

Exploring Leadership

Course Syllabus

HEd 297a - Section 2 (2 credits/graded)

Tuesday, 3:30 pm – 5:20 pm - Student Union Ventana Room

Instructor:

Instructor

The Center for Student Involvement & Leadership, Student Union Rm. 404

621-8046

Office hours by appointment

Course Overview:

Today's students encounter a world that demands a new level of intellectual sophistication, intercultural literacy, and social engagement from college graduates. They face technological revolution, pressing societal problems, and unparalleled opportunities. This course will cover a broad range of areas associated with effective leadership. These include the following: leadership language, theory, and style; communication; diversity; values, ethics and legalities associated with leadership; globalization; group member behaviors; and productivity through appropriate uses of delegation, meetings, decision making models, and power. ***These leadership areas are linked together in a network rather than stacked in a hierarchical relationship.*** For example, how you choose to communicate is related to your values and ethics. Or, your understanding of diversity among individuals is linked to how you make decisions with group members. This framework may be helpful for you in integrating the material in this class with your own learning interests.

Course Objectives:

This course is designed to be an *experience* in leadership. Through team and community building exercises, students will begin to develop relationships with one another, thus creating a space of trust and consideration of others. Learning in this class requires students to be active participants in the learning process. It is imperative that students come to class prepared to engage in dialogue surrounding the leadership principles addressed in the readings and in everyday life. Students will need to think about personal goals for the course to help direct the learning environment. Learning can and should be intellectually challenging and requires hard work and extensive time. Your involvement in helping the course meet your needs will be assessed throughout the semester.

Specific Learning Objectives:

- Students will learn to articulate values, qualities, and skills important to leadership positions.
- Students will understand the relational leadership model in oral, written, and experiential application.
- Students will develop a personal leadership vision statement.
- Student will develop skills for understanding values, ethics, and decision-making.
- Students will explore their personal identity as a leader.
- Students will develop an expanded awareness of diversity and globalization.
- Students will enhance their written and oral communication skills through reflective writing, out-of-class assignments, and class presentations.
- Students will engage in service learning using the **S.E.R.V.E.** model.

- Students will have fun!

Required Course Materials:

1. TEXTBOOK: Exploring Leadership: For College Students Who Want to Make a Difference. Komives, Lucas, & McMahon authors. Available at the UA Bookstore.
2. 1 inch 3 ring binder for portfolio materials.

Additional reading assignments will be available on POLIS (see below) and/or distributed in class.

Using Polis:

1. Go to www.u.arizona.edu/ic/polis
2. Click on "Spring 2004 Classes"
3. Find the course "H ED 297a-1"

Course Format:

Team building and community building activities will be utilized in an attempt to open dialogue among students. Hands-on activities will often be utilized as learning tools. This will be a very interactive and dynamic class. By the end of the term, students will be expected to relate the principles from the lectures, activities and guest speakers. Students will prepare and submit their written evidence expanding on the topics as required in the leadership portfolio.

Course Policies:***Attendance***

A key learning tool for this class is weekly participation in discussions and exercises. It is important that students attend class, and actively participate in all class discussions, exercises and special outside activities. **There are no excused or unexcused absences. All absences will result in an automatic loss of points from the student's overall grade.**

Tardiness will also be monitored and consistent tardiness will be addressed individually with students whom are having difficulty with this requirement. The following guidelines also apply:

- Each absence will result in a loss of points from the point total of the student's final grade. The first absence, five (5) points will be lost; the second absence five (5) points will be lost; and ten (10) points will be subtracted for the third absence, and twenty (20) points each for any absence that follows.
- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before the class time on their due date.

Assignments

Assignments are due on the date listed on the syllabus and are due in class during the class session. **No late assignments will be accepted.**

Weekly Reflective Response, Completed In Class Weekly,

At the beginning or end of each class period, the class will be given a question to respond to in hand-written format to integrate reading, class experiences, and real-life application.

Personal Vision Statement

Each student will develop a personal vision statement. This is not meant to be a statement of the student's expectations for the future, but rather a statement of the philosophies that guide each individual in their contribution to the world. This vision should be developed throughout the course and should reflect the principles of the class. There is not a set format for the end product. Be creative. **Due: March 2.**

SERVE Project

Students will be required to do one service project during the semester. Each student will be assigned to a service team. Each team will follow the **S.E.R.V.E.** Model (below) and complete a group service project. Each stage of the model will be addressed along the way either through in-class or out-of class work.

S
The class will brainstorm social issues that are of interest to members of the class. Then, there will be an opportunity in class to get together with other students who are passionate about the same issues. In-class February 3.

E
Each team will find out information on the issue they selected and write a 2-page write-up on what they learned about that issue. This is an assignment about the issue and the history and causes of the issue. Note: it is not a write-up about a particular agency which addresses this issue. **Due February 24**

R
Students will actually go out and perform service related to the issue they selected.

