



Living a Life of Leadership

LDR 310 U015

Meeting: M 3-5:45 pm	Professor: Michael Card, Ph.D. (mcard@usd.edu)
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	Office hours: M 1-2, T 1-2, W 10-12, and by appointment.

A small group of thoughtful, committed citizens can change the world — indeed, that is the only way that things get changed. Margaret Meade

COURSE DESCRIPTION

Exploration of the evolution of leadership theories, current competing theories of leadership, leadership objectives and constraints, the effects of societal and individual characteristics on leadership, ethical considerations and accountability in civic leadership roles, decision making models and the impact of modern technology, leadership vs. management. Also includes a focus on different disciplinary perspectives on leadership. ~~This serves as the foundation course for the IDEA program Living a Life of Leadership theme.1~~

ORIGINAL CURRICULUM PROPOSAL FOR THIS COURSE:

This course discusses the evolution of leadership theories, current competing theories of leadership, leadership objectives and constraints, the effect of societal and individual characteristics on leadership, ethical considerations and accountability in civic leadership roles, decision making models and the impact of modern technology, leaders versus managers, leading during times of community disaster or emergency.

For our purposes, leadership is a relational process occurring between and among members in groups and organizations who have common goals and purposes. The basic assumption behind this course, and Farber Center for Civic Leadership program, is that every individual has the capacity for leadership. Old ideas and notions are changing from a leadership that is hierarchical to one that is inclusive and empowering of those involved. Indeed, this is an exciting time for you to reflect on the meaning of leadership in today's world.

SOURCES OF READING ASSIGNMENTS:

1. Komives, S. R., Lucas, N., & McMahon, T. R. (2007) Exploring Leadership: For College Students Who Want to Make a Difference, 2nd Edition, San Francisco: Jossey-Bass Publishers. ISBN: 978-0-7879-8213-3.
2. Rath, T. & Conchie, B (2008) Strengths Based Leadership, New York: Gallup Press. ISBN: 978-1-59562-025-5. MSRP: \$24.95, lower prices available. Note: new copies have a passkey which provides access to an instrument that will determine your "strengths:" the Clifton StrengthsFinder® 2.0.

1 Obviously, we need to revise the course description.

3. Stein, S. J. and book, H. E., MD (2006) *The EQ Edge: Emotional Intelligence and Your Success*, 3rd ed., ISBN: 978-0470838365, MSRP \$25, available at many retailers.
4. Readings and Articles to be distributed through course D2L site.

PURPOSE AND OBJECTIVES

The purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course is more than the study of leadership — it is designed to help you develop your own leadership potential.

This class encourages a high level of class discussion and active participation. You will have a chance to work through case studies, participate in simulations, analyze popular films and video tapes using leadership themes, and discuss the impact of current events and the realities of leadership. Grades will be assigned based on class participation, papers, participation, and a project. You will be encouraged to think critically about leadership issues facing our communities and society, to understand the importance of self-knowledge, to explore how values influence the leadership process and to understand gender and cultural influences on leadership. From this course, you will realize that leadership issues permeate every aspect of daily living from events that make the world news to events that nobody seems to think are news.

You should discover the complexities of leadership and the multi-disciplinary nature of leadership studies. Some questions are central to the study of leadership: “What is leadership?” and “Are leaders made or are they born?” “Do culture and gender influence leadership?” “How do the exercise of power and authority relate to leadership?” At the conclusion of this course, you should have a firm understanding of the theory and practice of leadership, and be prepared to exercise leadership in student organizations.

In this course, you will learn to

- examine how your purpose in life influences your own goals and leadership, and *vice-versa*, (perspective)
- discover new maps for a rapidly changing world and the organizational actors within it, (perspective, identification of diversity, choice of tools to deal with that diversity)
- think about the ethical responsibilities of leadership, and discover tools to help make ethical decisions, (recognition of ethical issue, choice of tool to assist with ethical decision making)
- learn how leaders and participants mutually shape the environment of an organization or community, and (identify stakeholders)
- learn and demonstrate tools and techniques how you can shape your environment (field of action).

PERFORMANCE APPRAISAL (GRADING)

Midterm exam (20 percent)

Final exam (20 percent, April 30, 2011, 7:30 a.m.)

