

Student Leadership Development
EDCP 789D · Spring 2003 · Draft #1

College Student Personnel Program, Counseling and Personnel Services Department
University of Maryland College Park

This course explores the development of leadership among college students. The course is designed to provide foundational grounding in four primary topics: (1) the study of leadership theory and research notably the evolution of leadership theory to the present emergent paradigm emphasizing collaboration, character, and empowering group members, (2) a focus on how leadership is learned including strategies for developing leadership among college students, (3) the pedagogy of how leadership programs teach leadership, and (4) the current national scene in leadership associations/ programs/ resources.

Instructor: Susan R. Komives

ofc: 2211 Benjamin; CAPS box in 3214 Benjamin; 301-405-2870; CAPS fax 301-405-9995
home: 6613 Seward Rd, Bowie, MD 20720; 301-262-8114; home fax 301-464-9816
e-mail: sk22@umail.umd.edu

Class E-Mail Reflector: edcp789d@umail.umd.edu

Prerequisite: EDCP 771 (College Student Development Theory) or permission of the instructor. This course will integrate student development theory and research with the study of leadership theory and research. The course is open to Masters and Doctoral Students who have appropriate student development theoretical background.

Course Objectives: Specifically, the course seeks :

1. to establish grounding in the theoretical developments of leadership as a field of study and to apply current paradigms to heterogeneous and diverse groups of students.
2. to identify traditional and emergent pedagogy in developing leadership among students and to design intentional curricular or co-curricular strategies to develop leadership
3. to review salient assessment, evaluation, and research methods used in student leadership programs and develop familiarity with leadership applications of key leadership instruments as well as explore applications of emergent qualitative methods
4. to become familiar with various national student leadership activities including the Jepson School, the National Clearinghouse for Leadership Programs, the James McGregor Burns Academy of Leadership, the Eisenhower grant program, the CAS Standards, International Leadership Association, and the National Leadership Symposiums.
5. to develop files of resources useful for a student leadership development educator.

6. to develop and to model a collaborative learning community practicing shared leadership as a seminar.

Textbooks and other readings :

1. Primary texts for the course will be:

Allen, K. E., & Cherrey, C. (2000). *Systemic leadership: Enriching the meaning of our work*. American College Personnel Association, National Association for Campus Activities. Washington, DC: University Press.

Astin, A. W., & Astin, H. S. and Associates (2001). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.

HERI (1996) *Collaborative leadership for social change - Guidebook (Version III)*. Los Angeles: UCLA Higher Education Research Institute . (These need to be purchased from the National Clearinghouse for Leadership Programs; Stamp Student Union \$9)

Komives, S. R., Lucas, N., & McMahon, T. R. (1998). *Exploring leadership: For college students who want to make a difference*. San Francisco: Jossey Bass.

Northouse, P. G. (2001). *Leadership: Theory and practice* (2nd edition) . Thousand Oaks, SA: SAGE

Zimmerman-Oster, K., & Burkhardt, J. C. (1999). *Leadership in the making: Impact and insights from leadership development programs in U. S. colleges and universities*. Battle Creek, MI: W. K. Kellogg Foundation.

2. There is a *readings packets* is at the BSOS Copy Center in 1105 Tydings Hall. They are open 8:30-4:30 PM and closed for lunch 12:30-1PM. Call x51707 to see if it is ready. They need cash or check.
3. A readings packet will be assembled by each classmate on the topic they are exploring. Each class member will furnish such a packet to all the others and Susan in the class. Susan may supplement readings based on the topics chosen/not chosen for the seminar.
4. Highly recommended that you borrow, purchase, or skim Kouzes and Posner's *The Leadership Challenge*, Bass and Stogdill's *Handbook on Leadership*, Gardner's *On Leadership*, Rost's *Leadership for the 21st Century*, and James McGregor Burns' *Leadership* and other classic leadership books.
5. Highly recommended that you be doing skimming the *Journal of Leadership Studies*, the *Leadership Quarterly*, and *Concepts & Connections* (the newsletter for the National Clearinghouse for Leadership Programs). You will be given a copy of *Journal of Leadership Studies* (vol. 8 #3) edited by Nance Lucas and Tony Chambers.

