic.
- Complete all responses in the Q2 Coaching Journal
- Write a reflection paper on the impact of Q1 and Q2 on either your personal or professional life or both.

Quarter Three:

Becoming the Strategic Educational Leader: Leadership Leverage and People Management

Agenda

- Transitions
- Where are you today?
- What is different now, 180 days from the start of the course?
- Create your report card of accountability
 - ▲ Identify your successes
 - ▲ Identify your barriers
 - ▲ Identify your frustrations
 - ▲ What has happened?
 - ▲ What do you have to do differently in this round of planning?
 - ▲ In the last 90 days did you make the best use of your time and talents?
 - ▲ Pat yourself on the back!
- Checking your vision – Is it changing personally or professionally, if so how?
- Leadership assessment – activity
- The “multiple hats” of leadership conundrum
- Leadership defined
- Sharing the vision – alignment of personal and professional vision
- Effectiveness vs. Efficiency
- “Focus, Focus, Focus and Follow through, Follow through, Follow through

- Stakeholders – personal and professional – human relationship management
- Commitment to quality vs. “good enough”
- Becoming both a CLO and a CLP
- Finding time for fun
- Commitment to truth
- Decision making
- Role Modeling and “Walking the Talk”
- Creating the Q 3 90 day Planner for action.

Quarter Three Requirements

- Complete the Q3 Planner for action
- Read essays on pages 13, 17, 35, 51, 85, 87, 113, 117, 127 and 131 in Kusch’s *Leadership Lessons*. Write a reflection paper on how these short essays might impact your thinking or relate to this quarter’s topic.
- Complete all responses in the Q3 Coaching Journal.
- Write a reflection paper on the impact that Q1 to Q3 has had on you to date.

Quarter Four

Becoming the Strategic Educational Leader - Strategic Planning Focus and Action

Agenda

- The last transition
- Where do you stand today?
- What is different for you today, personally and professionally, than it was 270 days ago?
- Create and complete your report card –
 - ▲ Identify your successes
 - ▲ Identify your challenges
 - ▲ Identify your frustrations
 - ▲ Identify what has changed and to what degree since Q1
 - ▲ What has happened?
- What do you plan on doing differently in this last round of planning?
- Have you made the best use of your time and talents in the last 90 days?
- Pat yourself on the back!
- Checking your personal and professional vision – What has changed? How have things changed?
- Strategic clarity through strategic planning
- The importance of strategic planning and implementation
- Assessing your strategic planning strengths
- Strategic planning basics
- The KISS principle

- Creating a Sample Plan – The Elements
 - ▲ Leadership
 - ▲ Management
 - ▲ Marketing
 - ▲ Selling
 - ▲ Operations
 - ▲ Stakeholder service
 - ▲ Back of the office support systems
- What do you think your team thinks about your strategic vision, mission and plan?
- What do employees really want?
- The strategic retreat – Can you, should you hold one?
- The importance of identifying the vital few and the trivial many
- Systematizing your approach – with in reason and with a purpose.
- Assessing your systems and how you operate. Using the 6 step process.

Quarter Four Requirements

- Complete the Q4 90-day Planner for Action
- Create a personal/professional plan for action using all the accumulated information and data from today and the first three quarters. Remember keep it Simple and SMART (Specific, Measurable, Achievable, Really Desired and Timed). Focus on the Vital Few and not the trivial many. Focus on setting big goals for yourself – “goals on steroids.”
- Complete all responses in the Q4 Coaching Journal
- Write a capstone reflection paper on the impact of the SEL program on your personal and professional life.

Course Capstone Portfolio Requirement: Using the attached SEL Portfolio Guidelines develop and submit your portfolio of learning which will include the quarterly requirements outlined in this syllabus. When finished and submitted your coursework will be completed and the grade for the credits will be filed. You should be able to attain a copy of your grade transcript within 2 to 4 weeks of final submission.

Strategic Educational Leader PORTFOLIO GUIDELINES

Spring 2009

This is the “Capstone Project” for the program. Your portfolio should reflect significant relevant experiences, that you have had that bear on your development as a Strategic Education Leader in your school/district. This portfolio serves as your self-prepared record of learning in the areas of personal and professional development as they occurred in the class.

Your portfolio should be broken into five (5) parts:

- ▲ Introduction
- ▲ Quarter One – Looking In before looking out
- ▲ Quarter Two – Influence and Persuasion
- ▲ Quarter Three – Leadership and People Management
- ▲ Quarter Four – Development of the Strategic Mindset

Information, a new awareness and/or documented learning from each of the quarters should be included in each section. Use your syllabus to guide you as well. The required papers for each quarter should be included as well as copies of pages from your notebook that reveal your growth and reflection. For example, copies of your reflections on *Clutter (Trivial Many/Vital Few)* worksheets could be included as well as the *Wheel of Life* and other handouts you see as reflections of your personal learning. You are encouraged to include as much as you are comfortable sharing. You may want to also include documents and actions you have taken at work or at home that reflect the application of your learning. Finally, if you are willing you may share copies of all or parts of your 90-day Passport Planner as evidence of the action you have taken.

General Guidelines:

1. The contents of the portfolio must be submitted in a sturdy, three-ring binder.
2. A pocket on the front inside cover of the binder must be provided for University forms.
3. Your name must appear on the spine of the binder.
4. Divide the materials by quarterly sections using labeled dividers.
5. All papers must be typed on 8.5 x 11 paper and double spaced.
6. Photocopies of all materials should be clearly readable.
7. All materials must be proofread carefully and, when documentation is required, use the appropriate format.
8. All submitted documents should be copies and not originals. Be sure to retain for yourself a copy of your completed portfolio.

9. Portfolio lay-out should include:
 - a. A title page
 - i. Title of learning experience (SEL)
 - ii. Author's name
 - iii. Coach(s) name
 - b. Table of contents: listing of sections
 - i. Project or course overview
 - ii. Program goals and description
 - iii. Scope of program and how you have implemented the ideas
 - iv. Quarterly foci and desired/achieved outcomes
 - v. What you learned from the program and about becoming a Strategic Education Leader.

Please note: Use the quarterly syllabus requirement to assist you, especially as it relates to each of the sections. Your papers should provide you the statements of what you have learned and how you are becoming a Strategic Education Leader.

Sample ideas:

Section one: Project overview Using a paragraph or two *briefly* summarize or introduce your understanding of what the program has meant to you, how you realized changes, how you have changed and what your understanding of being a strategic education leader is.

Section two: Program Goals In a paragraph or two, succinctly articulate what your goals for the program were professionally and personally.

Section three: Program element description Briefly describe the elements of each quarter and what impressions you came away with from each of those experiences.

Section four: Quarterly reviews This section should contain content from each of the four quarters including your papers, copies of appropriate program pages as well handouts that impacted you and other pertinent information, articles, or documented actions you took. Consider placing a copy of your planner or parts of your planner for each section in the portfolio.

Section five: Summary of overall learning Succinctly describe 3 or 4 key things you learned about yourself and/or being a Strategic Education Leader during the course of the year long study.