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:

Additional Class Material:


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:

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)
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

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:**

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)
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:

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:

Week Thirteen: Leadership and Mentoring Relationships
- Definition of a Mentor
- Expectations of mentoring relationship

Assignment Due:
1. Reaction Paper – Cross Cultural Retreat
Week Fourteen: Interpersonal Communications and Leadership
- Assertiveness Continuum
- Gender and communication overview
- Communication blocks

Assignment Due:

Week Fifteen: Decision-Making/Problem-Solving as a Leader
- Dialogue in decision making
- Problem solving techniques
- Collaboration

Assignment Due:

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:**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>4 Reactions Papers (4 x 10 points each)</td>
<td>40 points (16%)</td>
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<tr>
<td>Weekly Journals (15 x 5 points each)</td>
<td>75 points (31%)</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>40 points (16%)</td>
</tr>
<tr>
<td>Class Participation (18 sessions x 5 points)</td>
<td>90 points (37%)</td>
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<tr>
<td><strong>Total</strong></td>
<td>245 points</td>
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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)