

Unconventional Strategies for College Student Leadership

Graduate School of Education– Rutgers University
15 245 643 01 – Spring 2013

Tuesday 10:55AM-1:35PM– Douglass Campus Center Rutgers Room– Douglass Campus

Instructors

Courtney O'Connell cmstone@echo.rutgers.edu and Kendall Niccum kan89@echo.rutgers.edu

Office Hours

Courtney: Mondays 9:30-10:30AM & By Arrangement – Douglass Campus Center, Room 212
Kendall: Wednesdays 11:00AM-12PM & By Arrangement -- at 17 Bartlett St. OFSA House

Required Texts

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.
See additional readings included on Sakai and organized by the week they are due.

Course SAKAI Site

To access additional readings or to post an assignment, please visit <https://sakai.rutgers.edu>. SAKAI is integrated with your Rutgers "net id," so please use your Rutgers username and password to log in to the site. Also, the class email listserv is generated via SAKAI and automatically uses your University-issued email address for all class communication. Accordingly, students are expected to check that email address frequently or have the mail forwarded to your third-party email client.

Course Overview

The purpose of this course is to encourage students to think critically about their responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course is grounded in learning the relational leadership model, and applying their knowledge of relational leadership to contemporary perspectives on leadership. Thoughtful analysis and reflection will be used to ensure the application of their knowledge and understanding.

The first four weeks of the course is devoted to the students learning the relational leadership model. This is a leadership model grounded in theory and research that will give the students a lens in which to view multiple contemporary perspectives on leadership practices. The following 10 weeks are designed to ensure the students are able to generate meaning and synthesize what they have learned about the relational leadership model in the context of modern day leadership perspectives. The readings were intentionally chosen to represent varying view points and highlight innovative practices. The relational leadership model is based on five principles: leadership is purposeful, inclusive, empowering, ethical, and process oriented.

Course Learning Objectives

By the end of this course, students will be able to:

- Define leadership in a relational context.
- Use the Relational Leadership Model as a means to analyze varying perspectives on leadership.
- Explain their role as a student leader in relation to the greater campus community.
- Identify personal core values that guide their practice as a student leader.
- Analyze existing processes in organizations to which they belong and evaluate how they reflect inclusiveness, empowerment, and ethics, as well as leading to fulfill the group's purpose.
- Articulate their personal leadership philosophy.

Course Schedule

<u>Week</u>	<u>Topic</u>	<u>Reading and Preparation</u>	<u>Assignment Due</u>
1/22	Course Introduction and Introduction to Relational Leadership Model		
1/29	Relational Leadership	<i>Exploring Leadership</i> chapters 1, 3 & 7	
2/5	Relational Leadership	<i>Exploring Leadership</i> chapters 4, 6 & 9	Relational Leadership Model reflection paper due Friday 2/8
2/12	Relational Leadership Model and Understanding the Thriving Quotient	<i>Exploring Leadership</i> chapter 12 <i>Shine: Brain Science, Peak Performance, and Finding the Shine</i> <i>The Thriving Quotient</i>	Sample blog post and blog grading criteria due
2/19	Creativity in the context of "Process Oriented"	<i>Drive: Mastery & Autonomy</i> <i>Linchpin: There is No Map</i>	Group Lesson Plan and Instruction Due/Presented- Process Oriented
2/26	Creativity in the context of "Process Oriented"	<i>The Accidental Creative: The Dynamics of Creative Work</i> <i>Delivering Happiness: Platform for Growth: Brand, Culture, Pipeline</i>	1 st Blog Post must be completed by Friday 3/1.
3/5	Collaboration in the context of "Empowerment"	<i>Multipliers: The Talent Magnet</i> <i>Influencer: Make the undesirable desirable</i> <i>Enchantment: How to Enchant Your Employees</i>	Group Lesson Plan and Instruction Due/Presented- Empowerment
3/12	Collaboration in the context of "Empowerment"	<i>Mistake Manifesto</i> <i>Flawesome Trends</i> <i>Accidental Creative: The Dynamics of Teamwork</i>	
3/26	Interdependence in the context of "Ethical"	<i>Socialnomics: Obama's Success Driven by Social Media</i> <i>Empowerment: Why Your Business Needs HEROs</i>	2 nd Blog Post must be completed by Friday 3/29.
4/2	Effective Leadership in the context of "Purposeful"	<i>Linchpin: Becoming the Linchpin</i> <i>Leading with the Heart: Teamwork</i>	Group Lesson Plan and Instruction Due/Presented- Purposeful
4/9	Understanding and Appreciating Cultural Differences in the context of "Inclusion"	<i>White Privilege: Unpacking the invisible backpack</i> <i>Multicultural Communication on Campus</i>	Virtual Leadership Resource Due by Friday 4/12
4/16	Understanding and Appreciating Cultural Differences in the context of "Inclusion"	<i>College 101: How I Came Out to My Parents & The Struggle to be an All-American Girl</i> <i>How Starbucks Saved My Life</i>	3 rd Blog Post Due by Friday 4/19
4/23	Trust	<i>Start Something that Matters: Build Trust</i> <i>Empowerment: Employee HEROs and their Projects</i> <i>The Power of Trust and Mistrust</i>	
4/30	Being an agent of change	<i>The Leadership Gap</i> <i>Exploring Leadership</i> chapter 13	Leadership Philosophy Paper Due 5/3
5/7		Leadership Philosophy Presentations	