Review of leadership theory (10 percent, various presentation times)

Civic Leadership in Action (20 percent)

Leadership Action Plan (15 percent).

Class Participation (10 percent)

Grades will be assigned on the basis of a percentage of point earned.

A	B	C	D	F
91-100%	81-90%	71-80%	61-70%	<=61%

2. Exams

There will be one midterm exam and one final exam to assess learning. The exams will be for students to demonstrate their knowledge of leadership theory and the practice of leading others in multiple choice, short answer, essay questions, and responses to scenarios. We may have quizzes to ensure that participants are keeping up with the material. Sufficient scores on quizzes will reduce the dependence of earning points on examinations.

Dates for the midterm exam will be established to meet the needs of participants in the class.

Civic Leadership in Action

You are expected to conduct a series of interviews with elected officials and not-for-profit organizations in a community in which you spend a significant period of time (corporate community or a smaller community). The basis of these interviews is to ask in these interviews, “What are the issues that our community faces?” “Who are the leaders in our community?” “What is it that makes them leaders?” and “What are the solutions to the issues in our community?”

The student will identify the issues the community faces, then compile from your interviews a list of issues, the “leaders” and the criteria that are said to make them leaders that might attach them to the issues, and determine what skills, abilities, and traits are needed to address the problems identified. Steps to accomplish this task might include the following. (note partial completion due dates)

Identify four or five issues in your community (any community to which you are committed). While there are many ways to identify these issues, one of the simplest is to ask questions using phrase such as, “What are the important community issues in our community?” Other issues might be identified by stakeholders or those who have removed themselves from the community (including those who are disaffected). Due: February 13.

Ask your parents (or someone whose opinions you value, if outside the corporate community) to identify the person, persons, or groups whom they think are involved in each issue. Determine who would be likely to lead a civic movement to address that one issue. You may wish to ask questions such as, “Who is or should be responsible for solving this problem?” Note: You may also wish to discuss these issues with the editor of a small-town editor and publisher, or make an appointment with the editor or publisher of the paper to discuss this issue with him or her. Due: February 27.

Discuss the parameters of the issue (what makes it an issue, what caused it, what might solve it, who is affected by it, who feels strongly one way or the other, how intractable it is, etc.). Due: March 12.

Next, make an appointment to talk with one identified person to ask them to identify five individuals whom they think would be most likely to lead a civic movement to address that one issue. Continue to discuss the parameters of the issue (see questions above). Due: Interview summaries, March 26.

Write a paper discussing the parameters of the issue. Include the following in your discussion and your analysis.

- The sides of the individuals mentioned for all issues (i.e., who might be able to lead a civic movement).
- Are there any connections between the individuals? Do they have different goals? Did the original source note that there might be different goals? What are the implications of leaders with different or opposing goals? What if there are leaders with similar goals who have not “found” each other and the similarity of their goals?
- How is the issue being framed? What are the dominant paradigms involved in its stated

“solutions”? How will the issue be settled?

- Does the identified leader have a plan in the short or intermediate term to initiate a process to resolve the issue?
- If you did uncover a plan, what is the plan? How does it fit with the leadership we have been discussing in this class? Does it involve people relating to get things done or things (somehow) getting done?
- What recommendations do you have regarding this plan? Be specific.
- If you did not uncover a plan in your six interviews (see above), what plans would you recommend to begin to resolve this issue?
- What recommendations do you have? What paradigms need to be changed? What can be done to frame the issue differently? Who else needs to be involved?

Your paper should be fifteen to twenty word-processed pages in length, double-spaced, at least eleven point type, and grammatically correct. The project will have various due dates for each part, with the final manuscript due April 16.

Review of Leadership Theories (10%)

Review the listings of leadership theories described in chapter two and chapter three of Komives *et al.*, and other readings and leadership theories you have come across in your studies, and choose one for this assignment. Specifically, you are going to describe the theory, note how the theory describes human behavior, and describe the circumstances in which it works best and the circumstances in which it does not work well. This might involve outside research using refereed periodicals, and will involve a presentation using at most six presentation slides to describe your findings. Participants will be randomly selected, but can negotiate with each other to make presentations. April 16: 1-4; April 23: 5-8.

