# HESI 417: Advanced Leadership Seminar
## University of Maryland
## Fall 2015

## COURSE OVERVIEW

**INSTRUCTORS:**

Craig Slack, Ph.D.
Assistant Director,
Adele H. Stamp Student Union Center for Campus Life
Director, Leadership and Community Service-Learning & NCLP
cslack@umd.edu
301.314.7164 (Office)
1110 Stamp Student Union

**UMD LEADERSHIP STUDIES:** http://ter.ps/lsp

Natasha Chapman, Ph.D.
Coordinator, Leadership Studies Program,
Leadership & Community Service-Learning
chapman3@umd.edu
301.314.1347 (Office)
1110 Stamp Student Union

**COURSE INFORMATION:**
Fridays, 9:00 AM - 11:45 AM
LCSL/MICA Training Room, 1110 Stamp Student Union
Office hours: By Appointment

## COURSE DESCRIPTION

This advanced undergraduate seminar, as the final academic experience in the Leadership Studies minor, is designed to be both retrospective and integrative, encouraging the student to synthesize relevant concepts and experiences and to formulate their own informed perspective on the implications of leadership. This course will serve as a place to critically think about the field of leadership studies and the implications of leadership in multiple settings for life-long practice. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, and engage in thoughtful group discussion. In this seminar, students will submit scholarly products to demonstrate a mature understanding of their leadership trajectory in past, present and future contexts.

## COURSE MATERIALS

**All required readings will be available on CANVAS/ELMS (www.elms.umd.edu)**

The following textbooks are used as the primary course materials for HESI 217 and HESI 315. It is expected that you are already familiar with the content of these books.
- Bolman, L. G., Deal, T.E. (2008). *Reframing organizations: Artistry, choice, and leadership*. (4th ed.) San Francisco: Jossey-Bass
- Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership: For college students who want to make a difference* (2nd ed.). San Francisco: Jossey-Bass.
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). Jossey-Bass: San Francisco.
- Shankman, M. L., Allen, S. J., Haber-Curran, P. (2015). *Emotionally intelligent leadership: A guide for college students*. (2nd ed). San Francisco, CA: Jossey-Bass.

## COURSE OBJECTIVES

Through this course you will be able to:
- Explore leadership theories and practices in multiple contexts
- Apply critical thinking to describe the logic behind the field of leadership
- Integrate leadership curriculum into the context of your major
- Examine your leadership identity development and distinguish benchmarks for continued growth
- Communicate your own personal philosophy of leadership guiding your transition from collegiate leadership environments to new contexts

## COURSE EXPECTATIONS

**Students will come to class prepared for active participation.**  A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighed in determining your final grades.

**Students will be engaged and productive group members.**  You will work in small teams to discuss readings, engage in simulations, design and facilitate class sessions for your peers, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.

**Students will help create safe environment for exploring ideas and challenging assumptions.**  It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.

**Students will approach assignments with thoughtful consideration and be thorough in their completion.**  In all class assignments, students will be expected to present solid content and to convey their message thoughtfully and clearly. Written assignments should use appropriate grammar, syntax, punctuation, and language. Unless otherwise noted, written assignments are to be typed, double-spaced, in 12 point Times New Roman font, with 1" margins. All citations must be in a recognized format such as APA or MLA. Websites must also be cited with their full and accurate URL.

**Instructors are here to teach, listen, discuss, share, and learn along with students.**  The instructor will be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedule.

**Respect confidentiality.**  Many issues in the class session are to remain confidential. Class members are expected to remain mindful of this issue with respect to their peers' contributions during class.

**No laptops or cell phones unless instructed for class use.**  Students must refrain from using cellphones and sending or reading text messages, and unless explicitly needed for the course, should not be using laptops or other technology during the class periods.

