

EAD 315: Student Leadership Training
Section 001, Spring 2009
Tuesday/Thursday 10:20am-12:10pm
Bessey Hall Room 305

Contact Information:

Course Instructors:	Tonjala Eaton Graduate Student (205) 432-8825 (cell) eatonton@msu.edu * Office hours by appointment only.	Titun Maiti Graduate Student 517) 303-0914 (cell) titun@msu.edu
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Course Coordinators:	Patricia Enos, Ph.D. 162 Student Services (517) 353-6650 enos@msu.edu	Julie Rowan 162 Student Services (517) 353-6650 rowanjul@msu.edu
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Office hours by appointment only.

Required Materials:

Komives, S., Lucas, N., McMahon, T. (2007). *Exploring leadership for college students who want to make a difference 2nd Edition*. San Francisco, CA: Jossey-Bass.

Additional readings will be assigned and available on Angel. You will be responsible for these readings as well. You will need to print the readings and bring them with you to class.

Readings may be adjusted to accommodate student interest, and to help students further understand and examine course concepts.

*Additionally, this course will incorporate the Myers-Briggs Type Indicator Assessment, **which should be completed by January 28, 2010. There will be a \$12 fee to complete the assessment.** This payment may be paid online or must be submitted to the instructors. If this is an issue for any student, notify course instructors early in the semester.

Course Overview:

What is leadership? In what context do we find leaders? The influence of leadership comes in a variety of forms through a multitude of contexts. Leadership can be self-defined experiences one has while working with others in a variety of positions, tasks, and activities. To truly understand leadership, one must be aware of the influence one has upon others, and the ability to provoke change. Leaders come from all walks of life, each carrying a personal knowledge that has the capacity to transcend all aspects of their life.

EAD 315 is designed to prepare you for leadership roles and responsibilities here at Michigan State University as well as in your community, career, and organizational activities after graduation. This

course provides a unique learning environment allowing students to conceptualize new ideas and reflect personal experiences in a safe, comfortable atmosphere.

In this course, we will examine foundational theories, leadership language and styles; self-awareness, personal management, and productivity techniques; awareness of your values, ethics, motivations, strengths, and limitations; an understanding of interculturalism and the importance of a global perspective; communication; decision-making; group dynamics, including followership and power, and flexibility.

These leadership areas are linked together in a network rather than stacked in a hierarchical relationship. For example, how you choose to communicate is related to your values and ethics. Your understanding of diversity among individuals is linked with how you make decisions with group members. This framework may be helpful for you in integrating the material in this class with your own learning interests and needs.

Course Objectives:

This course will give you both a theoretical and a practical understanding of leadership. The philosophy of teaching and learning in this class recognizes that learning can be challenging, personally and intellectually. To meet the objectives for this course, students must be prepared to actively participate in each class session. If you fully engage with the readings, activities, and assignments, by the end of the course, you will be able to:

- Provide several different definitions and philosophies of leadership, including your own
- Articulate values, qualities and skills important to leadership positions
- Increase productivity by applying personal management techniques
- Identify and explain several leadership theories, and apply different theories to real-world situations
- Discuss the importance of communication skills in leadership, and demonstrate positive communication skills
- Articulate various kinds of individual diversity and the relationship between diversity and leadership
- Identify and analyze elements of group development and group dynamics, including their own interactions with others
- Analyze various motivational patterns among individuals and groups
- Identify leadership styles and behaviors in society
- Understand the relationship among ethics, values, and leadership
- Identify, analyze, and express their individual leadership philosophy and style
- Develop a plan for your future personal leadership development
- Recognize the importance of self-awareness and self-reflection

Course Requirements:

EAD 315 is a three-credit, pass/no-pass course. There are seven (7) separate components to the class. ***To earn a passing grade, satisfactory performance must be achieved in each of the following areas. Deficiencies in any one of the following areas will result in a No Pass grade.*** In other words, excelling in one area will not make up for a deficiency in another area. At the mid-term, you will receive a written evaluation of your progress and status in each of these areas.

1) **Attendance:**

Good leaders are visible, and actively involved in their roles. They literally attend to the needs of the group. This course is a laboratory course with discussion and interaction serving as the foundation. Not only will you benefit from attending class sessions, your peers will gain unique insight based on your experiences and perspectives shared during a typical class period.