Leadership Action Plan (15%)

Reflect on what you learned during the semester about leadership, with a focus on using the readings (theory), including leadership theories specifically discussed, contexts of leadership, your strengths, and your EQi areas to enhance your practice of leadership. That is, we use theory to inform our practice of leadership. Write your leadership action plan in four sections: (1) identify your strengths and competencies and your goals; (2) the contexts in which you expect to exercise leadership in the next two years, and a very brief description longer than two years; (3) your plans to use the relational leadership model in assuming a leadership role, and (4) what you will do to enhance your strengths, including Strengths identified by the Clifton Strengthsfinder and the *EQi* (as well as other strengths you might identify) over the next two years. Be sure to read ahead to chapters 13-14.

The paper should be five to eight double-spaced typed pages in length, and grammatically correct. Due April 28 in D2L dropbox.

Class Participation (10%)

A quality learning experience in this course rests heavily on a high degree of exchange between and among students, instructors, and speakers. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining final grades.

In class, you will work in collaborative learning groups to discuss readings, engage in simulations, prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will be laboratories in which you can apply leadership theory and concepts we learn. Team membership will be constant throughout the semester. Class attendance is essential (you cannot

participate if you are not present) and expected. All students are required to attend two class periods of presentations by student groups (the last two class sessions) in order to receive a passing grade on their group presentations.

You will be asked to respond to a reflective question, or engage in a quiz each week. In the reflective entry, you may reflect on a thought-provoking question that the instructor has posed, or some issue you face as a follower in an organization.

Participants will be expected to provide a photograph (or allow the instructor to take one) to attach to an index card upon which the instructor will record class participation.

General Provisions Regarding the Measurement of Class Participation

The vast majority of our communications are oral. For this reason, the development of oral skills is given a high priority in this course. The classroom should be considered to be a laboratory in which you can test your ability to convince your peers of the appropriateness of your approach. Some of the characteristics of effective class participation are as follows:

Are the points that are made relevant to the discussion in terms of increasing everyone's understanding, or is the person merely regurgitating the facts?

Do the comments take into consideration the ideas offered by others earlier in the class (build upon) or are the points isolated and disjointed? The best contributions following the lead off tend to be those which reflect not only excellent preparation, but good listening, and interpretive and integrative skills as well.

Do the comments show evidence of a thorough reading and analysis of the chapter and/or case?

Does the participant distinguish among different kinds of data – facts, opinions, assumptions, and inferences?

Is there a willingness to test new ideas or are all comments cautious? safe?

Is the participant willing to interact with other class members by asking questions or challenging conclusions?

Clearly, you must attend class if you are going to participate and share your ideas with others!

(Source: modified from http://sbe.d.umn.edu/fac_info.html 9/1/2000)

COURSE POLICIES

Freedom in Learning. Under Board of Regents and University of South Dakota policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact Associate Dean Kristina Keller, or Dean Matthew Moen, in the College of Arts and Sciences, to initiate a review of the evaluation. The dean's office telephone is 605-677-5221.

Statement on Disabilities

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability

verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Ernetta L. Fox, Director

Disability Services, Room 119 Service Center

(605)677-6389

Web Site: www.usd.edu/ds

E-mail: dservices@usd.edu

USD College of Arts and Sciences Policy on Academic Dishonesty. The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the “Conduct” section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Academic Dishonesty is a broad term that refers to but is not limited by misrepresenting the truth as you know it, interfering with another’s learning (including, but not limited to removing materials from the library, stealing another’s textbooks, copying quiz questions or answers and supplying them to others, etc.

Cheating is defined as intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. (Student Conduct Code).

Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise. (Student Conduct Code).

Note, in professional programs, plagiarism is not so much a moral issue as it is a professional issue. Ideas are our currency, and appropriating someone else’s ideas without proper credit (formal systems of citation) is considered to be a breach of professionalism.

POLICIES SPECIFIC TO THIS COURSE.

Absences Based on Religious Beliefs or a University sponsored event. A participant who will miss an examination, work assignment, or any other project due to the observance of a religious holy day or a University sponsored event will be given the opportunity to complete work missed within 15 days following the due date of the assignment, test, or other project missed. To be eligible for such a make-up, the student must notify the instructor in writing of classes scheduled on dates he or she will be absent to observe a religious holy day or the university sponsored event. Notification must be made within the first two weeks of class, either through written correspondence, personally delivered, or an e-mail message sent with your name on the subject line. I will acknowledge and respond to your request. Failure to follow the rules provided within the time frame listed will result in the absence considered unexcused, and participation scores will be reduced proportionately. Of course, some University sponsored events “come up” and we can negotiate completion dates.