## ACADEMIC INTEGRITY

In all class work and assignments, you are expected to uphold the highest personal and professional standards that reflect the objectives of the University of Maryland.  You will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work.  Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards.  Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

More information about academic integrity and the Honor Pledge is available online at www.shc.umd.edu

## DISABILITIES, LEARNING ASSISTANCE AND ADDITIONAL NEEDS

If you are a student with disabilities, then you are encouraged to contact the instructor(s) so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, you may want to contact the **Office of Disability Support Services (DSS)** to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff is available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance.  **Learning Assistance Services** (LAS) - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)                    Counseling Center
2201 Shoemaker Hall                                   Shoemaker Hall
Email – LAS-CC@umd.edu                                Phone – 301-314-7651
Phone – 301-314-7693                                  Website – www.counseling.umd.edu
Website – www.counseling.umd.edu/LAS

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website – www.health.umd.edu/services/mentalhealth.html

**Limits to confidentiality in the classroom**
While receiving instruction, advising, or other services at the University, Maryland state law requires advisors/educators/employers to report any incident of past or current child abuse or neglect to Child Protective Services and to the University President's Designee, the University's Chief of Police.  In addition, if an educator has reason to believe that a vulnerable adult (an adult who lacks the physical or mental capacity to provide for the adult's daily needs) over the age of 18 is in danger, the educator is required to make a report to law enforcement authorities. Health professionals, psychologists, psychotherapists, counselors and mental health professionals are not required to report child abuse neglect to the President's Designee, but are required by law to make reports to Child Protective Services.

**ATTENDANCE**

Class attendance is essential and expected. The university attendance policy is available at http://www.umd.edu/catalog/index.cfm/show/content.section/c/27/ss/1584/s/1540 . The information contained in this syllabus adheres to these policies. Unexcused absences and absences from a portion of a class session (e.g., late arrivals or early departures) will be factored into your participation grade.

**Excused absences**
It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities (i.e. scheduled athletic competition); and compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

- **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency, and when documentation is submitted within one week of absence.** Finding out why you missed after you have missed class or lack of documentation will likely result in an unexcused absence.

**Medically necessitated excused absence from a single class section**

For a medically necessitated absence from a single class session, students may submit a self-signed note to me (an email is acceptable) one time per semester.  Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event. The student should:

- Make a reasonable attempt to inform the instructor of their illness prior to the class (if you know you are going to miss class, I expect an email or a call prior to class); and,
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness (the former email or text would suffice in this case). Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct.

**Non-consecutive medically necessitated absences from more than a single class session**
If more than one medically necessitated absence is necessary, it will be treated as a Prolonged Absence from Classes and documentation from a health care provider is required (see below).

**Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event**
A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.

- Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted as a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. The Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities.

For both excused and unexcused absences, you are still responsible for coursework missed and for turning in assignments on time.  Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

## ADDITIONAL ATTENDANCE INFORMATION

*Religious or Spiritual Observations*
It is your responsibility to inform instructors of any intended absences for religious or spiritual observances in advance. Notice should be provided by the end of the drop/add period.

*Course Cancellations/Delays*
Please check with 301-405-SNOW or the university website ([www.umd.edu](www.umd.edu)) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays ([alert.umd.edu](alert.umd.edu)). This course will comply with any university cancellations or delays accordingly.

## COURSE EVALUATIONS

While we hope to create a learning environment in this course that allows you to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the University's campus-wide online course evaluation system, CourseEvalUM. Your participation in this system will make a real contribution to our academic program. We value your feedback, and other students will benefit from having evaluation data for all courses readily available. CourseEvalUM will be open for you to complete their evaluations at the end of the semester and can go directly to the website ([www.courseevalum.umd.edu](www.courseevalum.umd.edu)) to do so. You will be alerted via your official University e-mail account when the website is active for this semester. You may also see an option to complete the CourseEval under the course ELMS site. You can find complete evaluations for all of your courses, from previous semesters (excluding summer) via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at [www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml](www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml).

## COURSE TECHNOLOGY

You will use Canvas or the Electronic Learning Management System (ELMS) (elms.umd.edu) to submit assignments, retrieve non-textbook readings, and find the latest changes and updates about the course schedule. It is imperative that you have a clear understanding of how you to use Canvas. For information about Canvas you can contact the University technology services: www.helpdesk.umd.edu.

