Saint Louis University
Higher Education Administration
EDH 593: SPECIAL TOPICS IN HIGHER EDUCATION
Spring 2014
THURSDAY 4:20 – 6:50 p.m.
Ritter Hall, Room 202

Leadership Development in Higher Education
(1-Credit)

INSTRUCTOR

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Please note: Due to the dynamic nature of leadership and this course, this syllabus is subject to change at the instructor's discretion. Topics covered on a given day may be altered from this schedule, and supplemental readings may be announced throughout the semester. Students will be notified in advance of any changes.

OFFICE HOURS

Meetings are best with a scheduled appointment. You may contact me via email or call Ms. Cheryl Kaufman in the Student Involvement Center, at 314 977-2805 to set up a meeting time.

Course Description and Objectives

This course will introduce students to the concepts and practice of leadership training, development and education for college students, with a specific focus on the role of student affairs in the development of students as leaders for the 21st century. Leadership as an academic discipline has grown substantially over the past few decades. Colleges and universities are continually called upon to teach the next generation of "leaders" and develop students as active, informed, and global citizens. However, a paradigm shift in our thoughts, attitudes, and beliefs around leadership has evolved and the ways in which we teach students about leadership is rapidly changing.

This course is designed to provide practitioners in colleges and universities a foundational knowledge of leadership theory, an historically and contextual knowledge

of the origins and responsibilities for student affairs professionals in teaching leadership, and a grounding in the best practices for leadership development for college students today. The course will also develop students' capacity for leading as a collaborative and relational leader. The challenges of leading in higher education, teaching leadership to college students, and promoting a new paradigm of leadership will be discussed.

Finally, this course will explore the question, "Leadership for What Purpose?" This course will challenge your assumptions about leadership, how you learned to lead, and ways in which leadership is used in the 21st century. Students of this course should be prepared to critically analyze how leadership is a process for enacting social change and mobilizing people to tackle difficult problems.

Learning Objectives:

At the completion of this course and its assignments, students will be able to:

- Understand and articulate the theoretical developments of leadership as a field of study
- Apply current paradigms to diverse student groups
- Understand and articulate various leadership theories and the context for which they are used
- Identify traditional and emergent pedagogy in developing leadership among students
- Develop the capacity to serve as a relational, collaborative leader in both work and community
- Become familiar with various national leadership associations, services, and journals including the National Clearinghouse for Leadership Programs, International Leadership Association, the Leadership Educators Institute, the Leadership Quarterly, and the Journal for Leadership Education

Professional Competency Areas for Student Affairs Practitioners

The Leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues. In this course, we will address the following competency knowledge, skill, and attitudinal areas:

- Basic:
  - Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader.
  - Identify one's strengths and weaknesses as a leader and seek opportunities to develop one's leadership skills.
  - Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.
  - Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice.
  - Explain the advantages and disadvantages of different types of decision-making processes (e.g., consensus, majority vote, and decision by authority).
  - Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
  - Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.
- Intermediate:
  - Compare, critique, and apply appropriate leadership models to various situations in organizational life.
  - Serve as a mentor for students, new professionals, or those new to the organizational unit.
  - Create environments that encourage students to view themselves as having the potential to make meaningful contributions to their communities and be civically engaged in their communities (residence hall, campus, local, state, or national).
- Advanced:
  - Lead, motivate, influence, inspire, and enable others to contribute toward the effectiveness and success of the organization.
  - Display authenticity and congruence between one's true self and one's positional roles.

Course Requirements

- Completion of assigned reading and participation in class discussion, activities, and online discussions
- Postings on the class blog and making comments
- Collaborate with classmates to facilitate a workshop for undergraduate students
- Submit a personal reflection on your team's process and what you learned

Course Readings

Primary Text:

Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference*. (3rd ed.) San Francisco: Jossey Bass.

Roberts, D. C. (2007). *Deeper learning in leadership: Helping college students find the potential within*. San Francisco: Jossey Bass.

Other Texts:

Kellerman, B. (2010). *Leadership: Essential selections on power, authority, and influence.* New York: McGraw-Hill

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

Recommended Texts for Future Development:

Burns, J. M. (1978). *Leadership.* New York : Harper & Row

Burns, J. M. (2003). *Transforming leadership*: New York : Atlantic Monthly Press

Chaleff, I. (2009). *The courageous follower: Standing up to & for our leaders*. (3rd ed.) San Francisco : Berrett-Koehler

Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York : Paulist Press

Heifetz, R. A. (1994). *Leadership without easy answers.* Cambridge, MA: Belknap Press of Harvard University Press

Heifetz, R., Grashow, A., & Linsky, M. (2009). The practice of adaptive leadership: Tools and tactics for changing your organization and the world. Cambridge, MA: Harvard Business School Publishing.

