

**Chancellor's Leadership Class
Fall 2003
Wednesday's 4:00 – 5:30 PM**

Know, Be, Do! ~ Exploring Leadership

Instructors

Trent A. Engbers

Wakonse Fellow
Coordinator, Leadership Development
Office: A013 Brady
Commons Office #(Brady): 882-
8291 Home #: 445-2099
E-mail: engberst@missouri.edu
Office Hours: By Appointment

Greg Garrison

Student Coordinator
Phone # 573-489-4447
E-mail: gpgtgb@
mizzou.edu

Jennifer Smith

Student Coordinator
Phone #: 573-881-0386
E-mail: jlsy82@
mizzou.edu

Course Objectives

The Chancellor's Leadership Class will engage you in experiential and interactive learning initiatives designed to help you:

- * identify and develop a personal leadership style;
- * learn an overview of contemporary leadership theories
- * increase your competencies in the skills essential for effective leadership;
- * explore, participate, and reflect on the concept of leadership for social change;
- * increase your awareness of opportunities for campus and community involvement;
- * apply your leadership skills and knowledge through participation in experiential education and community service.

Course Expectations

This class is designed to be an interactive exploration of personal leadership development. Active learning on the part of each individual is an essential component of this valuable experience. **Active learning involves more than just attending class and completing course assignments--it requires that you engage in the critical reflection of readings and class discussions, question unclear concepts and ideas, formulate individual perspectives on the issues raised in the course, and actively participate in the exchange of ideas with peers.** Your contributions to this process include:

- * Arriving to class on time with class materials;
- * reading and reflecting on assignments prior to class;
- * actively participating in class discussions and activities (this includes both sharing ideas and actively listening to the views of others);
- * completing all assignments by designated due dates.

The instructors' contributions to this process will be:

- * being approachable and available to students;
- * facilitating the development of an open, flexible, and collaborative learning community
- * being on time and prepared for class meetings;
- * providing clear and constructive feedback;
- * returning all assignments in a timely manner.

Of those to whom much is given, much is required.

John F. Kennedy

Course Policies

Class Times and Locations - Class will meet every Wednesday from 4:00-5:30PM. In addition to our weekly meetings, there will be several required out-of-class activities throughout the year. These dates and locations are also included in this syllabus. Please note these additional meetings and plan your schedules accordingly.

Attendance - Regular class attendance is a vital component of active learning. Attendance will be taken every class period. If you are unable to attend a class, please contact one of the instructors prior to the class. Your course grade will drop one letter grade for your third unexcused absences each semester or if your total absences for the year exceeds four.. For example, after your third missed class, the highest grade you could attain would be an **B**.

Class Participation - Again, due to the interactive and experiential nature of CLC, active involvement with the course material, your classmates, and our guests is essential for a high quality experience. Given this fact, participation will account for 150 points of your final course grade

Cell Phones – Please turn your cell phones to silence or vibrate. Ringing cell phones during class will result in deductions from class participation

Course Credit and Grading - CLC is a two-semester program. You will earn one university credit each semester.

Grading Scale

1000-975	A+
974-935	A
934-895	A-
894-865	B+
864-825	B
824-795	B-
794-765	C+
764-735	C
734-695	C-

Point Distribution

Class Participation	150 points
Leadership Learning Papers	300 points
Personal Leadership Statement	250 points
<u>Community Consulting Project</u>	<u>300 points</u>
Total	1000 points

Required Readings – There is no official text for this class. Relevant readings will be assigned each week and will be supplied by the instructor.

ADA Statement - If you have special needs as recognized by the ADA or have other requests for accommodation, please consult with Rozana for assistance. All efforts will be made to comply with the ADA.

A Statement of Values: The Chancellor's Leadership Class will strive to incorporate the University of Missouri's Statement of Values into all class assignments, activities, and discussions. Please carefully read the Statement of Values attached to the back of this syllabus.