**GRADING**

All assignments will be assessed with the following criteria:

> **Content:**
>> The degree to which the student responds to all of the specific items in the assignment description. The degree to which a student indicates his, her or their recall and understanding of the material and concepts covered in the course.

> **Introspection, Elaboration and Synthesis:**
>> The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his, her or their individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student's ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student "brings it all together" and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

> **Form:**
>> The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same. *All papers should follow MLA or APA style, using 12 point font, 1 inch margins and double-spaced type.*

Class members are expected to seek approval for extensions of assignment deadlines **prior to due dates**.  All assignments are due by 11:59 PM on ELMs on the dates indicated in the course outline.  You will be asked to bring a copy of some assignments to class.  Assignments turned in late will result in the loss of one full letter grade, plus an additional letter grade for each subsequent 24-hour period after the due date. (i.e., a paper turned in two hours after the due-date class period will be counted as late and one letter grade will be deducted). Students are welcome to turn in assignments late, with the understanding that penalties will accrue.

In addition to these graded assignments, you may also be given several non-graded assignments that will count towards your participation grade.  These are provided to flesh out the material or to prepare you for a class discussion.

| Assignments | Points | Weighted % of Grade |
|---|---|---|
| Participation & Leadership Engagement | 100 points | 15% |
| Leadership Fad Book Report | 100 points | 5% |
| 2 Mock Interviews | 100 points | 5% |
| Facilitating a Leadership Theory Discussion | 100 points | 15% |
| 4 Theory Analysis Papers & Example of Practice | 400 points | 20% |
| Leadership Identity Development (LID) Project<br>    Student Leader LID Interview Draft<br>    Student Leader LID Interview Final<br>    Personal LID Paper | 200 points | 20% |
| Leadership Philosophy Digital Story | 100 points | 20% |
| **Total** | **1100 points** | **100%** |

| | | |
|---|---|---|
| A+ = 97 – 100% (4.0) | C+ = 77 – 79.99% (2.3) | F = below 60% (0.0) |
| A = 93 – 96.99% (4.0) | C = 74 – 76.99% (2.0) | |
| A- = 90 – 92.99% (3.7) | C- = 70 – 73.99% (1.7) | |
| B+ = 87 – 89.99% (3.3) | D+ = 67 – 69.99% (1.3) | |
| B = 84 – 86.99% (3.0) | D = 64 – 66.99% (1.0) | |
| B- = 80 – 83.99% (2.7) | D- = 60 – 63.99% (0.7) | |

## PARTICIPATION & LEADERSHIP ENGAGEMENT

Students are expected to participate actively in class sessions. Students will benefit most when the class atmosphere is one characterized by inclusive, active and honest discussion.  Leadership skill development in those areas described in the class objectives is maximized by frequent and active participation in role-plays, dialogue and group exercises. Since the experiential aspects of the class are important, you are expected to cooperate and comply with directions and feedback from instructors during these activities. An overall participation grade will be assigned upon completion of the class, which is based on attendance, contributions to class discussion, active listening and involvement, and other factors that contribute to the positive development of class community.

You are not expected to have all the "right" answers in every class, nor should you dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussion. The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and work experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material. Throughout the semester, students may also be responsible for bringing in questions, examples or relevant news as prompted by the instructor.

## ASSIGNMENTS

### Leadership Fad "Book Report"

Every year it seems a "hot" book on leadership or management climbs to the top of the bestseller list by promising a "new," "radical," or "revolutionary" take on success.  Popular press books on "leadership" have come to saturate the market.  The purpose of this assignment is to take a brief glimpse into this genre, identify some common themes and elements of these works, and begin to analyze these popular notions of "leadership."