Kellerman, B. (2008). *Followership: How followers are creating change and changing leaders.* Boston, MA: Harvard Business School Press

Kelley, R. E. (1992). *The power of followership: How to create leaders people want to follow, and followers who lead themselves*. New York: Currency/Doubleday

Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4th ed.). San Francisco, CA: Jossey-Bass

Northouse, P. G. (2010). *Leadership: Theory and practice*. (5th ed.) Thousand Oaks: Sage Publications

Rost, J. C. (1993). *Leadership for the twenty-first century*. New York: Praeger

Wheatley, M.J. (1992). Leadership and the new science: Learning about organization from an orderly universe. San Francisco, CA: Berrett-Koehler Publishers.

Other supplemental readings and materials will be provided to you in class or can be easily found online.

COURSE ASSIGNMENTS

1. Class Blog Comments

The class blog offers an alternative venue for discussion of class topics. You will contribute original posts and comment on classmates' posts over the course of the seminar. The blog can be found at http://leadershipforhighered.wordpress.com/. Over the course of the seminar, you will:

- Post 1 original blog article that summarizes a leadership theory discussed in class. Each student will be assigned a separate theory, so there will be no overlap. Posts should be no less 300 words. Posts should include:
    - Summary of the main points of the theory
    - Pros
    - Cons
    - Practical implications for use in teaching college students in the 21st Century
- Available theories to write about:
    - Great Man Theory
    - Trait Approach
    - Behavioral Approaches
    - Situational Contingency Theory
    - Charismatic Leadership

- o Servant Leadership
- o Transformational Leadership
- o Complexity Leadership Theory
- o Shared Leadership
- o Adaptive Leadership
- o Exemplary Leadership (Leadership Challenge)
- o Collaborative Leadership
- o Relational Leadership
- o Authentic Leadership

- Submit at least 1 comment on 2 different blog posts from 2 different classmates. This equals a total of 2 comments. Comments should be substantive, "I agree!" or "Good post!" is not a productive comment. Think about contributing to a conversation about the topic of the post, with the author and other commenters.

- OPTIONAL: Authors are encouraged to comment on others' comments of their original post.

2. Group Facilitation: Teaching Social Change and Leadership Development to Undergraduate students

As a class, we will discuss the Social Change Model of Leadership Development (SCM). It is the most widely adopted model for leadership development programs in Higher Education. The class will be split into 2 teams. The first team will focus on the "Individual Values" of the SCM and the second team will focus on the "Group Values".

Teams will prepare a facilitated workshop that teaches some aspect of the team's chosen value set. Selecting only one of the three values within the value set is acceptable, however teams are encouraged to explore all options. Teams will facilitate this workshop with 10 undergraduate students who will attend our class during the final week. Both workshops should plan to last 60 minutes. There should be an experiential component and a reflective component. The team must present to the instructor their outline for the workshop, which should include learning outcomes, goals and objectives, agenda, materials, and debriefing questions.

You will be provided feedback from the undergraduate students for personal assessment. This will hopefully give you perspective on whether or not you met your intended outcomes.

3. Reflection on Team project and your team's process

You will write a 2-3 page reflection paper (double-spaced) on your experience in coordinating the workshop with your team. The paper should adhere to the writing guidelines established for this class. Your reflection should include:
- How you experienced theory develop into practice as you helped develop your workshop;
- How you saw leadership/organizational theory play out with your team; especially as it relates to the stages of group development by Tucker (forming, storming, norming, performing, adjourning);
- How your experiences in the course affected your personal philosophy of leadership, if at all.

COURSE ASSESMENT AND EVALUATION

Assignment/Aspect	Point Value	Due Date	Your Grade
Class Participation	20	3/27	
Original Blog Post on Theory	10	3/6	
2 Class Blog Comments on Theory	10	3/20	
Team Facilitation	-		
In-Class Facilitation (Team Grade)	40	3/27	
Reflection on Personal Philosophy	20	3/27	
TOTAL	100		

Grading

Students will be evaluated using rubrics for each assignment and points will be awarded accordingly. In some cases, rubrics will be made available to students prior to the assignment deadline.

Final Grades

To determine final grades, the following numerical values will be used:

A = 97-100; A- = 93-96; B+ = 90-92; B = 87-89; B- = 84-86; C+ = 81-83; C = 78-80; F = 77 and below. An F = 0 will be awarded for any assignment not completed.

NOTE: Grades below C are not awarded in the Graduate School; therefore, grades below C will be recorded as F.

Letter grades signify the following level of learning

A   Excellent graduate level work

A-   Excellent work, some minor weaknesses with regard to content and/or structure

B+   Solid work, some weaknesses with regard to content and/or structure

B   Average graduate level work, lacks depth, contains content errors, and/or has some significant technical weaknesses

B-   Barely adequate graduate level work, significant weaknesses with regard to content and/or structure

C+   Unacceptable graduate level work, but demonstrating some positive aspects in content and structure

C   Unacceptable graduate level work, major weaknesses with regard to content and/or technical structure

COURSE NOTES

Academic Integrity

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty; and making unauthorized use of technological devices in the completion of assignments or exams.

Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to, assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University.

Students with Disabilities

If you have a documented disability that will affect your ability to participate fully in the course or if you require disability-related accommodations, please contact Disability Services at 314-977-8885 so that appropriate accommodations may be arranged. After contacting Disability Services, I encourage you to discuss your accommodations with me so that I may assist you in their provision.

Universal Instructional Design

This course is designed to eliminate barriers and provide equal access for all students. All forms of diversity (e.g., learning styles, cultures, disabilities, age, etc.) -- those unique characteristics that add richness, breadth and depth to our class – will be acknowledged and accommodated in a universal manner.

Written Assignments

All written assignments must conform to the style and reference formats specified in the *Publication Manual of the APA*, sixth edition, with the following adjustments for Universal Instructional Design:

> *All student papers submitted for this course should be typed, double-spaced, using* **14-point Arial,** *with one-inch margins, pages must be numbered.*

All papers will be submitted via email to the instructor: tfoley1@slu.edu

Assignments will be graded on content as well as on technical quality of the writing and presentation. All written assignments should be carefully proofread for spelling, grammar, and syntax. Assignments containing multiple errors will be returned, ungraded, for student revision and resubmission. This includes multiple APA style errors. If your writing skills are not strong, I urge you to seek outside help such as the **SLU Graduate Writing Center, Pius XII Memorial Library 503 314-977-3231, gradwc@slu.edu**).

Participation and Preparation

This course requires a good deal of reading and homework. Students should carefully consider the assignment and reading load associated with this course. Students are responsible for completing the required readings in advance of the designated class session. Students will be well-served by reviewing the schedule of readings, scanning the readings and assignments carefully, and planning their time accordingly. In some cases, the assigned readings are relatively brief or readily comprehensible. In other cases, full comprehension will require additional time for re-reading in advance of the class session or afterwards. The formation of reading groups or study groups is strongly encouraged.

Involvement in class discussion and in experiential activities is an important aspect of this course and a primary means for learning the material and related concepts. Utilization of online course content is also a critical component for learning course material.

It is essential in a productive learning community for each member to participate fully in class discussion and activities. Class participation does not necessarily mean talking a great deal or "saying at least one thing" at each class meeting. This behavior may in fact detract from the class, from one's participation, and from one's learning.

A drop of one whole letter grade (e.g., an A becomes a B) will be given for anyone who obtains 2 or more absences (excused or unexcused) in the course. Any student who misses part or all of a class is responsible for informing her or himself about class content and assignments, and for preparing them on time.

Assignments, Deadlines, Grading

All assignments should be submitted on the day they are due as noted in the syllabus. The instructor reserves the right to make a judgment on accepting and/or making-up assignments missed because of class absence. The student is responsible for obtaining missed assignments.

All late work will be reduced by one letter grade (e.g., an A becomes an A-) for each day it is late. Also, late work will never receive a higher grade than that of the work with the highest grade that was submitted on time. The instructor will not accept late work more than one week after the due date. No late work will be accepted during the last week of class. No substitute assignments will be given for missed in-class assignments.

I am happy to review drafts prior to the due date but I must receive them <u>at least one week</u> prior to the assignment due date.

No "Incompletes" will be given in this class except for major emergencies (e.g., hospitalization) and only after consultation with me. Incompletes will not be granted simply because more time is desired to complete the assignments.

Respect for Others

1. This class must be a comfortable place for everyone. To that end, you are asked to pay attention to both the effect and the intentions of your words, and to avoid deliberately using language that is demeaning to others. When listening to other students, assess both the intent and the effect of those words before assuming offensive intent.
2. Please arrive to class on time. Arriving late to class is disruptive and disrespectful of your classmates and instructor.
3. Any papers using sexist, racist or otherwise inappropriate language will be returned without a grade.
4. Cell phones and pagers are to be turned off or put in silent mode. If it is an emergency situation and you must take a call, please do so outside of the classroom.

COURSE SCHEDULE

DATE:	TOPIC:	READING / ASSIGNMENT: (DUE ON THIS DAY)
WEEK 1 2/20	Overview of the course Leadership for What Purpose Paradigms and Taxonomy Defining Leadership	Komives: preface, ch. 1 & 2 Roberts: ch. 3
WEEK 2 2/27	Origins of leadership Leadership Identity Adaptive leadership	Komives: pp. 453-459 Roberts: ch. 2, 4, & 6

	Program Design Social Change Model	*Article on Leadership Identity Development (emailed to you)*
WEEK 3 3/6	Leadership in Practice Facilitation Skills Diverse Student groups Challenges in leadership education	Komives: ch. 7, 8, & 9 *Excerpts from Kellerman (emailed to you)* **DUE: Blog Post**
WEEK 4 3/20	Followership Framework Design	Followership materials (TBD) **DUE: 2 Blog Comments**
WEEK 5 3/27	Social Change Model Facilitations Resources	**DUE: Facilitation** **DUE: Facilitation Blog Post**