For this reason, ***only three (3) absences are permitted.*** There is no such thing as an “excused” absence. More than 3 absences results in a “No Pass” grade unless a compensatory assignment is completed, as described below.

Compensatory Assignments:

If you accumulate four absences, you will be offered the opportunity to complete a compensatory assignment by the course instructors. Failure to complete the assignment as outlined by the course instructors will result in a “No Pass” grade for the course. Only one compensatory assignment may be completed, thus missing five class periods will also result in a “No Pass” grade for the course.

Late Policy:

Additionally, leaders are timely. Three tardy arrivals to class (more than 5 minutes late) and/or three early departures from class (more than 5 minutes early) will be counted as one absence.

*All student athletes are required to provide instructors with a list of all scheduled meets/games within the first **TWO** weeks of the course. Athletic commitments are not an excused absence.

*In case of illness or emergency circumstances, please notify the instructors as soon as possible.

2) **Active/Meaningful/Quality Participation**

This class is not a lecture-based class. Your engagement is critical to your learning, as well as to your classmates’ learning. Active participation is assessed through preparation for class, including completing all readings and assignments; attentiveness in class; in class activities; participation in class discussions; reflection exercises; quality of classroom interactions; and quality of interactions outside the classroom. Quality participation and learning also means considering the perspectives of others with an open mind while sharing and reflecting on your own ideas and viewpoints.

In the spirit of creating a dynamic learning environment, laptops, cell phones (including iphones), ipods, mp3 players or PDAs will NOT be permitted during the class session.

Utilization of these items will result in a decreased participation grade. Should you need to have access to a cell phone for emergencies, it is your responsibility to notify the instructors at the beginning of the class period.

It is required that you come to each class prepared to actively participate in activities and discussions. This means you are to complete all reading assignments prior to class and bring

them with you. In an effort to additionally assess preparation, we may administer quizzes or assign in-class writing assignments. Also, **students will be placed in facilitation groups, in which members will be responsible for leading the class dialogue on the assigned readings. More information about facilitation groups will be further discussed in class.**

3) **Reflection Memos**

In an effort to engage with the readings and to further our class discussions, each student will be required to write five (5) Reflection Memos over the course of the semester. The Reflection Memos will serve as an extension of class discussion and create an opportunity for dialogue in a virtual environment.

The Reflection Memos are due on the following dates: January 23, January 30, February 13, March 20, and March 27. These must be posted on the Angle discussion board by 11:59 p.m. of the due date.

These are short memos (about three-quarters of a page to one page in length) that respond to and reflect on the assigned readings for a given class period. Each memo should: a) identify an idea or two in the week's reading that was of particular interest; b) suggest a specific way in which you will use or apply something raised in the readings; and c) frame a question or two that arose in response to the reading that would be useful for class discussion.

Memos will not be individually graded; rather, students will receive credit for each thoughtful reflection posted. Each student must post thoughtful comments to at least three classmates' posts. The memos and responses will determine the quality of dialogue.

Students need to pass 3 of the 5 Reflection memos in order to pass the component.

4) **Personal Leadership Plan (due on April 29, 2010)**

Setting and achieving goals is an important tool for leaders. Each student will be expected to develop a personal leadership development plan, which includes explicit goals, time frames and outcome expectations. The purpose of this assignment is to reflect on your current ideas of leadership and to assess your current skills. At the beginning of the semester, you will be asked to identify six skills/areas pertaining to leadership that you would like to develop throughout the course.

This information will be synthesized into an essay at least 5 - 6 pages long with a minimum of 5 sources. Your essay should chronicle your leadership journey throughout the semester and include your personal philosophy on leadership, competencies you currently possess that make you a good leader, and skills you would like to improve upon in the future. Your essay should reflect upon the six goals stated at the beginning of the semester and strategies used to address develop these areas. The final paper should also state your leadership goals for the future and how those goals may be fulfilled. Additionally, students will present their personal leadership plan to the class in a 4-6 minute oral or video presentation. The presentation must emphasize critical components of the personal leadership plan and also illustrate the process of creating the personal leadership plan. As part of being a leader in a professional presentation, you should be dressed in business casual attire. The details for the presentation format and visual aides will be discussed further in class. Lastly, the presentation should include action steps for implementing the plan in the future.

