

Explore & Define

Introductory Leadership Course LEAD Scholars Program

Class meetings: 2 hours per session, one session per week

Required Text: Komives, S.R., Lucas, N. & McMahon, T.R. (1998). Exploring Leadership. Jossey-Bass Publishers: San Francisco.

Course goals:

1. Create a baseline pedagogy for all first semester, first year LEAD Scholars and establish a shared learning experience.
2. Reinforce the expectations of the LEAD Scholars Program that students will be coached and guided into leadership positions in the university and the community.
3. Establish a culture that creates a community that embraces respect for the academic study of leadership and shares a desire to make a contribution.
4. Assist with acclimation issues associated with FTIC students.
5. Evaluate suitability to continue as a LEAD Scholar.

Followership competencies

Effective followership-collaboration skills (motivation and positive attitude-toward group and project)

Effective followership-working with diverse groups

Decision making-constructively voice dissenting opinions (candor/risk taking)

Leadership competencies

Group dynamics (motivating others/inspiring others)

Critical thinking (planning/organizing)

Self-efficacy (accountability)

Group dynamics & decision making (providing and receiving criticism)

Course Objectives:

1. Students will function with ambiguity
2. Students will be able to think critically.
3. Students will demonstrate goal directed behavior.
4. Students will establish personal direction and clarify values.
5. Students will function without constant reassurance.
6. Students will demonstrate emotional autonomy.
7. Students will understand group process.
8. Students will demonstrate collaboration skills.
9. Students will work effectively with diverse groups.

Class tutors/mentors

Class tutors are second year LEAD Scholars who are assigned to the class to provide logistical support, peer guidance, and facilitation for certain in-class activities. More specifically they can assist with the following:

- ◆ Tracking attendance
- ◆ Facilitate class activities
- ◆ Assist with developmental goal setting
- ◆ Provide and distribute instructional materials
- ◆ Comment on journals
- ◆ Assist with proofing and offering suggestions for written assignments
- ◆ Facilitating out of class social activities
- ◆ Provide peer guidance and intervention
- ◆ Serve as liaison with program in order to communicate program information.

Grading Criteria

Attendance	15 points
<i>Explore and Define Reflections (4)</i>	
Reflection 1: Lifeline of Leadership	10 points
Reflection 2: Interview of a Student Leader Reflection	10 points
Reflection 3: Club/organization Analysis and Reflection	10 points
Reflection 4: My Leadership Platform Reflection	10 points
Personal action plan	20 points
Presentation (creativity, format, professionalism)	15 points
Quizzes (2)	5 points each
Resume	5 points
Participation	5 points
Feedback on Personal action plan	5 points
Total	115 points

Curriculum

Week 1	Overview: Review syllabus, icebreakers, discuss LEAD expectations, mentor time Hour 1 – Introduce mentors and let them make announcements. Discuss syllabus and class objectives. Icebreaker – bingo game. Debrief icebreaker. Hour 2 – Define LEAD values and discuss those values (should establish expectation about the academic study of leadership). Write group definition of leadership in an activity. Discuss Boyer’s principles of community. Activities: OREO game and another icebreaker within mentor groups. Homework: Reflection 1, due Week 3
Week 2	Overview: Building a community. Conduct self discovery activity and discuss understanding self awareness and awareness of others. Hour 1 – Do short version of DISC and MBTI assessments and process with them the different types. Hour 2 – Discuss MBTI and DISC. Activities: DISC & MBTI assessment and process. Homework: Reading: Ch. 2, p. 25-51