Grade Appeals. Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of

your performance on the assignment relative to the learning objectives. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. The instructor will carefully consider all such appeals. The instructor will not re-grade an individual component of an assignment; instead the instructor will re-grade the entire assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

Recognizing, Valuing, and Encouraging Diversity. The importance of diversity is paramount in a state such as South Dakota. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. In the workforce, diversity enables us to better serve those in need of our services and those who are diverse requires an atmosphere of inclusion and tolerance, which often challenges our own closely-held ideas, as well as our personal “comfort zones.” The results, however, can create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Technology Requirements. You will need a USD D2L logon id (same as your WebAdvisor™ password) to access course management software. All new students should go to <http://www.usd.edu> and then click on <Students, faculty, and staff.> Scroll down to find <Don't Have a USD Username/Password Yet?> to pick up their USD accounts. Your WebAdvisor account login and password are the same as your D2L account, each of which is different than your USD e-mail account and password. If you have an active account but are unsure of your username or password, call the USD helpdesk at 605.677.5028. The university has established minimum hardware and software requirements to ensure the effective delivery of USD online course materials. Some course materials will be provided as Adobe Portable Document File format (*.pdf) so they can be read on a variety of operating systems. You can submit your assignments to me through the D2L <Drop Box> as a MS Word™ or OpenOffice™ document. If you are using MS Works™, please save your document as a Word™ file. Adobe portable document formats (PDF) do not work well for receiving feedback on your assignments.

In all assignments, use your name and the title of the assignment in the title of the file.

Teaching Strategies: The course will have a small discussion/presentation/lecture component, followed by active class participation in groups. Students make write short memos, discuss case studies, and participate in exercises, role plays, etc. Class sessions will involve discussion of the assigned readings and current issues in civic leadership (public and nonprofit organizations). You owe it to your colleagues to come to class prepared to discuss assigned readings and to provide feedback on class reports.

Attendance Policy/Obligations/Expectations: Students are expected to come to class on time and remain for the entire class session. Students are expected to advise the instructor if there are any accommodations necessary due to disabilities, which are not recognized by the Office of Disability Services. While it is your choice to attend class or not, you cannot earn participation/contribution points if you are not present, and much of the course plan involves role plays and collaborative group exercises. So, recall that each absence involves a loss (12/15 percent) of the points available. Of course, if you are sick, you

should not come to class because you put others at risk. In legal terms, think of the Family and Medical Leave Act, which protects you while you handle necessary responsibilities will be deemed “excessive” in a once-a-week course. Of course, there are tools to “help” you decide whether to attend class or not:

<http://m.collegehumor.com/#/article/6469581/flowchart-can-you-skip-class-today>.

Class participation/contribution. Contributing to the class discussion is one of the best and most reliable ways you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public service situations. While it may be considered a trite statement, what you take away from this course will be a direct function of the effort you put forth inside and outside of class. You can be expected to be called upon at any time to provide a summary of the key issues of the course readings or to answer a specific question.

The class contribution grade consists of two components: (1) an overall evaluation by the instructor and a peer evaluation. The instructor will use the following criteria to judge in-class performance. Effective class contributions entail providing good answers to question. Providing “good answers to questions” indicates that you are actively listening to other’s comments and are providing comments relevant to the ongoing discussion. “Relevant comments” add to class participant’s understanding of conceptual material, appropriately challenge and clarify the comments of other participants, integrate material from previous courses and show evidence of analysis (rather than “gut feeling” or a level of analysis of someone sitting at the counter at Careys for a couple of hours). Effective class contributions do not involve “faking” answers, monopolizing “air time,” ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Electronic Devices (e.g., laptops, tablet computers, cellular telephones, etc.). Use of devices in this class is encouraged for taking notes and quick look-up of information relevant to the discussion. Note, however, that use of electronic devices (including cell phones) for other purposes, including multi-tasking, checking email, sending instant messages, “doing” Facebook, playing games, etc. is not appropriate, and rude and uncivil to the presenter as well as inconsiderate to other class members. Complaints about electronic devices in the classroom come from students as well as from lecturers and guests. *Please limit the use of electronic devices to class-relevant activities.* Continued inappropriate use of electronic devices will be noted and can affect the course final grade assigned; the student might be asked to leave the classroom for this uncivil behavior.

