

SLS 2261

STUDENT LEADERSHIP DEVELOPMENT

SYLLABUS

Course information

Number: SLS 2261
Student Leadership Development
Credit hours: 3
Contact hours: 45

Course Overview:

The Sea|mester Student Leadership Development course was developed based upon the resources from an instructor guide and required text book named Exploring Leadership: For college students who want to make a difference (second edition) written by Julie E. Owen Susan R. Komives Nance Lucas Timothy R. McMahon.

The purpose of this course is to encourage students to carefully analyze their responsibilities and commitments in the context of leadership for the common good and for purposeful change. Students will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. Students will also develop their own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill applications through program activities.

Course Objectives:

Through active engagement in the course and course materials, students will:

1. Understand and apply the Relational Leadership Model.
2. Learn the basics of group roles, dynamics, and decision making in order to function constructively in-group settings.
3. Understand the nature of coalitions, communities, and systems.
4. Appreciate the relationship between ethics and leadership.
5. Discover the complexities of leadership and the multidisciplinary nature of leadership studies.
6. Compare and contrast traditional and emergent paradigms of leadership.
7. Apply critical thinking to leadership theories and practices.
8. Build an awareness of leadership issues facing our communities and society.
9. Engage in a positive, inclusive learning experience where all students are challenged and supported.

Course Outcomes:

By the end of this course, students will:

- a. Have increased self-awareness through the exploration of values, beliefs, culture, and identity.
- b. Understand gender and cultural influences on leadership
- c. Begin to develop a personal philosophy of leadership.

Required Material:

- (1) Exploring leadership: For college students who want to make a difference by Susan R. Komives, Nance Lucas, Timothy R. McMahon 608pp. ISBN10: 1118399471

Additional Material:

- (1) The student leadership challenge: Five practices for exemplary leaders by James M. Kouzes and Barry Z. Posner 192 pp. ISBN-10: 0470177055

Course Evaluation:

The course will consist of 100 total points, consisting of assignments and evaluations. The exact evaluation method will be determined by the semester yet the two possible breakdowns can be seen below.

1. During Programs where a Challenge Course is created or available for rental:

- Class attendance/participation (15 points)
- Leadership Autobiography (20 Points)
- Challenge Course Reflection Paper (30 Points)
- Leadership Action Plan (20 Points)
- Effective Leadership Assessment (15 Points)

2. During Programs where a Challenge Course is not created or available for rental:

- Class attendance/participation (15 points)
- Leadership Autobiography (20 Points)
- Leadership Interview Paper (30 Points)
- Leadership Action Plan (20 Points)
- Effective Leadership Assessment (15 Points)

Excused absences

Given the nature of this course, we expect students to participate in 100% of the activities and make-ups will be difficult to arrange. Should a student become ill or be in any other way unable to continue participating in the activities, the instructor will evaluate options to complete the course on a case-by-case basis. Excused absences, which are acceptable reasons for requesting a make-up, normally include medical (individual or immediate family only; documented), legal (accident or court case; individual only; documented), funerary (immediate family only; documented), military (call to active duty; documented), religious (customarily-observed holidays; absence pre-arranged with instructor), and special requirements of other courses and University-sponsored events (absence pre-arranged with instructor). The reason for requesting a make-up must relate specifically to the time period of the missed coursework and must be documented in writing by an involved professional, when documentation is required. The instructor retains the right to make additional inquiries concerning the documentation.

Grade Cut-offs:

<i>Earned Points</i>	<i>Letter Grade</i>
97-100	A+
93-97	A
90-93	A-
87-90	B+
83-87	B
80-83	B-
77-80	C+
73-77	C
70-73	C-
67-70	D+
63-67	D
60-63	D-
Below 60	F

* F or FF also assigned for serious academic misconduct

There is no curve in this course and students WILL NOT be awarded a higher letter grade simply because they are close to the next highest grade. However, if the exams turn out to be more difficult than anticipated, the individual exam grades may be adjusted upwards. The absence of a curve guarantees that students who earn 94 points will receive an 'A' regardless of the grade distribution

Dishonesty Policy:

Sea|mester expects all members to behave with academic integrity. Should we find evidence of academic misconduct (cheating, or complicity in academic dishonesty) by a student, we will inform the student of the action to be taken. Cheating on an exam will result in a grade of F for the course. If the offense is extremely serious, charges against the student will be brought before the Operational Director and Sea|mester Director. Consequences can include expulsion from the program.

Students with Disabilities:

Sea|mester accommodates the special needs of students with documented disabilities. Students with special needs should meet with the instructor, preferably prior to the start of the course, to make arrangements to accommodate those needs.

Intellectual Property:

Students are not permitted to take notes or record lectures by any means for the purpose of sale.

Disruption of the Academic Process:

Students are expected to show proper respect for the Instructor and for other students. Punishment will be imposed for disruption of academic process of any kind. Guidelines for punishment are based on the Sea|mester Student Handbook. If the unacceptable conduct is serious enough to warrant dismissal from the course, then the student shall receive a final grade of “W,” if he/she is passing the course, and a final grade of “F,” if he/she is not passing the course.

General Instructional Guidelines:

This course adheres to the instructional guidelines posted in the Sea|mester Student Handbook.

