

Leadership in Higher Education

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Silver 803

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Office hours: Wednesdays 9:30 - noon; Thursdays 1:30 - 4:00 p.m.

Other times by appointment. See "Where's Patrick?" on my website for information on my whereabouts during the week and during the fall semester. When I am working at home I am working, so please feel free to contact me there--that's why I provide contact information! I can be called anytime (home, office, weekends) after 7:00 a.m. and before 9:00 p.m.

General Information

Cell Phones and Pagers

All cell phones and pagers must be turned off in the classroom. We meet for a brief period of time one time per week. This should be uninterrupted time. If you are scheduled to be "on duty," please get someone to cover for you. If there is such a pending emergency or situation that you believe warrants the possibility of you being called from class, please discuss it with me beforehand.

Information on Teaching Practice and Student Participation

I like class to be informal, alive, talkative, challenging, argumentative, exciting, and humorous. I especially appreciate students who are willing to take a chance on being wrong. I really like to see students test out ideas in class. I also realize that there are those students who will want to contribute a lot to class. If this describes you I ask that you monitor your contributions and if you do see that you are contributing a lot or dominating the conversation, please allow others the opportunity to contribute as well. I will also sometimes ask some students to wait before responding in order to give other students an opportunity to contribute to our conversation. Also, I will often call on people (especially quiet people). If you do not have an answer or response, don't worry about it. The purpose of class discussion is not evaluation. I do not assume that people are incompetent just because they do not have one particular answer on the tip of their tongue.

Joking

Often I joke with people (I like class to be fun). When I do joke with people, it means that I am having a little fun and I think you can handle it. If I say something that you do not like or believe to be inappropriate, please let me know as soon as possible after the end of class. It is **NEVER** my intention to embarrass, insult, or hurt a person.

Attendance and Participation

Your participation and contribution will determine the success of this course and your experience in it. One must be in attendance and on time in order to participate fully. Please let me know if circumstances preclude your attendance, will cause you to be late, or require you to leave early. More than one absence is considered excessive.

It is your responsibility to let me know how I can facilitate your participation in class discussions or if I or others are doing something to impede your participation. Participation and quality contributions will be evaluated on quality of participation as evidenced by integration and consideration of course readings in discussions.

Note: Being late often and having an excessive number of absences (i.e., more than one) will result in a deduction in your course grade.

Reading and Work

There is a good deal of reading in this class. You are encouraged to share the readings. However, it is important that everyone come prepared to discuss or work on all readings due that day in class. Therefore, students sharing readings will need to read ahead, so that everyone will be able to review the notes prior to the class in which they are due. "That wasn't my chapter" is not an appropriate response to a question in class.

This course is a lot of work. There is a lot of reading, and there are a number of written assignments. I think you will find that it is all worth it, but you must plan accordingly! My goal in this course is to prepare you to understand and work in today's higher education administrative environment. I take this very seriously and I am quite confident that if you work hard in this course, you will be ready.

Academic Resources

While our library has or has access to a wide variety of resources in higher education and student affairs, I also have resources that I lend to students. In addition to many books on a variety of topics I have extensive collections of the following journals and professional publications: *Journal of College Student Development*, *NASPA Journal*, *Journal of Higher Education*, *Review of Higher Education*, *Change*, *About Campus*, *American Educational Research Journal*, *Review of Educational Research*, *Educational Researcher*, and *the AAHE Bulletin*. Please feel free to contact me if you cannot find something you need and you think that I might have it.

Notice to Students with Disabilities

New York University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. If you have any type of disability for which you require special accommodations to promote your learning in this class, please let me know as soon as possible to discuss your needs. Services for Students with Disabilities is the department on campus which can help with special accommodations (e.g., extended exam time). You may wish to them at 998-2508 to verify your eligibility and the options for accommodation related to your disability.

Ethical Practices

Naturally, I expect all students to practice the highest professional standards in your writing and presentation of scholarly ideas. Proper citations, paraphrasing, and proper quotations will be essential in all your work. Should any student violate standards of academic honesty (in written work, research, etc.) he or she will be held accountable through NYU procedures. Clearly we must practice and model this highest ethical standard for others.

Expectations of Me

You certainly have expectations of me for this course as well. You should expect that I will be prepared, read and return your work in a timely way, and be interested and engaged with your projects. I will remember that each of you brings a different background and experience with leadership to this course, but expect you will help me do that. I will learn from you and when we identify questions that need other expertise (e.g., about your topics) then I will help you find it. I will meet with you individually or as a group as you request and be available in all ways possible (in person, phone, and e-mail). *We are all teachers and learners.* Together we will work hard and have fun.

Course Overview

Leadership is one of the most observed and least understood phenomena on earth.