RESCHEDULING ASSIGNMENTS

Individuals are expected to turn in assignments on the day indicated in the course schedule. It will be the sole discretion of the instructor as to whether the assignment will be accepted later than scheduled. The instructor will grant an incomplete for medical reasons, or for other substantial reasons that a reasonable instructor would accept.

Students with disabling conditions that require accommodations should contact the Office of Disability Services, who will then direct the instructor to provide what the University considers a “reasonable accommodation.” You may be eligible for other accommodations than those determined by the Office of Disability services – but you have to ask, and may be required to provide evidence to support your claim.

The Dean of Students office, your academic advisor, or this instructor should be contacted if you have family or medical issues that create a problem for you in terms of achieving the learning goals of any of your courses. The sooner you make this contact, the less troublesome the issues become. The University

of South Dakota has a variety of resources available to assist you with the challenges outside or inside the learning environment that affect your learning.

No assignment will be accepted for a grade after May 5, 2012, other than for medical reasons or those reasons directed by the Dean of Students or the Office of Disability Services.

Week and date of class	Readings, due dates and discussion questions
Week 1 January 16	No Class, Martin Luther King, Jr., day Watch http://www.metacafe.com/watch/1469668/martin_luther_king_i_have_a_dream/
Week 2 January 23	INTRODUCTION TO THE STUDY AND PRACTICE OF LEADERSHIP Community Student and instructor expectations and contributions to teaming. Overview of course and assignments. Readings due: Komives <i>et al.</i> , Preface and Chapter One. Chapter 1 available on-line from http://media.wiley.com/product_data/excerpt/3X/07879821/078798213X.pdf . Journal Assignment: What do you hope to learn as a result of participating in this course? What needs do I have regarding the practice or performance of leadership?
Week 3 January 30	CHANGING NATURE OF LEADERSHIP THEORIES Readings: Komives, <i>et al.</i> , Ch.2: "The Changing Nature of Leadership," pp. 35 <i>ff</i> Topics: Strengths Preparation for next week: Complete Clifton StrengthsFinder using code in back of <i>Strengths Based Leadership</i> , send results (top five strengths) to Dr. Card by January 28. Review the top five strengths identified by the StrengthsFinder. Be sure to read the descriptions of these strengths in <i>Strengths Based Leadership</i> ? In-class Activities: Leadership Metaphors Tinkertoy I Journal Entry Question: What leadership theory most well describes my ideas about leadership? Which one least well describes my ideas about leadership?
Week 4 February 6	RELATIONAL LEADERSHIP MODEL Readings due: Komives, <i>et al.</i> , Ch. 3: "A New Way of Looking at Leadership," pp. 73 <i>ff</i> . Activities:

Week and date of class	Readings, due dates and discussion questions
	<ul style="list-style-type: none"> • Gallery • Exclusive Conversations <p>Reflective Question: What strengths do you bring to your practice of leadership?</p>
<p>Week 5 February 13</p>	<p>UNDERSTANDING YOURSELF AND OTHERS</p> <p>Readings due:</p> <p style="padding-left: 40px;">Komives, <i>et al.</i>, Ch.4: “Understanding Yourself,” pp. 119 <i>ff.</i></p> <p style="padding-left: 40px;">Komives, <i>et al.</i>, Ch. 5: “Understanding Others,” pp. 149 <i>ff.</i></p> <p>Activities</p> <ul style="list-style-type: none"> • Values Auction • Understanding Others <p>Journal Entry Question: What are the strengths and non-strengths I possess about myself and others?</p> <p>DUE: Issues identified in the community.</p>
<p>Week 6 February 20</p>	<p>No Class, President’s Day</p> <p>Read:</p> <p style="padding-left: 40px;">Komives, <i>et al.</i>, Ch. 6, “Leading with Integrity and Moral Purpose,” pp. 179 <i>ff.</i></p> <p>Complete: EQi (D2L), email to Dr. Card (February 20, midnight). Dr. Card will process the questionnaire and send scores back to you.</p> <p>Journal Entry Questions: Discuss the following:</p> <ul style="list-style-type: none"> • “The ends justify the means as long as the ends are ethical and important?” • “You should never lie under any circumstances.”
<p>Week 7 February 27</p>	<p>EMOTIONAL INTELLIGENCE</p> <p>Read: Stein & Book, “Introduction,” and the sections related to the top five subscores for your emotional intelligence as measured by the EQi 2.0.</p> <p>In-Class Activities</p> <ul style="list-style-type: none"> • Interpreting EQi • Practicing EQi <p>Journal Entry Questions: What have I discovered regarding my strengths and non-strengths so far?</p> <p>Tentative: Midterm Exam</p>