For this assignment, you will choose one popular leadership book to review and create a *1-2 page executive summary* of the book.  Your summary should focus on (1) the central idea(s) or premise of the book, (2) any assumptions about leadership the author is making in the book (3) how the book does or does not reflect leadership from your perspective – why is this leadership or not leadership based on what you know?  We do not expect you to read the entire book you are assigned (although you are welcome to do so).  Rather, you are expected to research your book on the web (using sites like Amazon, the NYT Review of Books, and websites run by the author or otherwise tied to the book) and report from those sites. ***Please upload your report to ELMS and bring 5 copies to class.***

### Facilitating a Leadership Theory Discussion

At the start of the semester, students will be divided into groups and assigned a date for facilitating a course discussion and activity on an assigned theory family (see course outline).  The group will have the entirety of class to facilitate the discussion.  These presentations ***might*** include:

- a review of the family of leadership theories being discussed (only as necessary); all students should come to class having read the materials, so you are encouraged to use most of your time making relevant connections to the reading and less time lecturing on them;
- a specific activity and/or facilitated discussion that allows your audience to refer back to their Theory Analysis papers and bring attention to the Examples of Leadership in Practice they have added to our class blog;
- a critical examination of the merits and potential weaknesses or challenges of the theories;
- interactive learning activities based on the readings that involves the entire class.

Additionally, **students will be evaluated as a team** and receive credit for their evidence of each of the following: *collaboration* (did the group discuss and integrate their learning versus dividing the presentation into individual "segments"?); *planning effort* (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and *presentation* (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How organized and professional was the presentation?); *analysis* (did the group critically analyze and deconstruct the family of theory presented? Was this analysis in-depth, thorough, and distinct?). Grading will also be based on creativity, originality and overall energy.

**Mock Interviews**
To practice communicating the value of your leadership experiences and education, you will conduct two virtual mock interviews through the University Career Center's InterviewStream system. Instructors will provide more details about this process and will walk through the steps to completing the mock interviews in class.

NOTE: InterviewStream will video and audio record your interview, so you should use a computer with a webcam, as well as a headset with a microphone or a quiet space to record. If you do not have a computer with a camera, you can use one in the office of the University Career Center & The President's Promise. Ask in the Resource Room about using it or call 301.314.7233.

**Theory Analysis Papers and Example of Leadership in Practice (4 Papers)**
For these assignments, you will personally analyze each of the families of theory presented in class and offer real-world examples of that theory in practice. These papers and examples will be a great way for you to present your knowledge, skills, abilities, and thoughts about leadership. It will also provide tangible evidence of your learning throughout the semester.

Each assignment consists of **two parts**:
1. ***3-4 pages evaluating, analyzing, and/or critiquing the current family of theory*** we are covering using the criteria/principles outlined below. Be sure to link your reflections to class readings, discussions, and activities. We do **not** want you to simply regurgitate or repeat what you heard in class; this is a chance for you to be reflective and to share your own thoughts and ideas about the theories. This paper is not a summary of the theory – it is an analysis, evaluation, critique and evidence-based review.

   Here are <u>some</u> questions that may help you (by some, we mean that this is not a checklist nor is it an exhaustive list):
   * What assumptions do the models/theories make about the **purpose of leadership**?
   * What assumptions do the models/theories make about **power and influence**?
   * What is the role of **ethics or values** in the models/theories?
   * How are **diverse views** (inclusiveness, pluralism) addressed in the models/theories?
   * What assumptions do the models/theories make about **relationships** (between and among individuals, groups, organizations, systems)?
   * What **organizational structures and contexts** are the models/theories most suited for? What contexts would not be conducive to this type of leadership?
   * How do these models/theories **inform your own thinking about leadership?** Which parts resonate with you? Which parts are you critical about? How will these models/theories inform how you do leadership in the future? How do these theories inform your personal leadership philosophy?
   * What connections can you make to your **own life experiences** throughout the paper? How have you applied these model/theories to your own leadership settings?

2. ***Identify and add an Example of Leadership in Practice to the course Blog.*** Your Example of Leadership in Practice should connect the theory or set of theories discussed that week to the real-life practice of leadership. This can be reflected through a link to an article, video clip, image, or a description of an event that you observed or engaged in. Each example should be accompanied by 2-3 paragraphs that describe why it was

chosen and how it relates to the family of theories for that week.  The practical applications should be tangible, real, and demonstrate you can actively use these theories to inform your practice of leadership.

**Leadership Identity Development Project**
Understanding the key developmental influencers of how your leadership identity has developed is central to facilitating the learning of leadership.  This assignment will challenge you to critically reflect on your life and the leadership moments that you have experienced.