Burns, 1978, p. 2

Leadership in the twenty-first century occurs in an environment of ambiguity and constant, rapid change. Those who would exert leadership must be able and willing to embrace uncertainty, must be open to continually learning, and must have a solid understanding of themselves and their core values. The course is designed to provide foundational grounding in the study of leadership theory and research, notably the evolution of leadership theory to the present emergent paradigm emphasizing collaboration, character, and empowering group members. During this course you will read current ideas about the nature of leadership, you will engage in class activities and assignments which challenge you to employ multiple perspectives as you complete tasks, and you will undertake a self-examination about who you are and what you believe as someone who will exert leadership in student affairs and higher education.

The conventional view of leadership emphasizes positional power and conspicuous accomplishment. But true leadership is about creating a domain in which we continually learn and become more capable of participating in our unfolding future . . . This, then, is the deeper territory of leadership - collectively 'listening' to what is wanting to emerge in the world, and then having the courage to do what is required.

Joseph Jaworski, 1998, p. 182

Course Objectives

1. Review historical and foundational theories of leadership.
2. Examine the current perspectives on leadership and management, comparing and contrasting diverse viewpoints.
3. Apply current conceptualizations of leadership and management to your work as professionals in student affairs and higher education and to the functioning of our class.
4. Develop a personal philosophy of leadership.
5. Develop an action plan for exerting leadership.

Course Texts

Allen, K. E., & Cherrey, C. (2000). *Systemic leadership: Enriching the meaning of our work*. American College Personnel Association, National Association for Campus Activities. Washington, DC: University Press.

Kouzes, J. M., & Posner, B. Z. (1996). *The leadership challenge*. San Francisco: Jossey-Bass.

Wheatley, M. J. (1999). *Leadership and the science: Discovering order in a chaotic world* (2nd ed.). San Francisco: Berrett-Koehler.

Zohar, D. (1997). *Rewiring the corporate brain: Using the new science to rethink how we structure and lead organizations*. San Francisco: Berrett-Koehler.

The following two books can be found in most bookstores:

Publication Manual of the American Psychological Association (APA manual), 5th Edition.

Strunk, W. Jr., & White, E. B. (2000). *The elements of style*. New York: Macmillan Publishing Co. (Better known as "Strunk and White," this is an excellent resource for improving one's writing.)

Leadership always comes back to the issue of character, of deep foundational values. In the current reformation this country is experiencing, and the instability we are feeling, you cannot lead by forcing compliance. It simply doesn't work. The rate of change is too high to be managed from the top down. In order to lead, one must engage followers. You will not find followers without caring, connecting, and creating. Would you follow someone who did not care about you, connect with you, or did not wish to create a new reality? Mere compliance today is a recipe for disaster. As leaders, or would-be leaders, we must be vulnerable. None of us has arrived. We must recognize our own voyage. We can only lead effectively by enabling others to maximize their contributions. We are all on the journey together, accomplishing things that none of us could accomplish alone.

Rob Harvey, Herman Miller Corporation

Course Outline

September 4

Introductions
Review syllabus and assignments
Create seminar groups and determine leadership interviews
Analysis of leadership definitions

September 11

History of Leadership Theory

Reading

Notes from: Rost, J. C. (1991). *Leadership for the twenty-first century*. New York: Praeger. (posted on Blackboard site)

Komives, S. R., Lucas, N., & McMahon, T. R. (1998). Exploring leadership: For college students who want to make a difference. San Francisco: Jossey Bass. (Chapter 2)

Homework - Group One

September 18

Concept of paradigm shifts and paradigm transcendence
Newtonian, industrial, dominant paradigm versus Emergent, new science, knowledge-based, post-industrial paradigm

Reading

Schwartz and Ogilvy
Chapters One from *Rethinking Student Affairs Practice* manuscript (Love & Estanek, forthcoming)
Allen & Cherrey - Chapter 1
Wheatley - Introduction, Chapters 1 & 2

Homework - Group Two

September 25 - Interview Paper Due

Pervasive Leadership
Maintaining the role of the individual: The example of Intrapreneurship

Reading

Chapter Two (Pervasive Leadership) and Three (Intrapreneurship) from *Rethinking Student Affairs Practice* manuscript
Kouzes & Posner - Chapters 1 - 4

