

Course Outline

Course number and title: IU 471 President's Leadership Program: Leadership Inside and Out II

Credits: 3 (2-0-1)

Term to be offered: Spring

Prerequisites:

- IU 470
- Written permission by Instructor

Course Description:

In depth study of individual personal leadership styles to generate an understanding of the relationship between personal skill development and successful leadership, with a focus on service learning, conflict, group processes, systems, change, ethics and vision 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:

Bolman and Deal, *Leading With Soul*, San Francisco, Jossey Bass, 2001.

Additional Class Material:

Allen, K. (1990). Making sense out of chaos: Leading and living in dynamic systems. Campus Activities Programming, May, 56 –63.

Allen, K. E. & Cherrey, C. (2000). Systematic leadership: Enriching the meaning of our work. Lanham, Maryland: University Press of America.

Barger, N. J. & Kirby, L. K. (1995). The Challenge of change in organizations. Palo Alto, CA: Davies-Black Publishing.

Blanchard, K. & Peale, N. V. (1988). The power of ethical management. New York: Fawcett Columbine.

Boatman, S. (1982). Group Development. Student Activities Programming, October, 40 – 43.

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

Cherrey, C. (1990). Understanding and shaping organizational culture. Campus Activities Programming, April, 60 – 64.

Crawley, J. (1995). Constructive conflict management: Managing to make a difference. London: Nicholas Brealey.

Fisher, G. (1994). International negotiation: Cross-cultural perception. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 479 - 487). Needham Heights, MA: Simon & Schuster.

Katzenbach, J. R. (1995). Real change leaders. New York: Random House.

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

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

Lee, C. (1993). Followership: The essence of leadership. In Rosenbach, W. E. & Taylor, R. L. (Eds.) Contemporary issues in leadership (pp. 113 - 121). Boulder, CO: Westview Press.

Rifkin, J. (1995). Work: A blueprint for social harmony in a world without jobs. Utne Reader, May-June, 52 – 69.

Course Objectives:

Students will be able to:

- Verbalize an understanding of service learning as well as its direct impact on various communities and the value of service learning as a leader.
- Work with a group to research, plan and implement a significant service project.
- Demonstrate an increased awareness of and an ability to recognize systems and the multiple levels at which systems operate, within organizations and groups, and how a leader can impact such.
- Express an expanded 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.
- Verbalize an understanding of power use and abuse in leadership scenarios.

Course Topics/Weekly Schedule

Week One: Overview and Goal Setting

- Review of fall semester
- Overview of spring semester
- Personal goal setting for semester
- Class goal setting for semester

Week Two: Service and Leadership

Guest Speaker: SLVP Staff

- Definition of Service Learning
- Definition of Volunteerism
- Parameters for Service Project

Assignment Due:

1. Reading: Rifkin, J. (1995). Work: A blueprint for social harmony in a world without jobs. Utne Reader, May-June, 52 – 69.

Colorado Leadership Alliance (CLA) Summit (Colorado Springs)

Friday & Saturday

Week Three: Preparing for Your Leadership Journey

Guest Speaker: Magda King

- Knowing your goals as a leader
- Charting your course for your future

Week Four: Managing Interpersonal Conflict as a Leader

- Thomas-Killman Model
- Drama Triangle

Assignment Due:

1. Reading: Crawley, J. (1995). Constructive conflict management: Managing to make a difference (pp. 38-50). London: Nicholas Brealey.

Week Five: Introduction to Group Process and the Leader's Role

- Group Development Theory
- Impact of Group Dynamics on Goals
- Leaders role in Group Development

Assignment Due:

1. Reaction paper (Topic: Leadership Summit)
2. Reading: Boatman, S. (1982). Group Development. Student Activities Programming, October, 40 – 43.
3. Reading: Bolman, L. G. & Deal, T. E. (1997). Interpersonal and group dynamics. In Reframing Organizations: Artistry, choice and leadership (2nd Ed), (pp. 142 – 158). San Francisco: Jossey-Bass.

Week Six: Organizational Cultures/Seeing Systems as a Tool for Effective Leadership

- Chaos Theory and Leadership
- Systemic Leadership Theory
- Organizational Culture and Leadership

Assignment Due:

1. Reading: Allen, K. (1990). Making sense out of chaos: Leading and living in dynamic systems. Campus Activities Programming, May, 56 –63.
2. Allen, K. E. & Cherrey, C. (2000). Systematic leadership: Enriching the meaning of our work. Lanham, Maryland: University Press of America.
3. Cherrey, C. (1990). Understanding and shaping organizational culture. Campus Activities Programming, April, 60 – 64.

Week Seven: Managing Group Conflict as a Leader

- Conflict Management
- Culture and Conflict

Assignment Due:

1. Reading: Crawley, J. (1995). Constructive conflict management: Managing to make a difference (pp. 50 - 66). London: Nicholas Brealey.
2. Fisher, G. (1994). International negotiation: Cross-cultural perception. In Weaver, G. R. (Ed.) Culture, communication and conflict: Readings in intercultural relations, (pp. 479 - 487). Needham Heights, MA: Simon & Schuster.

Week Eight: Leadership Models

- X-Y Theory of Leadership

Assignment Due:

Reaction paper (Topic: Mentor Relationship)

Week Nine: Leading Change

- Preparing for change
- Leading Change
- Road blocks to change

Assignment Due:

1. Reading: Barger, N. J. & Kirby, L. K. (1995). The Challenge of change in organizations. Palo Alto, CA: Davies-Black Publishing.
2. Katzenbach, J. R. (1995). Real change leaders. New York: Random House.

Week Ten: Spirituality & Leadership

- Discussion of Leading with Soul

Assignment Due Next Week:

1. Reading: Finish Leading with Soul

Week Eleven: Leadership Lessons

Guest Speaker: President Penley

- Real life leadership applications

Assignment Due:

1. Reaction Paper (Topic: Leading with Soul)

Week Twelve: Creating a Vision as a Leader

- The value of visioning
- Creating a vision
- Sharing your vision

Assignment Due:

1. Reading: Kouzes, J. & Posner, B. (1995). Inspiring a shared vision. In The leadership challenge: How to keep getting extraordinary things done in organizations (pp. 91 – 150). San Francisco: Jossey-Bass.

Week Thirteen: Types of Leadership/Service Learning Project

Guest Speakers: PLP Trustee Panel

- Real life leadership applications
- Application of Service Learning Project

Assignment Due:

1. Reading: Komives, S. R., Lucas, N. & McMahon, T. R. (1998). A new way of understanding leadership. Exploring leadership: For college students who want to make a difference (pp. 67 – 106). San Francisco: Jossey-Bass.
2. Reading: Lee, C. (1993). Followership: The essence of leadership. In Rosenbach, W. E. & Taylor, R. L. (Eds.) Contemporary issues in leadership (pp. 113 - 121). Boulder, CO: Westview Press.

Week Fourteen: Ethics in Leadership

- Definition of Ethics
- Facing Ethical Dilemmas as a Leaders

Assignment Due:

1. Reaction Paper (Topic: Service Learning Project)
2. Reading: Blanchard, K. & Peale, N. V. (1988). The power of ethical management. New York: Fawcett Columbine.

Week Fifteen: Leadership Forum Closing

- Student presentation of course content to Trustees, Mentors and Dr. Penley

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

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
- Large group project

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 (38%)

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. In addition, a significant part of the class participation points will be based on contribution to the group service learning project which students will research, design and implement a for a constituency of the Fort Collins community. 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 experimental nature of the class, attendance at all classes and events is required. 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)