Course evaluation and key assignments:

1. Foundations of Leadership Briefing: You will do two 15-20 minute briefings for the class (and facilitate class discussion) on two of the class foundational approaches in the construction of leadership. Topics include trait theory, behavioral/two--factor theories, contingency/situational leadership theory, path-goal theory, chaos theory, Social Change Model, RLM (drawn from class text books). Distribute an executive briefing on each (10%)

2. Seminar Topic: Share responsibilities for group learning by presenting/ facilitating a seminar on one of the topics the class decides it would like to develop as a focus. Present key principles, lead discussion, and **provide** 5-7 select readings. Readings will be handed out the week prior to the scheduled discussion. Handout should include an ordering of the readings, any discussion questions, and identify key annotated resources/ web pages for extended inquiry. Each discussion session will be for about one hour of class. You may use learning activities to supplement the discussion if desired.. (10%)

Key topics:** The seminar topic may cover such topics as gender and leadership, multicultural influences and leadership, pluralistic leadership, civic leadership and citizenship, , ethics/character and leadership, spirituality and leadership, service learning and leadership, power/empowerment, followership and peer leadership influences, positional leadership, team leadership, advocacy/activism and social change, specific populations and leadership (e.g. African Americans, Latino, adult students, LBGT), motivation for leadership, leadership and self-efficacy, leadership and change. **What is it you want to dig into and learn more about? The topic should have a theoretical and research base.

3. Theoretical Integration Paper: You will write a critical analysis paper relating the topic you presented in class to student development and leadership theory. Papers should be grounded both in student development theory and in leadership theory, research, and principles. This **20-25 page paper** will include a critical analysis of the scholarship in the field, theoretical integration of how the topic informs the development or practice of leadership, and ends with implication for research or practice with students. (35%)

4. Major independent assignment. *You must choose one of the following two choices or propose an independently designed option for Instructor approval.* You will share your final product with each class member as an executive briefing and as FILE ATTACHMENT for their resource file. (35%)

a) **Leadership pedagogy paper:** This focus of this paper will be to explore some aspect of leadership development pedagogy, organizational of leadership programs/practices, or some such topic. This paper should explore the related literature and research on such topics in teaching leadership as experiential and outdoor education, credentialing leadership (e.g. majors, minors, certificate programs), student government and positional organizational leadership, leadership courses, on-line/web based leadership development, student employment and leadership development, or assessment of leadership outcomes.

b) **Insights & Applications Monograph Series:** *You can get published through this course!* This series is published by the National Clearinghouse for Leadership Programs (NCLP).

Topics already covered (that may NOT be done) are character, service learning, civic leadership, service, change, gender, followership, spirituality, Queer leadership, African American students and leadership, women and leadership, leadership assessment, cross cultural implications, peer leadership, Leadership in Fraternities and Sororities, Outdoor Adventure Education, and Asian Pacific American Student Leadership. This paper will be a different topic from the one you do in your class seminar above because it needs to be one that is not already covered (*See attached list*). Each paper in the series will use a "template" approach. This template includes elements such as a theoretical /conceptual grounding of the topic, annotated bibliography, web sites, associations, sample activities to develop this awareness, and select assessment methods. Will be read by classmate and Susan and executive briefing presented to class.

5. Participation: This will be a lively seminar and will work best if you come prepared to discuss and apply material. We will also add an additional class sessions to visit a nearby leadership program (e.g. Jepson School), the Burns Academy of Leadership, and assess the issues and parameters of campus based leadership interventions. (10%)

Expectations:

- 1) Attendance and Participation: Being present is critical to learning from others and to let us learn from you. You are expected to read and study assigned materials and come to each seminar prepared to participate and question.
- 2) APA Style: All the formal work submitted should follow APA style based on the APA Manual (4th ed.). Most of you have had extensive experience with APA style, but if not, it's a great opportunity to practice the complexities of this style which you will use in all department papers, on your dissertation, and all your journal articles and books yet to be published! [Read the APA manual for sections on presenting research and ethics in writing as well and the new section on citing internet courses.]
- 3) Ethical Practices: Our students are more informed about ethical practices than most in the profession. Naturally, we expect all students to practice the highest professional standards in their writing and presentation of scholarly ideas. Proper citations, paraphrasing, and proper quotations will be essential in all your work. Should any student violate standards of academic honesty (in written work, research, etc.) he or she will be held accountable through UMCP procedures. Clearly we must practice and model this highest ethical standard for others .
- 4) Special Needs: I want you to have a successful experience. If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me as soon as possible. Should you need help with any foundation skills (e.g. mathematics, writing, etc.) I will help you seek that help as well.
- 5) Religious Observances The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in

religious observances. I will be happy to work with you if class meetings or assignments conflict with your religious practices.