V/E
The group will write a group paper on the question, "Are service and leadership related?" This paper is to be 3-5 pages long and recap all aspects of the S.E.R.V.E. model. The entire group needs to participate. **Due April 6.**

- **Select service**
- **Educate and inform**
- **Respond to need**
- **Value significance and reflect**
- **Evaluate and celebrate**
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Cultural Immersion Project

CIP Proposal
Students will be asked to choose an experience that will require them to immerse themselves in a different culture. Students pick one of the cultures to immerse themselves in from a list that will be passed out in class or they can design an equally intensive experience using another culture. They must do a paragraph write-up about which experience they plan to do and why they chose that experience. Anyone who designs their own cultural immersion must give

rationale as to why they designed that particular experience. All experiences that are not on the list must be approved by the instructor. Due **February 10**.

CIP Paper

Upon completion of the actual immersion experience, students will write a 3-page paper, double-spaced that describes what exercise was chosen, the impact the experience had on him/her, how he/she felt during the experience, what the student learned or gained from the experience, and how the experience can be applied to leadership situations. **Due March 23**.

CIP Presentation

Students will be required to provide a 3-5 minute presentation to the class on their cultural immersion experience. This presentation will consist of a synopsis of the areas reflected in the paper as well as what the class could gain from the experience related to leadership. Students must complete the exercise portion of this assignment entirely in order to receive any points for the assignment. The experience and paper must be completed by the date of the presentations. **Due March 23**.

Leadership Portfolio

The purpose of the Leadership Portfolio is to present leadership learning experiences during their academic career. All entries including weekly Reflective Responses must be typed or word-processed. Minimum requirements:

1. Table of Contents
2. Personal Definition of Leadership
3. Vision/Mission Statement
4. Personal Values (and/or) Statement of Ethics
5. Service Evidence
6. Leadership Resources
7. Reflective Response Papers
8. Personal Leadership Plan
9. Serve project
10. Cover Letter
11. Resume
12. References
13. Leadership & Involvement Transcript (LIT)

The portfolio should be a final product of all materials. Thus, after grading, if any assignments need to be improved the portfolio is an excellent place to add your changes and/or revisions. Each student will present his/her portfolio to class. **Due April 27**.

Personal Leadership Model

Each student will be required to compose a final paper critiquing at least two current leadership models and developing a model of his or her own based upon current leadership literature. The student must be able to incorporate all aspects of leadership into his or her final plan, including but not limited to diversity, service, and facilitation. Each student will present his or her model to the class on May 4. Be prepared to offer a handout outlining your model for each student in the class. **Due May 4**.

Point Distribution and Grading Standards

Assignments & Point Values (Total=500 points)

Class Participation/Attendance = 15%	75 points
Vision Statement = 5%	25 points
Weekly Reflective Responses = 10%	50 points
SERVE Project = 15%	75 points (25 points for “E”, 50 points for “V/E”)
Cultural Immersion Project = 15%	75 points (25 points each-proposal, paper, pres.)
Personal Leadership Model = 10%	50 points
Portfolio Completion = 10%	50 points
Mid-Term Exam = 10%	50 points
Final Exam = 10%	50 points

Grade Scale

A	=	450-500
B	=	400-449
C	=	350-399
D	=	300-349
E	=	< 300

Exploring Leadership

Unit 1: An Introduction to Leadership

Week	Date	In-Class	Due
1	January 20	Introduction to Course Overview of course/syllabus Definitions of Leadership	
2	January 27	History of Leadership Theory Theory overview Great Debate	<i>Komives, Ch. 1-2</i>
3	February 3	Leadership Model Overview Relational Leadership Model S.E.R.V.E. Model Select S.E.R.V.E. Groups and Topics	<i>Komives, Ch. 3</i> <i>Heider</i>

Unit 2: Understanding Yourself

4	February 10	Leadership Style True Colors	<i>Rushdie</i> CIP proposal
5	February 17	Personal Values Values Auction	<i>Miner</i>
6	February 24	Mission and Vision Mission and vision statements	<i>Fink</i> "E" for S.E.R.V.E.
7	March 2	Ethics and Decision-Making Personal ethics Decision-making models	<i>Komives, Ch. 9</i> Vision Statement

Unit 3: Understanding Others

8	March 9	Multiculturalism and Inclusivity Ethnocentrism Creating Inclusive Environments	Midterm paper
9	March 23	Understanding Culture CIP presentations	CIP paper CIP Presentation

10	March 30	Understanding Power Influences and sources of Power	<i>McIntosh</i> <i>Steinbeck</i>
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Unit 4: Understanding Community			
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11	April 6	Group Dynamics Group Development models Building community	<i>Peck</i> "V/E" of S.E.R.V.E.
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12	April 13	Civic Engagement Citizen leadership	<i>Thoreau</i> <i>King</i>
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13	April 20	Conflict Resolution Communication Dealing with conflict	<i>Harvey</i>
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14	April 27	Reflection and Renewal Mind, body, and soul of a leader Leadership for the Future	<i>Komives, Ch. 11</i> <i>Spence</i> Portfolio
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15	May 4	Leadership Models Revisited Personal Leadership Model presentations	Lead. Models
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15	May 11	Class Closure Final exam	
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