Week and date of class	Readings, due dates and discussion questions
Week 8 March 5	<p>NO CLASS, SD Board of Regents has chosen to have the week of March 3-11 as “Spring Break.” Therefore, there will be no class meeting held and no assignments by virtue of the culture of USD.</p> <p>Journal Entry Questions: What leadership challenges did I face over the “spring break?” Did I respond appropriately? What do I need to work on (focus on strengths or to bring non-strengths to ‘non-problem’ levels?)</p>
Week 9 March 12	<p>CONTEXTS FOR LEADERSHIP I: GROUPS AND TEAMS</p> <p>Read:</p> <ul style="list-style-type: none"> • Komives <i>et al.</i>, Ch. 7: “Interacting in Teams and Groups,” pp. 215 <i>ff.</i> • Tuckman, pp. 355-359 (D2L) • Janis, pp. 360-373 (D2L) <p>In-class activity:</p> <ul style="list-style-type: none"> • Group experience • Abilene paradox <p>Journal Entry Questions:</p> <ul style="list-style-type: none"> • What can I do to keep “groupthink” and “Abilene Paradoxes” from the groups where I attempt to exercise leadership? • What are the norms of our class? In what stage of group development are we? <p>DUE: Discussion of parameters of issues.</p>
Week 10 March 19	<p>CONTEXTS FOR LEADERSHIP II: UNDERSTANDING COMPLEX ORGANIZATIONS</p> <p>Read: Komives, <i>et al.</i>, Ch. 8: “Understanding Complex Organizations,” pp. 247 <i>ff.</i></p> <p>In-class Activities:</p> <ul style="list-style-type: none"> • Yellow Ball • Organizational Culture Analysis <p>Optional Readings</p> <ul style="list-style-type: none"> • Bolman & Deal, pp. 389-394 (D2L) • Sashkin, pp. 402-407 (D2L) <p>Journal Entry Questions: Describe a time when you have been inspired by someone’s vision. What impact did it have on you? How was it related to you?</p>
Week 11 March 26	<p>CONTEXTS FOR LEADERSHIP III: BEING IN COMMUNITIES</p> <p>Readings:</p> <ul style="list-style-type: none"> • Komives, <i>et al.</i>, Ch. 9: “Being in communities,” pp. 281 <i>ff.</i> • <i>Rule of Benedict</i>, (especially chapter 2) as governing a community