Course Outline

Location Memorial Union South 204 unless specified

Wednesday, August 27, 4-8 Theme: Building the CLC Team
Theory: Learning Organizations Have Read: 439-449
Location: Alpine Tower: Meet at Black Cultural Center

Wednesday, September 3 Theme: What is leadership
Theory: Person vs Process Have Read: 463-466

Wednesday, September 10 Theme: Individualism and multiple styles
Theory: EI Completed Kiersey and have read 467-480

Wednesday, September 17 Theme: Student Panel
Theory: Relational Have Read 79-90 **Due Learning Paper 1**

Wednesday, September Theme: Social with Chancellor Wallace
Location: Chancellors Resident – meet at speakers circle

Wednesday, September 24 Theme: Organizations and OD
Theory: Heifitz Read: 283-292, 60-66

Wednesday, October 2 4-8 Theme: Goal Setting and Taking Risks
Theme: Covey? Read: 19-25, 412-414
Location: Alpine Tower: Meet at Black Cultural Center

Wednesday, October 8 Theme: Service and Citizenship
Theme: Greenleaf Read: 503-510 or 511-521 **Due Learning Paper 2**

Wednesday, October 15 Theme: Leadership and Race
Theme: Does it differ culturally Read: 390-403

Wednesday, October 22 Theme: Leadership and Gender
Read: 390-403

Wednesday, October 29 Theme: Leadership and Values
Theory: Burns Read: 343-350 **Due: Agency Profile**

Wednesday, November 5 Theme: Ethics
Theory: Is it ethically bound Read: 360-376, 499-502

Wednesday, November 12 Theme: Controversy and Change
Theme: Social Change Read: 458-466 **Due Issue Paper**

Wednesday, November 19 Theme: Guest Leadership Panel
Read: 572-580

Wednesday, November 26	Thanksgiving	
Wednesday, December 3	Catch up, Presentations, and Vision	
Theory: Chaos	Read 231-236	
Due Personal Leadership Statement		
Wednesday, December 10	Theme Balance	
Due Learning Paper 3		Due Learning Paper 3

**If you stop learning today,
you stop leading tomorrow.**

Howard Hendricks

Class Participation

Guidelines for credit

Your class participation will be based on five factors for a total of 150 points.

Attendance: You will receive 3 points for every class attended

Reflection Papers: 13 classes will conclude with a mini reflection question. Completion of these questions will result in 2 points for each reflection submitted. If 13 questions are not assigned then full credit will be given for the remainder of questions

Quantity of content: Active verbal participation is anticipated on a regulation basis and responsive listening is expected every class. Attentive behavior and regular response will result in 30 points

Quality of contribution: Discussion of substance and insightful responses to questions will result in full credit. High quality responses will give examples or will provide insights from the readings. If you have questions if your responses are substantive, please ask. 30 points

Other: Occasionally throughout the semester small assignments (taking no less than 15-20 minutes will be assigned). Completion of these assignments result in 15 points. If no small assignments are given, then full credit will be allotted

Class Aspect	Possible Points
Attendance 3 * 15	45
Reflection Papers 2 *13	23
Quantity of contribution:	30
Quality of contribution:	35
Other	17
Total	150

Leadership Learning Papers

Purpose:

- 1) To provide you with an opportunity for reflection and the articulation of your thoughts and developing perspectives on leadership.
- 2) To encourage the integration of CLC readings, personal experiences, and class discussions in the development of a personal philosophy of leadership.

Guidelines

Your leadership learning paper will be collected three times during the course of this semester. The dates of collection are provided below. Each entry should include a balance of critical analysis and personal reflection on the material or issues that were addressed in **previous** class periods. Here are a few sample questions that might help frame your reflections: Do you agree or disagree with the perspectives shared in class? What are your remaining concerns or questions with this material? What relevance does this issue have for your personal leadership development? How will you utilize your newfound understanding of leadership to improve your personal relationships and community initiatives? **Please remember that you must both actively reflect, analyze, address, and integrate readings and class discussions. However do not summarize.**

Please double-space and use a 12 point font. Your journals will be collected on:

Journal # 1	September 17
Journal # 2	October 8
Journal # 3	December 10

Jennifer, Greg and I will provide feedback for your papers in the form of comments and questions that are intended to spark further reflection on the critical issues of leadership addressed in CLC. **It will be your responsibility to hold on to all journal entries once they have been evaluated. You will be asked to re-submit them for a final review on December 10.**

Journal entries will account for 300 points of your final course grade. Factors considered in assigning journal grades will include:

- 1) the integration of weekly readings, class discussions, and personal experiences
- 2) balance of critical analysis and personal reflection
- 3) well organized and coherent writing style (including grammar and spelling--don't forget to spellcheck!)
- 4) strong papers have a central thesis

**To become a leader you must become yourself,
become the maker of your own life.
W. Bennis**

Personal Leadership Statement

*What lies before us and what lies behind us
are tiny matters compared to what lies within us.*

Oliver Wendell Holmes

Purpose

- 1) To develop a personal definition of leadership.
- 2) To identify the core principles that influence your actions and belief systems.
- 3) To create a self-portrait (including values and personal goals) that will offer guidance when faced with tough leadership decisions.