This project has **two parts:**
1. *6-8 Page Personal LID Paper:* You will be asked to use the Leadership Identity Development (LID) Model as a frame for your paper, discussing key leadership moments throughout your life and mapping them to the six stages in the model. You should also discuss your process of transitioning between the stages (moving from one to the next) and the catalysts and challenges associated with those transitions.
2. *4-5 page Student Leader LID Interview Paper (including one draft):* You will be expected to **interview a student leader** on campus using the LID model as your framework to identify the leadership moments in that person's life. You will need to set up **at least 2 interview times** to meet with your student leader and engage them in a discussion guided by questions we will generate as a class, and any follow-up questions you generate on your own. You will be expected to turn in your notes, thoughts, and conclusions from each interview.

**Leadership Philosophy Digital Story**
Your final major project for this course will be a synthesis of what you have learned about leadership over time (from this course, other courses, and possibly, personal experiences) represented in a **5-7 minute digital story** of your "personal leadership philosophy." This could include photos, personal videos, spoken word/voice-over, clips from Youtube or TED talks, quotes, etc. combined into one digital format (i.e. movie). You will narrate the entire movie, sharing your leadership philosophy. You should use course content (theories, concepts, etc.) throughout. We will share these in a "gallery" type experience at the end of the semester. Questions to consider when deciding what to include in your story:
- What do you think of when you hear the word "leadership?"
  - Why those words?
  - Why not other words?
  - What do these words mean to you and why?
- How has your understanding of leadership changed over time?
  - What significant experiences triggered these changes?
  - What factors played a role in the evolution of your understanding?
- What theories and concepts from this course or other courses help to illustrate your understanding of leadership?
  - Which leadership concepts resonate most with you and why?
  - How might you use your own language for communicating these concepts?
- How does your philosophy of leadership relate to your hopes for the future?  How does your philosophy of leadership empower you?

**Course Outline**

| Date | Topic | Readings | Assignments Due |
|---|---|---|---|
| 9/4 (1) | Course Intro & Leadership Moments | | Sign up for Fad Book Report and Leadership Theory Discussion (completed in class) |

| | | | |
|---|---|---|---|
| 9/11 (2) | Leadership Fads, Interdisciplinary Nature and Evolution of Leadership, The Logic of Leadership | • Brookfield - *What it means to think critically*<br>• Gill – *The Nature and Importance of Leadership* (pgs. 1-35)<br>• Perruci and McManus - *The State of Leadership Studies* (pgs. 49-54)<br>• Rost – *Leadership for the 21st Century* (Forward, Preface and pgs. 1-36) | Upload your Fad Book Report on ELMS by 9/10 and bring 5 copies of the report to class. |
| 9/18 (3) | Developmental Readiness & Leader's Life Story | • Avolio and Hannah - *Developmental Readiness: Accelerating Leader Development* (pgs. 331-347)<br>• Concepts and Connections – *Developmental Readiness* (pgs. 1-21) | |
| 9/25 (4) | Leadership Identity Development (LID) | • Concepts and Connections – *LID Issue* (pgs. 1-16)<br>• Komives et al – *Developing a Leadership Identity: A Grounded Theory* (pgs. 593-611)<br>• Komives et al – *LID Challenges in Applying a Developmental Model* (pgs. 11-47) | Attend "Voices of Social Change" with Angela Davis on 9/24 and come prepared to discuss |
| 10/2 (5) | Leadership Identity Development (LID) Continued | | Submit typed notes and conclusions from LID Student Interview #1 to ELMS by 10/1, bring a copy to class. |
| 10/9 (6) | Expanding on Leader's Life Story | | Submit typed notes and conclusions from LID Student Interview #2 Paper to ELMS by 10/8, bring a copy to class |
| 10/16 (7) | Leadership Implications for Career & Civic Readiness | • Seemiller and Murray – *The Common Language of Leadership* (pgs. 33-45)<br>• NACE Skills and Qualities Employers Want - *https://www.naceweb.org/s11122014/job-outlook-skills-qualities-employers-want.aspx* | Complete Mock Interview on Interview Stream and upload link on ELMS by 10/15 |
| 10/23 (8) | Developing Your Digital Story (in class work day) | | Personal LID Paper due to ELMS by 10/22<br><br>Bring laptops, tablets and other materials that will allow you to work on your Digital Stories |
| 10/30 (9) | Transforming/ Transformational/ Charismatic Leadership | • Burns – *Leadership* (Prologue, pgs. 9-28)<br>• Burns - (Leadership) *Toward a General Theory* (pgs. 423-443)<br>• Antonakis - *Transformational and Charismatic Leadership* (pgs. 256-287)<br>• Couto - *The Transformation of Transforming Leadership* (pgs. 102-106) | **Group 1 Leadership Theory Facilitation**<br><br>Leadership Theory Analysis Submitted to ELMS by 10/29 (bring a copy to class)<br><br>Add your Leadership Theory in Practice Example to the Blog Page by 10/29 |
| 11/6 (10) | Collaborative Leadership & Leadership for Social Change | • Astin - *Leadership for Social Change* (pgs. 4-10)<br>• Chrislip & Larsen - *New Visions of Leadership and Civic Action* (pgs. 127-146)<br>• London – *Leadership & Advocacy* (pgs. 259-278)<br>• Komives - *A Call for Collaborative Leadership* (pgs. 2-3)<br>• Ospina & Foldy- *Building Bridges from the Margins: The Work of Leadership in Social Change Organizations* (pgs. 292-307)<br>• Wagner – *What is Social Change* (pgs. 7-41) | **Group 2 Leadership Theory Facilitation**<br><br>Leadership Theory Analysis Submitted to ELMS by 11/5 (bring a copy to class)<br><br>Add your Leadership Theory in Practice Example to the Blog Page by 11/5 |