Week and date of class	Readings, due dates and discussion questions
	<p>In-Class Activities</p> <ul style="list-style-type: none"> • Define Your Community (Gardner/Gans 8 criteria) • Diversity step-in <p>Journal Assignment: Over the course of the week, count and review your face-to-face as opposed to “virtual” interactions (email, instant messaging (or SMS), Facebook, Google+, telephones, etc. versus face-to-face)</p> <p>Due: List of interviewees and contact information.</p>
<p>Week 12 April 2</p>	<p>CONTEXTS FOR LEADERSHIP IV: RENEWING GROUPS, ORGANIZATIONS & COMMUNITIES</p> <p>Read:</p> <ul style="list-style-type: none"> • Komives, <i>et al.</i>, Ch. 10: Renewing Groups, Organizations and Communities,” pp. 301 <i>ff.</i> • Appreciative Inquiry (D2L) <p>In class Activities:</p> <ul style="list-style-type: none"> • Membership Shuffle • “Good vibrations” <p>Journal Entry Questions: Think about a community, group or organization in which you are a part, and how Gardner’s eight principles are apparent. If they are not apparent, why? What could be done to improve the community? Are the results different if you “choose” to be in that community (e.g., joining a club, etc.) rather than a community in which you did not choose (residence hall floor, etc.)?</p> <p>Due: Rough draft of Community Assessment Paper</p>
<p>Week 13 April 9</p>	<p>NO CLASS</p> <p>The SD Board of Regents has declared that there are to be no classes on April 9, as April 8 is “Easter.”</p> <p>Journal Entry Questions:</p> <ul style="list-style-type: none"> • Think about a time when you did not practice “contributive justice” as an individual in a group. Why did you not contribute? What would have inspired a sense of civic-mindedness in you? <p>or, as an optional exercise</p> <ul style="list-style-type: none"> • During Easter, Christians celebrate several events. However, in the early years of Christianity, communities were formed. Do Gardner’s eight principles or Peck’s stages of community development have any relevance to the early church? See PBS Frontline: “<i>From Jesus to Christ</i>,” http://www.pbs.org/wgbh/pages/frontline/shows/religion/why/ and http://www.pbs.org/wgbh/pages/frontline/shows/religion/why/starksociology.html
<p>Week 14 April 16</p>	<p>“TIME FOR A CHANGE”</p> <p>Readings:</p> <ul style="list-style-type: none"> • Komives, <i>et al.</i>, Ch. 11, “Understanding Change,” pp. 327 <i>ff.</i> • Komives, <i>et al.</i>, Ch. 12: “Strategies for Change,” pp. 349 <i>ff.</i> <p>In-class Presentations on Leadership Theories: 1-4</p>

Week and date of class	Readings, due dates and discussion questions
	<p>In-class Activity: Presentations of Community Assessments, in light of change theories</p> <p>Journal Entry Question: In reviewing the social change model presented in chapter 12, what are the responsibilities of true citizens? What responsibilities require individuals to maintain the status quo (current system and what responsibilities require individuals to change the social order?</p> <p>Due: final manuscript: Civic Leadership in Action.</p>
<p>Week 15 April 23</p>	<p>LEADERSHIP IDENTITIES</p> <p>Readings: Komives, <i>et al.</i>, Ch. 13: "Developing a leadership Identify," pp. 385 <i>ff.</i> Komives, <i>et al.</i>, Ch. 14: "the Mind, Body and Soul of a Leader," pp. 411 <i>ff.</i></p> <p>In-class Activities</p> <ul style="list-style-type: none"> • Presentations on Leadership Theories: 5-8 • Four corners <p>Journal Entry Questions: What would you like a colleague to say about you at your retirement? Specifically, what are the ways that would like to remembered for contributing? What do you bring in terms of joy or suffering? How do these relate to your values?</p> <p>Due: April 28 in D2L Dropbox, Leadership Action Plan (developmental plan)</p>
<p>Week 16 April 30</p>	<p>CLASS CLOSURE & FINAL EXAM</p> <p>7:30 – 9:30 am</p>

CALENDAR OF DUE DATES

FEBRUARY 13 - ISSUES IDENTIFIED IN COMMUNITY (CIVIC LEADERSHIP IN ACTION PAPER)

FEBRUARY 27 - IDENTIFY PERSONS INTERESTED IN THE ISSUES WITHIN COMMUNITY (CIVIC LEADERSHIP IN ACTION PAPER)

FEBRUARY 27 TENTATIVE DATE FOR MIDTERM EXAM

MARCH 12 - PARAMETERS OF CIVIC ISSUE DISCUSSION

MARCH 26 - INTERVIEWS WITH COMMUNITY MEMBERS COMPLETED

APRIL 2 - ROUGH DRAFT OF ISSUES (CIVIC LEADERSHIP IN ACTION PAPER)

APRIL 16

* FINAL MANUSCRIPT OF CIVIC LEADERSHIP PAPER) COMPLETED AND SUBMITTED TO D2L

* REVIEW OF LEADERSHIP THEORIES (1-4)

APRIL 28

* FINAL VERSION OF LEADERSHIP ACTION PLAN IN D2L DROP BOX

* REVIEW OF LEADERSHIP THEORIES (5-8)

APRIL 30 - 7:30 - 9:30AM FINAL EXAM