Guidelines

This assignment is designed to provide you with an opportunity to synthesize the diverse issues of leadership addressed in CLC and create a concise document that articulates your personal philosophy of leadership. The process of developing a personal leadership statement will help you clarify the core principles that guide your actions and establish a self-portrait of the leader you hope to become. Stephen Covey, author of [The 7 Habits of Highly Effective People](#), urges readers to “begin with the end in mind” as a means to heighten awareness of the principles, values, and goals that shape their lives. In order to “begin with the end in mind” and create a personal mission statement, you must ask yourself a few important questions:

Imagine that it is the year 2050...

- 1) As you reflect back on your life, what are the core values and principles that have been influential in developing your character and making decisions?
- 2) How would you like your family members, friends, and co-workers to describe your personal style of leadership?
- 3) What contributions or achievements will you have completed?

Now that you have an idea of where you want to end, it is time to begin...

Develop a personal leadership statement that articulates the principles that will influence your actions and beliefs as you engage in the process of leadership. This is a PERSONAL statement and should represent your UNIQUE philosophy of leadership, both in content and form. There are no format restrictions for this assignment and you are welcome and encouraged to utilize your creative energy in the expression of your thoughts and ideas. If you do select an artistic medium for your project, I strongly encourage you to attach a brief written explanation that connects the artwork to your core principles and values.

Suggested Reading: Habit 2—Begin With the End in Mind from Stephen Covey’s [The Seven Habits of Highly Effective People](#). The entire chapter is excellent, however, I would recommend focusing your attention on pages 96-109.

The Leadership Statement will account for 200 points of your final course grade. Factors considered in assigning a grade for this assignment will include:

- 1) articulation of the core values, principles, and goals that will influence your behavior and decisions
- 2) coherent and thorough expression of thoughts and ideas
- 3) Demonstration of learning

Community Consulting Proposal

NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED PEOPLE CAN
CHANGE THE WORLD. INDEED, IT IS THE ONLY THING THAT EVER HAS.
MARGARET MEAD

Purpose

- 1) To enrich your understanding of social issues facing our communities.
- 2) To explore, practice, and reflect on the concepts of civic leadership and social activism.
- 3) To gather the information essential to the creation of a meaningful leadership service
- 4) To provide a meaningful service to an agency by improving their ability to exercise leadership to the community.

Introduction

This assignment serves as the foundation of the CLC Leadership Consulting Project that will be completed during the spring 2003 semester. In addition to enhancing your understanding of the diverse economic, sociological, and cultural factors that frame your selected social issue, this assignment will also provide you with an opportunity to explore the organizational dynamics and the leadership philosophy of a non-profit agency.

Guidelines

You will be asked to express a preference for a social issue or community need of interest that will serve as the focus of your agency profile and service project. You will be placed in groups based on your social issue of interest.

- 1) Utilize campus and community resources to identify local agencies that address your group's issue. In the spring you will be developing a comprehensive assessment of leadership in the agency to help improve the effectiveness of agency
- 2) Select one agency to serve as the focus of the assignment.
- 3) Prepare a written proposal that includes the following information:
 - A. **Agency Profile (Due Oct 29)**
 - 1) Introduction to the social issue or community need
 - 2) Description of the agency (e.g., organizational structure, mission, history, etc.)
 - 3) Discussion of the current programs, services, or resources provided by the agency
 - 4) Process that you plan to use to complete an organizational assessment.
 - 5) Agency Contact Information **and Agency Representative Signature**
 - B. **Issue Profile (Due Nov 12)**

A research based examination of the issue(s) address by this agency

Additional Information: In order to complete this assignment with the attention to detail and quality expected from the Chancellor's Leadership Class, it is advised that your group make arrangements for a site visit to the agency and conduct brief informational interviews with agency staff and volunteers before committing to a particular agency.

The Community Service Agency Profile will account for 300 points of your final course grade. Factors considered in assigning a grade for this assignment will include:

- 1) Depth of information provided in the agency description
- 2) Organization and clarity of profile
- 3) Knowledge of social issue and relevance to the Columbia community

***The best way to find yourself is to lose yourself
in the service of others. —Mahatma Gandhi***