

Course Outline

Course number and title: IU 470 President's Leadership Program:
Leadership Inside and Out I

Credits: 3 (2-0-1)

Term to be offered: Fall

Prerequisites:

- Written permission by Instructor
- Successful completion of IU 170, IU 171, IU 270, and IU 271 or equivalent experience.
- Junior or senior status

Course Description:

In depth study of personal skill development and its relationship to success as a leader, with a focus on values clarification, communication, group dynamics, power and diversity understanding as they relate to effective leadership.

Instructors: Mari D. Strombom, M.Ed.
Director, Campus Activities and Director, President's Leadership Program

Randy McCrillis, M.S.
Director, GLBT Student Services

Texts:

Flick, D (1998). From Debate to Dialogue: Using the Understanding Process to Transform Our Conversations. Boulder, CO: Orchid.

Additional Class Material:

Anner, J. (1998). Having the tools at hand: Building successful multicultural social justice organizations. In Andersen, M. L. & Collins, P. H. (Eds.) Race, class and gender: An anthology, (pp. 552-562). New York: Wadsworth.

Bennis, W. (1989). Knowing Yourself. On Becoming a Leader. Reading, MA: Addison-Wesley. pp. 53 – 71.

Bolman, L. G. & Deal, T. E. (1997). Reframing Organizations: Artistry, choice and leadership (2nd Ed). San Francisco: Jossey-Bass.

Cooper, J. (1987). Working with individual differences in student activities. In Campus Activities Programming, March, pp. 74 – 78.

Elias, D. & David, P (1983). A guide to problem solving. In The 1983 annual for facilitators, trainers and consultants, (pp. 149 – 156). New York: Pfeiffer & Co.

Frye, M. (1998). Oppression. In Andersen, M. L. & Collins, P. H. (Eds.) Race, class and gender: An anthology, (pp. 48-51). New York: Wadsworth.

Hall, E. T. Hall, E. (1994). How cultures collide. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 5 – 14). Needham Heights, MA: Simon & Schuster.

Hoopes, D. S. & Pusch, M. D. (1990). Definition of terms. In Training in International/Multicultural Programs. Institute for Intercultural Communications.

Keppler, K. (1988). Personal Power. In Campus Activities Programming, April, pp. 46 – 50.

Kormanski, C. and Mozenter, A. (1987) A new model of team building: A technology for today and tomorrow. In The 1987 Annual: Developing Human Resource (pp. 255 – 268). New York: John Wiley and Sons Ltd.

Kouzes, J. & Posner, B. (1995). The leadership challenge: How to keep getting extraordinary things done in organizations. San Francisco: Jossey-Bass.

Latting, J. E. (1985). A creative problem-solving technique. In . In The 1987 Annual: Developing Human Resource (pp. 163 - 168). New York: John Wiley and Sons Ltd.

Lorde, A. (1998). Age, race, class and sex: Women redefining difference. In Andersen, M. L. & Collins, P. H. (Eds.) Race, class and gender: An anthology, (pp. 187 - 194). New York: Wadsworth.

Marcuse, R. S. (1993) Unlearning racism. In Turning Wheel, Spring, p. 23.

Rich, A. L. & Ogawa, D. M. (1994). Intercultural and interracial communication: An analytic approach. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 29 - 36). Needham Heights, MA: Simon & Schuster.

Rosenbach, A. E. (1993). Mentoring: Empowering followers to be leaders. In Rosenbach, W. E. & Taylor, R. L. (Eds.) Contemporary issues in leadership (pp. 141 – 151). Boulder, CO: Westview Press.

Rosenberg, M. B. (1999). Nonviolent communication: A language of compassion. Encinitas, CA: PuddleDancer Press.

Silien, K., Lucas, N. & Wells, R. (1992). Understanding leadership: The role of gender, culture and assessment in building community on campus. In Campus Activities Programming, May, pp. 28-37.

Simon, S., Howe, L. & Kirschenbaum, H. (1992). Values clarification: A handbook of practical strategies for teachers and students. New York: Values Pr.

Simon, S., Howe, L. & Kirschenbaum, H. (1995). Values clarification. Warner Books. pp. 3-19

Straus, D. & Layton, T. (2002). How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions. San Francisco: Berrett-Koehler.

Tichy, N. M. & Devanna, M. A. (1990) The themes, the protagonists, the transformational drama. In The transformational leader (pp. 1-58). New York: John Wiley & Sons.

Washington, J. & Evans, N. J. (2000). Becoming an ally. In Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X (Eds.) Readings for diversity and social justice, (pp. 312 – 318). New York: Routledge.

Weaver, G. R. (1994). Contrast culture continuum. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 45 - 48). Needham Heights, MA: Simon & Schuster.

Course Objectives:

Students will be able to:

- Consciously facilitate the formation of a team toward the completion of its goals.
- Demonstrate an understanding of diversity and its impact on leadership.
- Verbalize a deeper understanding of their communication styles, personality style and conflict resolution styles, and an understanding of how to work across style difference to further their success as leaders.
- Demonstrate knowledge about a variety of leadership experiences in relationships, families, groups and communities, within and across age, race and ethnicity, class, ability, and family and cultural context.
- Articulate the components of an effective leader.
- Demonstrate an understanding of power use and abuse in leadership scenarios.