Since the personal leadership plans are a semester long synthesis project, the instructors will provide on-going support and help to students. Students will meet individually with the course instructors to devise a personal leadership plan during the first three weeks of the semester; this meeting is required. Failure to meet with us could result in a no pass grade. Students should come prepared to these meetings with some initial thoughts and ideas.

At the semester mid-point, students will be required to submit, in writing, a brief update of their plan thus far to the instructors. These essays have no required length, but the more detailed the essay, the more feedback the instructors will be able to provide. The purpose of this check in is to allow a dialogue between you and the instructors, making sure you are on the right track with this assignment, troubleshooting early if necessary. The written check in will be **due February 25th, 2010**.

The following questions will help you to reflect on your development process and may provide ideas to assist you in completing the final paper:

- *What is your current definition of leadership? How has it changed since the beginning of the course?*
- *What have you learned about yourself and others that will allow you to have more effective and meaningful interactions with others?*
- *How do individual differences impact your leadership style and perceptions?*
- *What leadership theory best describes who you are? Is there another theory that you could use as a guide for enhancing who you are as a leader? Which one and why/how?*
- *How do your actions as a leader reflect your values? Are there values to which you ascribe that you have a hard time manifesting in your leadership?*
- *What have you learned that will help you improved your communication and teamwork skills?*
- *What have you learned about the importance of and strategies for maintaining balance and space for renewal in your life?*
- *What have you learned during the course of this class that you will carry with you during your career here at Michigan State University?*
- *How do you plan to use the information from this class in your future? What plans do you have or how do you plan on incorporating these ideas into future leadership situations?*

5) Group/Leader Observation (due April 8, 2010)

Leadership is the interactive effect of leaders and followers. Observing leadership and followership in action provides important insight into leadership concepts, strategies, styles, and effectiveness. You will select a group to observe – **it must be a group to which you do not belong**. The instructors encourage you to step out of your comfort zone and observe a group with which you would not normally associate. Each student should attend one meeting of a group in which they do not belong and interview one member or leader of that group. Students will write a 3-page reflection and analysis of the observation and interview. The paper should reflect the application of the themes and theories presented in the course. Students will present their findings in small groups to their peers. The following questions will serve as a guide for completing the observation and interview:

- Who is the leader you are observing? What is the purpose of the organization?
- What qualities does the leader possess?
- What does their interaction with the group look like? What type of impact do they have on

the group?

- How does this experience connect with course readings and course discussions? Site specific examples.
- Why did you chose this group or leader? Was this your first choice?

6) Service Learning Project (SLP), Presentations (due March 23 & 25, Group Paper due March 25, 2010.

Service Learning Makes a Difference! A growing body of research recognizes the benefits of service learning as an effective strategy that builds civic skills, improves social behavior, increases youth engagement, strengthens communities and improves academic achievement.

Students are expected to work in small groups of 3-4 people to complete a minimum of 8 hours of community service. The project can be completed in one full day or two half days of four hours each day. Each group must select a site and work the hours as a group. Service learning assignments can be conducted on campus or within the East Lansing or Lansing communities. However, the instructor must approve the assignment before completion. Students will complete a group paper of 4 pages describing the service learning project and connecting the assignment to relevant coursework. Each group will also make a 10-minute presentation about their service- learning project to the class.

7) Autobiography Assessment (due at any point during the semester. April 29 is the last possible date to submit this paper).

Students will read the autobiography of a leader whom they admire or would like to understand better. After reading the book, submit a hard-copy version of a 2-3-page paper chronicling the leadership styles that are evident in the book. The student should identify the characteristics of the leader that determines his/her leadership style. This paper may be turned into the instructors at any point during the semester. As a leader, there will be times when you will have to display initiative and complete task when your schedule permits, hence the flexibility of the due date.

Grading and Assessment:

This course is graded on a Pass/No Pass basis. Attendance, participation, and assignments will be assessed on a "Satisfactory/Unsatisfactory" basis. For the purpose of this course, students must receive a passing grade in each of the areas described under Course Requirements.

The grading rubric for all assignments will be available on the Angel site. All assignments are to be completed on time., however **each student will receive one late pass that can be used to submit a late assignment for up to 3 days beyond their original due date**, except for the Autobiography Assessment paper. Please notify the instructors if extenuating circumstances arise.