- 6) Responding to e-mail: we will likely use e-mail discussion and reminders on projects in that mode. You will be expected to engage in some reflection via e-mail and engage in dialogue with others. Occasional class assignments/reminders will be sent via e-mail. Please check as late as Friday for any announcements for Tuesday's class. No requirements or changes will be sent over the weekend. **E-mail reflector** <edcp789d@umail>
- 7) You certainly have expectations of me for this course as well. You should expect that I will be prepared, read and return your work in a timely way, and be interested and engaged with your projects. I will remember that each of you bring a different background and experience with leadership to this course, but expect you will help me do that. I will learn from you and when we identify questions that need other expertise (e.g. about your topics) then I will help you find it. I will meet with you individually or in groups as you request and be available in all ways possible (in person, phone, and email). *We are all teachers and learners.* Together we will work hard, have fun, and be empowered to plan and engage in good research to benefit students and colleges' efforts to develop students.

Becoming a Leadership Educator:

Following this course there are numerous experiences possible to continue your development as a leadership educator. You may wish to link with the Office of Campus Programs and teach or team teach one of the leadership courses (e.g. EDCP 317); you may wish to do programs at the Maryland High School Leadership Conference or the campus Leadership Retreat; or you might want to do a seminar paper, thesis or dissertation in leadership studies. You might like to link with the College Women Student Leaders conference held every June in Washington DC or complete an apprenticeship in one of the local college leadership programs office. You may wish to take additional leadership coursework such as higher education leadership coursework in EDPL, through the Academy, or in the college of Business. See Susan to develop these or other options.

Resources including Web sites of interest

- **BLUEPRINT: Ideas for a New Century:**
<http://www.dic.org.blueprint.spring99/publicopinion.html>
- **Center for Creative Leadership**, One Leadership Place, P. O. Box 26300, Greensboro, NC 27438-6300.
- **Civic Source:** <http://civicsource.org/ResourceLibrary/highedresources.htm>;
- **Journal of Leadership Studies**, Baker College, 1050 West Bristol Rd, Flint, MI 48507-9987 (\$65/yr). <journal@baker.edu>
- **Kellogg Foundation:** <http://www.wkkf.org>
- **Kettering Foundation** <http://www.journalism.wisc.edu/cpn/sections/affiliates/kettering.html>
- **National Civic League**, 1445 Market Street Suite 300, Denver, CO 80202

- **National Clearinghouse for Leadership Programs** < www.inform.umd.edu/OCP/NCLP/>; e-mail <nclp@union.umd.edu>; 301-405-0799
- **PEW Foundation**; <http://www.pewtrusts.com>
- http://www.journalism.wisc.edu/cpn/sections/new_citizenship/new_citizenship.html
- **Templeton Foundation**- character programs; <http://www.templeton.org/>
- **Wingspread Journal**- free subscriptions and available on line; <www.johnsonfdn.org/library/journal/index.html>

Susan's leadership experiences: Since her leadership dissertation in 1973, Susan has been involved in leadership writing and teaching. Annually, she taught "Leadership and Organizational Dynamics" at Denison University and "The Psychology of Leadership" at Stephens College. She conducted frequent workshops for professional staff development during 1973-1987. She authored chapters on process consultation and leadership, civic leadership, and gender and leadership. She has published research studies on gender and leadership, women's leadership, leadership in residence halls, and achieving style and leadership. She is co-founder of the National Clearinghouse for Leadership Programs (NCLP), the Summer Leadership Symposiums, and was a member of the ensemble for the UCLA Eisenhower Leadership Grant project that developed the Social Change Model of Leadership. She is lead author of *Exploring Leadership: For College Students Who Want to Make Difference*, an undergraduate text with Jossey-Bass (along with Nance Lucas and Tim McMahon) and initiator and co-author of the CAS Leadership Standard. She is Research and Publications Editor of the NCLP and former member of the editorial board of the *Journal of Leadership Studies*. She has most recently co-instructed (with Nance and Tim) a NASPA/ACPA e-learning course on student leadership development.