Homework - Group Three

October 2

Relationships and participation

Reading

Allen & Cherrey - Chapter 2

Wheatley - Chapter 4

Kouzes & Posner - Chapters 6 - 8

Homework - Group One

October 9

Influence, power, and politics

Reading

Allen & Cherrey - Chapter 3

Kouzes & Posner - Chapter 5

Wheatley - Chapters 3

Homework - Group Two

October 16

Change: Inevitability and Opportunity

Reading

Wheatley - Chapters 5 - 8

Kouzes & Posner - Chapter 10

Homework - Group Three

October 23

Struggle and the role of affect in leadership

Reading

Kouzes & Posner - Chapters 11 & 12

Homework - Group One

October 30

Systems thinking and Organizational Learning

Reading

Allen & Cherrey - Chapters 4 - 7

Homework - Group Two

November 6

Synthesis and summary

Reading

Zohar

Wheatley - Chapter 9 and Epilogue

Kouzes & Posner - Chapter 13

Homework - Group Three

November 13 - Readings for all seminars distributed to all other students

ASHE conference - guest facilitator

Panel of professionals discussing leadership

Monday, November 17 - *Philosophy of Leadership paper due*

November 20

Leadership seminars

Reading

To be assigned

November 27

Thanksgiving - no class

December 4

Leadership seminars

Reading

To be assigned

December 11

Leadership seminars

Reading

To be assigned

Course Assignments

Homework - 15%

Each student will complete three homework assignments during the course of the semester. They will be one-two pages in length depending on the assignment. Each assignment will be worth 5%.

Leader/Leadership Interview - 25%

Due date - September 25

Length: 5-7 pages

The purpose of this assignment is to gather information about leadership perspectives and leadership experiences from both formal leaders and from entry-level professionals in student affairs and higher education administration. Half the students in class will interview people in formal leadership positions (i.e., Vice President, Dean, Director of Function) and half will interview people in entry-level positions. The interviews will also represent a range of institutional type: public, private, four year, two year, for profit.

Leader Interviews - The students interviewing formal leaders will conduct an interview with **one** formal leader. The interview will consist of gathering general information about their job, their experiences, their goals and aspirations, and their leadership definition, philosophy, and experience. **Note:** You cannot interview your supervisor or the director of your department.

Leadership Interviews - The students interviewing entry-level professionals will conduct interviews with **two** professionals. The interview will consist of gathering general information about their job, their experiences, their goals and aspirations, and their leadership definition, philosophy, and experience. **Note:** You cannot interview someone in an area in which you are working.

Some suggested questions and areas to explore with these professionals are:

- Please describe your job.
- How would you describe your job to someone not in your field (i.e., outside of higher education)?
- What specific tasks must you accomplish on a day-to-day or week-to-week basis?
- What are the skills that are most important to your success?
- What barriers exist to your success?
- What do you find most rewarding about your job? What do you find most frustrating?
- What one thing would you change about your job if you could?
- Please describe your leadership experiences. Can you provide specific examples?
- How do you define leadership?
- How has your definition of leadership changed as you have progressed in your career?
(This question would make most sense for formal leaders)
- Can you provide a specific instance where you exerted leadership? What happened?

In addition to providing a summary of the interview, the papers also need to contain your analysis of their leadership definition and philosophy and your reflections on and reactions to what you have discovered, especially as it relates to your perspectives on leadership.

Philosophy of Leadership paper and Leadership Action Plan - 35%

Due date - November 17

Length: 8-10 pages (Philosophy paper); 2-3 pages (Action plan)

The purpose of this paper is for you to creatively synthesize what you have learned in this course, construct your philosophy of leadership, and plan future leadership action. It is expected that your philosophy has also been shaped by other courses you have taken and by your past experiences in organizations of all types. This knowledge is also appropriate to integrate into your philosophy.

Specific criteria include:

- a clear, well developed statement of your assumptions and beliefs about leadership;
- the use of examples from your experiences to indicate how you live the leadership beliefs you espouse;
- relevant integration across readings and other courses;
- accurate use of theories and concepts;
- creativity in the use of metaphor to frame and communicate your philosophy; and
- depth of insight.

The action plan is a separate paper from the philosophy paper, though your leadership action plan needs to be grounded in and emergent from your philosophy. The plan should discuss what you will do in the future to develop your leadership abilities and exert pervasive leadership.

Leadership Seminar - 25%

Preparation (i.e., handout, quality of readings, questions, and resources) - 5%

Facilitation of seminar - 10%

Paper on topic - 10%

Length of paper: 12-15 pages (does not include reflection paper)

Groups of students will facilitate 45-minute seminars on a specific leadership topic. The seminar will be on one of the topics the class decides it would like to develop as a focus. Four or five readings will be handed out per group on November 13. With the readings should be a handout that identifies the order of the readings, any discussion questions, and key resources/web pages for extended inquiry. In the seminar itself, the group will present key principles and ideas, and lead discussion on the topic.

Each group will solicit feedback on their performance. The following week the presenters will submit their paper and a two-page reflection on what they learned from the experience based on their own reflections, feedback from me, and feedback from their peers.

Topics from which to choose:

- gender and leadership,
- multicultural influences and leadership,
- civic leadership and citizenship,
- community and leadership,

- ethics/character and leadership,
- spirituality and leadership,
- service learning and leadership,
- followership and leadership,
- advocacy and social change,
- servant leadership

Grading

Grades will be determined as follows:

Homework	15%
Leadership Interview Paper	25%
Philosophy of Leadership paper	35%
<u>Leadership Seminar</u>	<u>25%</u>
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Total	100%