Course Topics/Weekly Schedule

Week One: Class Overview and Program Expectations

- Creation of Group Expectations
- Discussion of the President's Leadership Program
- Constructivist Listening

Week Two: The Role of a Leader in Creating a Team

- Definition of Teambuilding
- Value of Teambuilding
- Role of a leader in building a team

Assignment Due:

1. Reading: "A new model of teambuilding: a technology for today and tomorrow"

Week Three: Leadership Forum Introduction

Guest Speaker, Dr. Linda Kuk, Vice President for Student Affairs

- Interaction with PLP Trustees
- Value of student leadership to CSU

Assignment Due:

1. Begin reading From Debate to Dialogue

Fall Retreat at Pingree Park: Understanding Oneself as a Leader – Values/Choices/Responsibility in Leadership

8 am Saturday – 3 pm Sunday

- Personal leadership journey
- Understanding the various roles a leader must take in a group
- An exploration power and influence in leadership
- Teambuilding
- Exploration of Group Dynamics

Week Four: How Personal Values Impact Leadership

- Understanding how our values are formed
- How values impact leadership decisions
- How values impact leadership choices

Assignment Due:

1. Reading: Bennis, W. (1989). Knowing Yourself. On Becoming a Leader. Reading, MA: Addison-Wesley. pp. 53 – 71.
2. Reading: Simon, S., Howe, L. & Kirschenbaum, H. (1992). Values clarification: A handbook of practical strategies for teachers and students. New York: Values Pr.
3. Reading: Simon, S., Howe, L. & Kirschenbaum, H. (1995). Values clarification. Warner Books. pp. 3-19.

Week Five: The Value of Dialogue and Debate as Leadership Tools

- The dialogue process
- Differences between debate and dialogue
- The value of dialogue
- The value of debate

Assignment Due:

1. Reaction paper (Topic: Fall Retreat)
2. From Debate to Dialogue

Week Six: Application of Leadership Theories

Guest Speakers: Panel of Successful PLP Alumni

- Situational Leadership
- Transformational Leadership
- Application of PLP materials to leadership positions

Assignment Due:

1. Reaction paper (Topic: Debate and dialogue)
2. Reading: Tichy, N. M. & Devanna, M. A. (1990) The themes, the protagonists, the transformational drama. In The transformational leader (pp. 1-58). New York: John Wiley & Sons.
3. Reading: Silien, K., Lucas, N. & Wells, R. (1992). Understanding leadership: The role of gender, culture and assessment in building community on campus. In Campus Activities Programming, May, 28-37.

Week Seven: Setting Goals and Objectives as a Leader

Guest Speaker: President Penley

- Goal setting process
- Impediments to achieving goals
- Group goal setting versus personal goal setting
- Facilitating group goal setting
- Global Mapping

Week Eight: Personality Indicators as Leadership Tools

- MBTI discussion and application
- Value of personality differences
- Challenges of personality differences

Assignment Due:

1. Meyers/Briggs Personality Indicator
2. Reading: Cooper, J. (1987). Working with individual differences in student activities. In Campus Activities Programming, March, pp. 74 – 78.

Week Nine: Power, Authority and Influence in Leadership Roles

- Definition of Power
- Types of personal power
- Power use and abuse
- Using your power effectively

Assignment Due:

1. Reading: Bolman, L. G. & Deal, T. E. (1997). Power, Conflict and Coalitions. In Reframing Organizations: Artistry, choice and leadership (2nd Ed), (pp. 161 – 175). San Francisco: Jossey-Bass.
2. Keppler, K. (1988). Personal Power. In Campus Activities Programming, April, pp. 46 – 50.
3. Kouzes, J. & Posner, B. (1995). Strengthen others: Sharing power and information. In The leadership challenge: How to keep getting extraordinary things done in organizations, (pp. 180 – 208). San Francisco: Jossey-Bass.

Week Ten: Culture and its Impact on Leadership

- Definition of Culture
- Iceberg Model of Culture
- Cultural Foundations Model
- Understanding your personal culture as a leader
- Sunglasses Metaphor
- Definition of Racism and Prejudice

Assignment Due:

1. Reaction Paper (Topic: MBTI)
2. Reading: Marcuse, R. S. (1993) Unlearning racism. In Turning Wheel, Spring, p. 23.
3. Reading: Hoopes, D. S. & Pusch, M. D. (1990). Definition of terms. In Training in International/Multicultural Programs. Institute for Intercultural Communications.
4. Reading: Anner, J. (1998). Having the tools at hand: Building successful multicultural social justice organizations. In Andersen, M. L. & Collins, P. H. (Eds.) Race, class and gender: An anthology, (pp. 552-562). New York: Wadsworth.
5. Lorde, A. (1998). Age, race, class and sex: Women redefining difference. In Andersen, M. L. & Collins, P. H. (Eds.) Race, class and gender: An anthology, (pp. 187 - 194). New York: Wadsworth.