Week 3	<p>Overview: Put class into teams (approximately 4 groups of 5 students) and introduce Leadership Challenge</p> <p>Hour 1 – Introduce leadership theories.</p> <p>Hour 2 – Put class into teams and introduce Leadership Challenge. Discuss fundamentals of leadership (what is it? Where is it going? Myths/truisms). Discuss if leaders are born or made (is everyone a leader?).</p> <p>Activities: Leadership challenge introduction</p> <p>Homework: 2nd Reflection due Week 6, Reading: p. 77-82, p. 200-205</p> <p>Due: First reflection</p>
Week 4	<p>Overview: Power in leadership/Community</p> <p>Hour 1 – Quiz 1. Remind class about Lead Challenge. Discuss different power/leadership concepts (achievement/power/affiliation). Do power game and continue with leadership and power theories.</p> <p>Hour 2 – ABCDE activity. Photo community project.</p> <p>Activities: Team Chaos, ABCDE</p> <p>Homework: Reading: Ch. 9, p. 240-270; Scrapbook page</p>
Week 5	<p>Overview: Discuss personal vs. organizational values</p> <p>Hour 1 – Introduction to ethical leadership. Values auction/continuum.</p> <p>Hour 2 – Landslide simulation</p> <p>Activities: Discuss ethical situations students face and role play them out. Conduct survival simulation.</p> <p>Homework: 2nd Reflection due Week 6</p>
Week 6	<p>Overview: Decision making model/Top 3 values.</p> <p>Hour 1 – Finish values and Rest’s Decision Making Model (p. 266)</p> <p>Hour 2 – Mentor check in. Presentation expectations</p> <p>Homework: 3rd Reflection due Week 9</p> <p>Due: 2nd Reflection</p>
Week 7	<p>Overview: Presentations</p> <p>Hour 1 & 2: Group conduct their presentations</p> <p>Homework: Reading: Ch. 6, p. 165-191</p>
Week 8	<p>Overview: Debrief Leadership Challenge activity with class.</p> <p>Hour 1 – Quiz 2. Begin discussion on issues that come up because of activity (motivation of group members, equity within group work, emergent leadership issues, followership, attitude) (What happened in the groups)</p> <p>Hour 2 – Discuss group roles. PVC pipe activity</p> <p>Activities: In small groups, students discuss specific questions related to group dynamics and the project and provide feedback to each team member pinpointing behaviors and not the individual person. PVC pipe activity</p> <p>Homework: 3rd Reflection due Week 9</p>
Week 9	<p>Overview: Discuss group process and communication.</p> <p>Hour 1: Communication discussion. Build Lego structure</p> <p>Hour 2: Cog’s group process</p> <p>Activities: Lego structure</p> <p>Homework: Ch. 5, p. 137-159</p>

	Due: 3 rd Reflection
Week 10	<p>Overview: Discuss diversity and followership</p> <p>Hour 1: Followership. Intro to PAP/Resume.</p> <p>Hour 2: Diversity in leadership discussion; Barnga game</p> <p>Activities: Barnga: A Simulation Game on Cultural Clashes</p> <p>Homework: PAP/Resume due Week 13.</p>
Week 11	<p>Overview: Servant leadership. Continue to debrief activity concentrating on leadership competencies.</p> <p>Hour 1 – Random act of kindness focusing on followership and helping others. Share story of grass root leaders and then go out and do a random act of kindness and come back to class and share story.</p> <p>Hour 2 – Servant leadership/HCI discussion. Mentor project discussion.</p> <p>Activities: RAK</p>
Week 12	<p>Overview: Continue to debrief activity concentrating on leadership competencies.</p> <p>Hour 1 – Feedback: MOB/TOB. Introduce SMART goals.</p> <p>Hour 2 –SDTLA, class evaluations/college evaluations</p> <p>Activities: MOB/TOB activity</p> <p>Due: 4th Reflection</p>
Week 13	<p>Overview: PAP discussion, 2nd semester expectations.</p> <p>Hour 1-Turn in PAP/Resume. Peer evaluations of PAP based upon debrief. Paper form and discussion.</p> <p>Hour 2- 2nd semester expectations and leadership opportunities. Review 1st semester competencies.</p> <p>Due: PAP/Resume</p>
Week 14	<p>Overview: End of the semester discussions.</p> <p>Hour 1-Wrap-up/Closure activity.</p> <p>Hour 2- Open-ended feedback</p>