| Date | Topic | Readings | Assignments |
|------|-------|----------|-------------|
| 11/13 (11) | Principle-Centered Leadership & Servant-Leadership | • Greenleaf – *The Servant as Leader* (pgs. 1-28)<br>• Mitchell – *Traditional Versus Critical Service-Learning* (pgs. 50-65)<br>• Rost – *Leadership and Ethics in the 1990s* (pgs. 155-177)<br>• Spears – *The Understanding and Practice of Servant Leadership* (pgs. 1-8)<br>• Yukl: *Ethical, Servant, Spiritual and Authentic Leadership* (pgs. 340-359) | **Group 3 Leadership Theory Facilitation**<br><br>Leadership Theory Analysis Submitted to ELMS by 11/12 (bring a copy to class)<br><br>Add your Leadership Theory in Practice Example to the Blog Page by 11/12 |
| 11/20 (12) | Learning Organizations & Leadership In Teams | • Garvin et al - Is Yours a Learning Organization (pgs. 109-116)<br>• Gephart et al - *Learning Organizations Come Alive* (pgs. 35-45)<br>• Lussier & Achua – *Leadership of Culture, Diversity & the Learning Organization* (pgs. 412 -426, 430-433, 441-446)<br>• Mueller-*Ella Baker and Origins of Participatory Democracy* (pgs. 79-90)<br>• Senge – *Designer, Teacher, Steward* (pgs. 1-2)<br>• Yukl – *Leading Organizational Learning : Reflections on Theory and Practice* (pgs. 49-53) | **Group 4 Leadership Theory Facilitation**<br><br>Leadership Theory Analysis Submitted to ELMS by 11/19 (bring a copy to class)<br><br>Add your Leadership Theory in Practice Example to the Blog Page by 11/19 |
| 11/27 (13) | *Thanksgiving Break/No Class* | | |
| 12/4 (14) | Digital Story Showcase | | Leadership Philosophy Digital Story Uploaded to ELMS by 12/3 |
| 12/11 (15) | Recognition & Celebration | | Complete Mock Interview on Interview Stream and upload link on ELMS by 12/10 |

*Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.*

*This course has been developed through the collaboration and partnership of the Department of Counseling, Higher Education, and Special Education within the College of Education and The Adele H. Stamp Student Union --- Center for Campus Life.*