Tentative Schedule (exact timing depends on semester):

Week #	Topic	Readings & Assignments From the Required Material Text Book
1	Introduction to Leadership	Preface and Chapter 1
2	The Changing Nature of Leadership	Chapter 2
3	The Relational Leadership Model	Chapter 3
4	Understanding Yourself	Chapter 4 <i>Leadership Autobiography due Take Myers-Briggs Type Indicator or Innergy Personality card test</i>
5	Understanding Others	Chapter 5
6	Leading with Integrity and Moral Purpose	Chapter 6 & related articles
7	Interacting in Teams and Groups	Chapter 7 & related articles
8	Understanding Complex Organizations and Communities	Chapter 8, 9, and 10

9	Understanding Change	Chapter 11 <i>Leadership Interview paper / Challenge course paper due</i>
10	Strategies for Change	Chapter 12
11	Developing a Leadership Identity	Chapter 13
12	Renewal of Self, Groups and Organizations; Group Presentations	Chapter 14 <i>Leadership Action Plan paper due</i>

Assignment Information:

1. Leadership Autobiography (20 Points)

Students are asked to reflect on how they have become who they are and compose a brief but well-organized autobiography. We are not looking for a chronological history of your life, but rather an analytical and reflective review of the influences and factors that have shaped who you are.

- Questions that you should consider exploring as part of this autobiography include:
- What is your family history?
- What are your family traditions and customs?
- How have these factors influenced your life and perceptions of leadership?
- When was the first time you realized your leadership potential?
- Who and what experiences have influenced your values and philosophies?
- How have mentors and critical incidents in your life transformed you?

2a. Challenge Course Reflection Paper (30 Points)

During those Sea|mester programs where a Challenge Course can either be created or rented, the following assignment will be given.

Challenge courses are essentially obstacle courses constructed from wood, cable, and ropes strung between trees, wood poles, or steel frameworks. When groups or individuals participate on a Challenge Course, there is a great opportunity to learn about concepts of relational leadership such as risk taking, collaboration, group problem solving, and personal and group empowerment. Students will be required to summarize their experiences from the Challenge Course and apply the relational model to the group process that occurred during the experience. Questions to help frame the paper include:

a. Practicing Leadership

- Who assumed leadership roles during the activities? How or why did the individual or individuals come to assume these responsibilities?
- What behaviors would you describe as showing leadership?
- What were the difficulties of practicing leadership in this group? How might you have overcome the challenges?

- Did the leadership roles shift around or remain with the same person or people throughout the activities? Why? In your opinion, did race, gender, or ability play a role in the assumption of leadership in any of these activities? How so?

b. Understanding Yourself

- What role did you play in the activities? Did you feel as if you contributed to the leadership effort? Why or why not?
- What did you learn about your own strengths and challenges in this experience? How will you work on these competencies and growth areas in the future?
- Did your values and beliefs shape your experience on the Challenge Course? How so?

c. Communication and Listening

- What interfered with the ability of one or more group members to listen to others? What elements may have prevented you from listening well? What elements helped you listen well? How did your group communicate when someone wanted something from someone else?
- (Did they ask, order, demand, say nothing and do it themselves, etc.?) When you wanted something, what, if anything, prevented you from asking for what you wanted? How did the group share ideas related to the initiative at hand? How are communication, coordination, and true collaboration different?
- How did your group handle controversy or competing ideas? Was it an effective approach? Why or why not?

d. Making Group Decisions

- Were you satisfied with the way decisions were made? Explain your answer.
- How quickly did your group establish "roles" within the group? Were they adhered to for the duration of the activity? Was it important, or even a consideration, to reach consensus as a group? Why or why not? What did you like and not like about the way group decisions were made?

e. Relational Leadership Model

- Did your group practice inclusive leadership? If so, how?
- Did your group practice empowering leadership? If so, how? What types of power were present in your group? How effectively was power used? What role did ethics play in your group's experience? If unethical actions occurred, did the group address them? Why or why not? Did your group ever achieve common purpose? Why or why not?
- How did your group balance planning to achieve a task with actively working on the task? Did you agree with the balance of process and outcome? How could it have been better?

2b. Leadership Interview Paper (30 Points)

During those Sea|mester programs where a Challenge Course cannot be created or rented, the following assignment will be given.

In groups of no more than two, students will identify a person who is part of an organization working to make social change. Try to research organizations and individuals prior to arriving at a new destination and ask the operational director or leadership instructor to make time for you to meet face-to-face with the interviewee. If this is not possible then contact an individual in another location by phone (Skype) or email. Formulate the questions in advance. Areas to cover include:

- Basic biographical information and information about any organizational affiliation.
- Brief history of how s/he worked to address the social issue at hand. What successes or changes has s/he seen?
- What pressing problems is s/he still facing?
- What other individuals or organizations has s/he partnered with in change efforts?
- What suggestions would s/he have for college students interested in having an impact on the issue? How does s/he define leadership? Service? Does s/he see them as connected?
- What other resources (organizations, web sites, readings) does s/he recommend?

Write a paper connecting insights gained from your interview with the elements of the Relational Leadership Model.

3. Leadership Action Plan (20 Points)

Reflect on what you learned about yourself during the Sea|mester experience in relation to your capacity to demonstrate leadership. Basing your thoughts on the various concepts of leadership explored during this course, reflect on what you see as your leadership strengths and weaknesses and how you will take advantage of both in the future. Briefly describe the leadership philosophy you have developed throughout this class. Has it changed since the beginning of class? If so, how? Describe two action steps you can take to continue to develop your leadership in the future.

4. Effective Leadership Assessment (15 Points)

Throughout your time aboard you will be assessed in an ongoing way in regard to the effectiveness of your leadership within the team, specifically during those days when you become the designated student skipper (student team leader).