All assignments will be submitted in 2 hard copies (one for each instructor), except for the reflection memos which should be uploaded to the Angle site. Papers must be typed, in 12-point

font, with 1" margins all around. Papers must be stapled. Pages must be numbered, and your last name should be in the header at the top of each page. All sources must be cited appropriately, using the format that is most accepted in your field of study. Please reference owl.english.purdue.edu/ for the most current listing of citations. You may be asked to re-submit work that does not conform to these expectations. Grades will be determined largely on content and critical analysis, but spelling, grammar, and conventions will also be considered.

Academic Integrity:

An important part of the community of scholars at MSU is the expectation that all students will engage in honest, authentic discourse within the classroom setting. The Office of the Ombudsman at MSU makes the following statement about academic honesty: "Academic honesty and integrity are fundamental values in a community of scholars." According to the MSU [Academic Freedom Report](#), students and faculty share a commitment to and responsibility for "maintaining the integrity of scholarship, grades, and professional standards."

In consideration of this value, the Ombudsman's office recommends that, as a student, you do not engage in any of the following behaviors:

- Turn in an exam, paper, or project that is not wholly your own work
- Copy answers from another student's exam or test
- Get questions and/or answers from students who have already taken an exam or quiz you are scheduled to take
- Have another person take a test for you
- Submit the same paper for two or more classes
- Use other authors' ideas and phrases without proper attribution (plagiarism)
- Collaborate with other students on projects or assignments without your instructor's permission.

Finally, the Ombudsman's Office also cites the [Integrity of Scholarship and Grades All-University Policy](#), which stipulates that instructors may assign a 0.0 on the assignment or 0.0 for the course if academic dishonesty is suspected.

For Students with Disabilities:

It is our intent to meet the needs of each student in this course. If you require any accommodations or services, please inform us or contact the Resource Center for Persons with Disabilities (www.msu.edu/unit/rcpd), 120 Bessey Hall, (517) 353-9642.

Classroom Considerations:

Student Leadership Training is a laboratory course rather than a lecture course. This means that you will primarily be involved in discussions and activities rather than listening to an instructor lecture or taking extensive notes. A key factor in laboratory learning is interacting with others. The in-class activities planned for this course are to enhance your understanding and development of leadership ideals. This allows you to learn from the perspectives and experiences of a variety of individuals as well to contribute to others' learning by sharing your own insights and experiences.

Course Schedule:

* The course instructors reserve the right to modify the course schedule as they see fit. Students should come to class having read the assigned materials and participate in the discussion.

Part I Leading Yourself

Week 1:

Tuesday 1/12

Theme: Course Introduction/Syllabus Review/Developing Course Norms

Thursday 1/14

Theme: Your Leadership Journey

Readings: Chapter 4 *Understanding Yourself* by Komives

Week 2:

Tuesday 1/19

Theme: Self-Awareness

Readings: *Get to Know Yourself as a Leader* by Lee & King

Thursday 1/21

Theme: Sharing Yourself with Others

Readings: *What's Your Mission?* By Ferazzi

Significant Object Presentations: Each member of the learning community will give a 2-minute presentation about an object that holds personal value and significant meaning.

Due: Reflection and responses on self-awareness should be posted to the Angel Discussion boards by midnight on Saturday, January 23, 2009.

Part II Career Development

Week 3:

Tuesday 1/26

Theme: Career Development

Guest Speaker: Tammison Smith from Career Services

Readings: *Moving Up or Moving Out* by Gardner; MSU Career Services Network: 12 Essentials for Success - Competencies Employers Seek in College Graduates

Thursday 1/28

Theme: Career Development

Readings: *Chapter 2 Effective Career Planning (Introduction)* by Indiana University Career Development Center

Chapter 3: *Effective Career Planning (Understanding your Interests)* by Indiana University Career Development Center

Chapter 4 *Effective Career Planning (Personality Preferences)* by Indiana University Career Development Center

Due: Reflection and responses on career development should be posted to the Angel Discussion board by midnight on Saturday, January 30, 2009.

