

1997

Educational Leadership Appraisal 1997

Nova Southeastern University

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Day 3:

Your Problem Analysis and Communication

This session completes the participants' guided development of self-appraisal skills. Participants appraise themselves through seminar activities in the areas of problem analysis, individual and group leadership, oral communication, and political behavior.

Topics include:

- Problem Analysis and Judgment
- Judgment and Flexibility
- Distinguishing Cause and Effect
- Problem Solving Self-Appraisal
- Communicating Without Conflict
- Group Leadership
- Communicating by Listening
- Problem Analysis in Political Climates
- Review of Problem-Solving Dimensions
- Behavior Styles and Oral Communication
- Behavior Styles and Individual Leadership
- Communicating in a Group Setting
- Oral Communicating Self-Appraisal
- Cooperation, Competition, and Betrayal

Notice of Nondiscrimination

Nova Southeastern University admits students of any race, color, sex, age, nondisqualifying disability, religion or creed, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school, and does not discriminate in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Payoffs

- "The continuous awareness of my behaviors has led to greater stability in my performance."
- "I now take greater care in matching people to tasks: I utilize their strengths."
- "ELA has challenged me to try alternative approaches to problems and projects."
- "I have placed my personality, character, integrity, goals, previous experience, and my effectiveness as an administrator under scrutiny."
- "The awareness of behavior styles has allowed me to gain perspective on harmonizing working relationships."
- "The leadership dimensions provided me with concrete ideas that will direct my course of action to strengthen my leadership ability."
- "If we learn to look at the situation and reframe the problem like we did in class...we can do something to improve education for every student."
- "Recognizing my behavior style has assisted me in my job. Rather than forcing ideas or projects on others, I now listen to the information before I move ahead."



MANIFEST was established to improve the leadership performance and enhance the professional growth of teachers and administrators at all levels of the educational enterprise. For more than 20 years, the MANIFEST team has conducted seminars with school administrators, department heads, and teachers throughout North America as part of staff development programs, or as a component of Nova Southeastern University's National EdD Program for Educational Leaders. By offering to educators and their institutions the services of our long established network of educational leadership resources, MANIFEST seeks to support an international community engaged in collaborations for innovation and growth.

For arrangements and more information, please contact:



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Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees.



National EdD Program
for Educational Leaders

The Opportunity

Appraisal of one's leadership strengths and talents is an ongoing part of the effective exercise of leadership itself. The best leaders in all fields and walks-of-life use continual self-appraisal and corresponding agendas for growth as essential aspects of their everyday work.

Educational Leadership Appraisal (ELA) is a program to improve educational leadership through performance monitoring and self-appraisal. ELA provides practicing school administrators at all levels a proven cost-effective vehicle to develop the habit and the skills to monitor their own leadership performance on the job in a manner that encourages insight and growth.

Developed by educational leaders for educational leaders, ELA has assisted thousands of school administrators to improve their organizations through observing and diagnosing their own leadership behavior.

The Purposes

ELA trains participants in the appraisal process of reliably observing, categorizing, and assessing leadership behavior of others; and provides a setting for participants to systematically direct this appraisal process to their own performance as leaders, preliminary to the formulation of a Professional Development Plan.

encourages insight and growth

set goals and professional priorities

Participants develop the knowledge and skills necessary to elicit, collect, and process extensive behavioral data concerning their own administrative performance. The concern is with the practical application of ideas, strategies, techniques, beliefs, theories, and procedures to the job-related situations in which the participants expect to find themselves in their existing or aspired roles as school administrators.

The Objectives

Participants will:

- Become conversant with the Dimensions of Educational Leadership.
- Increase sensitivity to their administrative styles.
- Set goals and professional priorities.
- Increase their knowledge and use of time saving techniques.
- Appraise their listening and group discussion skills.
- Appraise and practice their problem-solving skills.
- Compare their competitive and cooperative approaches to situations.
- Appraise and reconsider their management skills.
- Appraise their creativity in problem-solving situations.
- Perform a self-appraisal of their leadership skills and patterns.
- Formulate agendas for their professional growth.

time saving techniques

problem-solving situations

The Providers

ELA sessions are conducted by highly-qualified facilitators dedicated to self-improvement and the growth of others. Facilitators bring a national perspective and have a broad range of experience in teaching and educational administration.

The Program

Day 1:

Taking Stock of Your Professional Self

This session begins the participants' journey through the ELA self-appraisal process and introduces the concept of frames of reference in management style, communication, and problem solving. Participants survey their professional selves through the use of the Taxonomy of Behavior Styles and the ELA Dimensions of Educational Leadership and establish a first-level set of self-ratings, including a depiction of the fit between their strengths and weaknesses and the demands of their current position.

Topics include:

- Introduction to Self-Appraisal
- Behavior Style Self-Rating
- Communication and Influence
- The Dimensions of Leadership
- Your Relationship to Time
- Appraising Your Use of Time
- Perceiving a Person's Frame of Reference
- Behavior Styles and Leadership
- Constructing a Management Team
- Leadership Dimensions Self-Rating
- Behavior Styles and Time Management
- Leadership Demands of Your Current Job

agendas for professional growth

management orientation

Day 2:

Appraising You Administrative Actions

This session focuses participants' self-appraisal upon their administrative actions, decision-making, management orientation, individual patterns of risk-taking, policies for setting priorities, and evaluation and assessment of people in work settings. Participants progress through the self-appraisal process to the point of identifying the major elements of their own uniqueness.

Topics include:

- Listening for Uniqueness
- The Nature of Risk
- Identifying Problems
- Creating Solutions
- Depicting Leadership Behavior
- Your Approach to Planning Administrative Action
- Appraising Your Administrative Decisions
- The Autobiography of Problems and Solutions
- Establishing a Course of Administrative Action

individual patterns of risk-taking