Week Eleven: The Impact of Intercultural Communication on Leadership Effectiveness

- High and Low Context Cultural Characteristics
- High and Low Stimulation Cultural Characteristics
- Social Justice Definition

Assignment Due:

1. Reading: Washington, J. & Evans, N. J. (2000). Becoming an ally. In Adams, M., Blumenfeld, W. J., Castañeda, R., Hackman, H. W., Peters, M. L., & Zúñiga, X (Eds.) Readings for diversity and social justice, (pp. 312 – 318). New York: Routledge.

Cross Cultural Retreat: Understanding the impact of Culture on Leadership

9am–5pm Sat. & Sun.

- William Perry's Model
- U/W Curve Theory
- Re-Evaluation Counseling Model
- Relevance of Historical Context
- Oppression Model
- Internalized Oppression
- Understanding Privilege

Week Twelve: Cross Cultural Understanding, continued

- Being an Ally as a Leader
- Culture and Conflict

Assignment Due:

1. Reading: Hall, E. T. Hall, E. (1994). How cultures collide. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 5 – 14). Needham Heights, MA: Simon & Schuster.
2. Reading: Rich, A. L. & Ogawa, D. M. (1994). Intercultural and interracial communication: An analytic approach. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 29 - 36). Needham Heights, MA: Simon & Schuster.
3. Reading: Weaver, G. R. (1994). Contrast culture continuum. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 45 - 48). Needham Heights, MA: Simon & Schuster.

Week Thirteen: Leadership and Mentoring Relationships

- Definition of a Mentor
- Expectations of mentoring relationship

Assignment Due:

1. Reaction Paper – Cross Cultural Retreat
2. Reading: Rosenbach, A. E. (1993). Mentoring: Empowering followers to be leaders. In Rosenbach, W. E. & Taylor, R. L. (Eds.) Contemporary issues in leadership (pp. 141 – 151). Boulder, CO: Westview Press.

Week Fourteen: Interpersonal Communications and Leadership

- Assertiveness Continuum
- Gender and communication overview
- Communication blocks

Assignment Due:

1. Reading: Rosenberg, M. B. (1999). Nonviolent communication: A language of compassion. Encinitas, CA: PuddleDancer Press.

Week Fifteen: Decision-Making/Problem-Solving as a Leader

- Dialogue in decision making
- Problem solving techniques
- Collaboration

Assignment Due:

1. Reading: Elias, D. & David, P (1983). A guide to problem solving. In The 1983 annual for facilitators, trainers and consultants, (pp. 149 – 156). New York: Pfeiffer & Co.
2. Reading: Latting, J. E. (1985). A creative problem-solving technique. In . In The 1987 Annual: Developing Human Resource (pp. 163 - 168). New York: John Wiley and Sons Ltd.
3. Reading: Straus, D. & Layton, T. (2002). How to Make Collaboration Work: Powerful Ways to Build Consensus, Solve Problems, and Make Decisions. San Francisco: Berrett-Koehler.

Week 16/Finals Week: Semester Reflection & Summary on Leadership

- Leadership feedback process

Assignment Due: Final Reflection Paper

Instructional Methodology:

The class will meet weekly for three hours during which a combination of dialogue, experiential activities, mini lectures, small group activities, classroom presentations will take place.

Mode of Delivery:

- Lecture
- Large and small group discussions
- Case study

Method of Evaluation:

Students will be evaluated based on the following assignments:

1. Reaction Papers (16%):
Application of the theoretical concepts learned through the readings and class activities to themselves as leaders. (2 pages, double spaced)
2. Critical Journals (31%):
Weekly entries should contain reflection upon individual understanding, reactions, thoughts, feelings, etc. to the course content. (May be handwritten or typed.)

3. Final Reflection Paper (16%)
4. Class participation (37%)
 Will be graded on active participation in class including asking probing questions, contributing to discussions, responsible attendance, meeting assignment deadlines, participating in class activities, arriving on time considering concepts and ideas from different perspectives, and helping to create an inclusive and respectful class environment. The final grade will include credit for participation. Participation is sometimes contingent upon attendance – you have to be in class to do the assignment to receive the credit/points.

Grading Policy:

All assignments are due on the dates specified. Due to the experiential nature of the class, students are expected to fully participate in all class sessions. Students are expected to read, summarize and reflect upon assigned readings prior to class so they can actively participate in all class discussions and activities.

Reaction Papers will be graded on depth of content and application of knowledge gained through readings and classroom activities.

Critical Journals will be graded on the number of entries in the journal.

Grading Scale:

4 Reactions Papers (4 x 10 points each)	40 points (16%)
Weekly Journals (15 x 5 points each)	75 points (31%)
Final Reflection Paper	40 points (16%)
<u>Class Participation (18 sessions x 5 points)</u>	<u>90 points (37%)</u>
Total	245 points

Grades

220 – 245	A (90 – 100%)
195 – 219	B (80 – 89%)
171 – 194	C (70 – 79%)
146 – 170	D (60 – 69%)
Below 146	F (59% and below)