Part III Leadership In Action**Week 4:****Tuesday 2/2**

Theme: Introduction of Leadership Theories

Readings: Chapter 1, *An Introduction to Leadership* by Komives; *Leadership That Matters* by Sashkin & Sashkin

Due: Service Learning Project Proposals

Thursday 2/4

Theme: The Changing Nature of Leadership

Readings: Chapter 2, *The Changing Nature of Leadership* by Komives; *Campus Life Under Grad Culture* by Harowitz

Due: All PLP meetings with Instructors should be completed.

Week 5:**Tuesday 2/9**

Theme: Models of Leadership

Readings: Chapter 3, *The Relational Model of Leadership* by Komives

Thursday 2/11

Theme: Models of Leadership

In Class Film: Erin Brockovich (2000)

Due: Reflection and responses regarding the relational model and Erin Brockovich due by midnight on Saturday, February 13, 2009.

Week 6:**Tuesday 2/16**

Theme: Understanding Others

Readings: *Theories of Leadership* by Murray

Thursday 2/18

Theme: Understanding Others

Readings: Chapter 5 *Understanding Others* by Komives

Week 7:

Tuesday 2/23

Theme: Group Dynamics

Readings: Chapters 6 & 7, *Leading With Integrity and Moral Purpose & Interacting With Teams and Groups, respectively* by Komives

Due: Written Personal Leadership Plan Check-In

Thursday 2/25

Theme: Being and Developing Community

Due: PLP updates

Week 8:

Tuesday 3/2

Theme: Working in Communities

Readings: Chapter 9, *Being In Communities* by Komives

Service Learning Presentations: Now moved to week 11, March 23, 2010 due to popular demand.

Thursday 3/4

Theme: Working in Communities

Readings: Chapter 10 : *Renewing Groups, Organizations, and Communities* by Komives

Week 9:

Tuesday 3/9

No Class: Spring Break

(Hint: If you have yet to complete your autobiography assignment, take advantage of Spring Break.)

Thursday 3/11

No Class: Spring Break

Week 10:

Tuesday 3/16

Theme: Multi-Cultural Forms of Leadership

Readings: A different Mirror, The making of multicultural America. Takaki
Analysis and Connection by Hill Collins

Thursday 3/18

Theme: Difference
In Class Film: Crash (2004)

Due: Reflection and responses on Multi-cultural forms of leadership due March 20, 2010.

Week 11:

Tuesday 3/23

Theme: Intersection of race, class, and gender
Readings: Chapter 8: *How Systems of Privilege Work* by Johnson

Service Learning Presentations due.

Thursday 3/25

Theme: Ethics
Readings: NONE

Service Learning Presentations continued.

Due: Service Learning Presentations; Reflections and responses regarding developing and working communities on Angel by Saturday, March 27, 2010 at midnight. Reflections should also discuss each student's contribution to the service- learning group.

Part IV Global Leadership

Week 12:

Tuesday 3/30

Theme: Global Leadership
Readings: Chapter 1: *If the People Will Lead the Leaders Will Follow*

Thursday 4/1-

Theme: Global Leadership
Readings: Students should bring an article to class from an international newspaper about an international leader.

Part V Leadership Challenges and Future Development

Week 13:

Tuesday 4/6

Theme: Change
Readings: Chapter 11: *Understanding Change* by Komives
Fresh Lipstick: Rethinking Images of Women in Advertising by Scott

Thursday 4/8

Theme: Change

Readings: *The Conundrum of Difference* by Bem

Due: Group Observation paper due

Week 14:

Tuesday 4/13

Theme: Change

Readings: Chapter 12: *Strategies for Change* by Komives

Thursday 4/15

Theme: Going Forth

Readings: Chapter 13: *Developing a Leadership Identity* by Komives

Week 15:

Tuesday 4/20

Theme: Going Forth

Readings: *Groupthink* by Janis

Thursday 4/22

Theme: Personal Leadership Plan Presentations

Readings: TBA personal management and self-evaluation tools

Presentations: Personal Leadership Plan Presentations

Week 16:

Tuesday 4/27

Theme: Review

Readings: none

Presentations: Personal Leadership Plan Presentations

Thursday 4/29

Theme: Creating an Impact; Course Wrap Up

Readings: none

Due: **Final Synthesis Due**

Finals Week:

Tuesday 5/4: NO CLASS

Thursday 5/7: NO CLASS