Possible topics for Insights and Applications Monograph Series

(+ interest already expressed in Spring group)

Suggested by NCLP

1. Commuter student leadership;
2. Corporate leadership training programs;
3. Faith and leadership;
4. Fostering minority involvement in leadership
5. +High school leadership;
6. Leadership and mentoring/coaching
7. Multiple intelligences and leadership
8. Revisiting situational leadership
9. Student government and leadership
10. Values and leadership

Other possible topics

11. activism and student leadership,
12. advocacy and social change,
13. leadership for community development
14. credentialing academic programs in leadership (e.g. majors, minors, certificate programs),
15. Graduate Students and leadership
16. Latino Leadership
17. Native Americans and leadership
18. leadership and self-efficacy
19. leadership courses,
20. Leadership for adult students
21. Leadership through the arts (music and theater)
22. motivation for leadership,
23. on-line/web based/distance learning leadership development,
24. power/empowerment,
25. +Sports and leadership (Athlete leadership)
26. +Student military leadership (ROTC)
27. student employment and leadership development
28. student government and positional organizational leadership
29. outcomes of leadership programs
30. Dimensions of collaborative leadership

31. Leadership and students with disabilities
32. First Year and Emergent leader programs
33. social class and leadership
34. Implications of human and social capital and leadership
35. other??

COMPLETED

- Adelman, D. (2002) Peer leadership
Balon, D. G. (in press). Asian Pacific Americans and leadership
Conzen, C. (2001). Leadership and spirituality
Dugan, J. (2000). Cross-cultural leadership
Kao, I (2002). Leadership development in fraternities and sororities
Kraft, B. & Owen, J. (2001). Civic leadership
Mainella, F. C. (2000). Character & leadership
Morrison, E. (2001). Leadership and service learning
Mouberry, A. (in press) Outdoor adventure education: A pedagogy for leadership
Osteen, L. (2001). Leadership and change
Owen, J. (2002). Assessment of leadership
Perkins, C. (2001). African American Students and leadership
Simpkins, W. (2001) Queer leadership
Snyder, R. B. (2001). Followership
Supple, B. (2001). Gender and leadership

Publication Template

Insights and Applications Monograph Series

Format:

1" margins
APA 5th edition style with headers
Font- Courier 10

Length:

40-60 pages

Outline (see more detail on next page)

- I. Concept (8-10 pages double spaced)
 - A. Rational
 - B. Definition
 - C. Historical Theoretical Framework
 - D. THoughts/ Reflection/ Meaning (A kind of meaningful summary)

- II. Application
 - A. Sample Applications
 - B. Critiques/ Challenges/ Problems
 - C. Training activities (4-6 examples using standard format; more is okay)
 - D. Teaching Resources (e.g. campus allies/resources)
 - E. Assessment/ Evaluation

- III. Resources (with annotations)
 - A. Associations
 - B. Conferences
 - C. Web Pages

- IV. Bibliography
 - A. Annotated Sources (6-8; more is okay)
 - B. Citations for other resources
 - C. References for your paper

- V. Personal Biography
(paragraph about you- if you are leaving we will use your new title/campus)

I have had a couple of questions over time about the template- we can revisit and clarify this as you get into the experience

II. Application

[SRK: This whole section relates to how this topic related to leadership as students might experience it and how this topic relates to the practice of student leadership]

A. Sample Applications

[SRK: Does your topic relate to the process of effective leadership for the group or to individual leadership capacity of individuals (group or individual phenomena) -when might students or their groups be concerned with your topic? In what settings or context might your topic inform the effectiveness of the group? Might go from some general comments to specific examples keeping in mind diverse settings/groups so they are not all traditional undergrad residential or positional leader settings]

B. Critiques/ Challenges/ Problems

[SRK: what are the problem with addressing this topic with individuals or groups? What blocks the groups effectiveness with this topic? For whom would this be a hard topic to grasp? Are there diverse views on how to implement this topic that might signal controversy in the group or among individuals about it? What is commonly misunderstood or confused about this topic if an individual is not informed?

C. Training activities (4-6 examples using standard format)

[SRK: These are your 4-6 activities that would teach/develop/inform/explore the topic with individuals/groups in a training setting; this is a VERY popular part. Use the template from other I&A monographs. CREATE your own activities or ADAPT them if you want from other sources and CITE the source. If you use anything directly, we have to see copyright release permission]

D. Teaching Resources (e.g. campus allies/resources)

[SRK: These are things OTHER than the activities - offices that may deal with this, resources like the campus film series that might be assigned to learn about this; academic departments where there may be people who study/know about this; community agencies that might be informed on this]

D. Assessment/ Evaluation

[SRK: instruments to measure the phenomena; survey or assessments to use in training or outcomes assessment - check Julie's monograph, or Nancy Snyder-Nepo's monograph]