Grading:

Participation	30 points
Experiential Checklist and Blog Posts	55 points (15 points per post, 10 points for sample/grading criteria)
Reflection Paper	15 points
Instruction Project	60 points
Virtual Leadership Resource	40 points
Philosophy Paper	80 Points
Philosophy Presentation	20 Points
Total Possible Points	300 Points

Grading Scale:

- **A** 90 – 100 points
- **B +** 85 – 89 points
- **B** 80 – 84 points
- **C+** 75 – 79 points
- **C** 70 – 74 points
- **D** 60 – 69 points
- **F** 0 - 59 points

Writing Assignments

Writing assignments will require students to synthesize information being learned in class with real life examples and experiences. Writing assignments will vary in length but minimum/maximum page requirements do not include any diagrams/pictures. All writing assignments should be submitted **ON SAKAI** on the dates listed in the syllabus. **Papers are not accepted via email.** All written assignments should be double-spaced with one-inch margins. Please include a standard single-spaced heading on the first page of each assignment and your last name in the header of each page. Example of heading:

Susie Smith
Unconventional Strategies for College Student Leadership
Writing Assignment One
October 12, 2012

Failure to adhere to the format requirements listed above will result in an automatic half to whole letter grade deduction. In addition, proper spelling and grammar are a reflection of your commitment to the assignment and are therefore factored into your grade.

Late Assignment Policy: Late assignments will be penalized half a letter grade for each day late. Assignments will not be accepted more than 14 days after the original due date. Students should use the University Absence Reporting website (<https://sims.rutgers.edu/ssra>) to report all absences relating to late writing assignment submission so that they can be considered during grading.

Class Participation/ In-Class Exercises

At various points during this course, in class exercises will be conducted during class meetings to confirm comprehension of assigned readings and to connect students more directly to the material being presented. Absent students will not be permitted to make-up these exercises for any reason. In addition, since class discussion is a crucial part of our course design, active participation in discussions will be factored into your final grade.

Extra Credit

There **may** be an opportunity for students to earn extra credit during the semester including possibly attending a specified event on campus and completing an extra writing assignment about the event. These opportunities are **100% optional** and are only intended to provide

students with a way to boost their grade. More information on extra credit will be distributed in class as opportunities arise.

Attendance

You are expected to attend all classes but attendance will not be formally recorded. You are responsible for all material and media presented in class, as well as all assigned readings. Your success in this class will be directly related to your attendance and participation in class. When reviewing student grades from previous semesters, students who **ACTIVELY** attended class regularly did significantly better than those who did not.

Students should use the University Absence Reporting website (<https://sims.rutgers.edu/ssra>) to report all course meeting absences. Please indicate the date and reason for your absence so that it is officially recorded in the University system. An email is automatically sent to me notifying me of the absence.

If you must miss class for an extended period of time (longer than one week), please communicate with both the instructors and one of the Deans of Students **ASAP** so that we can figure out how to handle your particular situation. It is virtually impossible to assist a student dealing with a personal situation when he/she waits to communicate that information to me until the end of the semester.

Class Conduct

All students are expected to be on time to class. If for some reason, you need to arrive late or leave early, please do so with minimum disruption. Since this course involves discussion, it is inevitable that differing opinions will be presented. The University as a whole supports the free and open exchange of ideas and this course will be no different. All students are expected to be respectful of any and all opinions shared in class.

Emergencies

In case of adverse weather or other emergency, please check the appropriate University status webpage to confirm the operating status of the University. If the campus status is listed as operating, you should assume that our class **will** meet.

Academic Integrity

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic honesty and the successful administration of this policy depend on the mutual cooperation of faculty and students. Dissemination of the Academic Integrity Policy to all faculty, staff, and students will ensure that all members of the community are informed about academic integrity.

Faculty cooperation is essential for successful application of the procedures defined by the Academic Integrity Policy. Faculty members can help promote academic integrity by making clear on their syllabi their expectations concerning homework assignments, collaborative student efforts, research papers, examinations, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

This policy seeks to demonstrate the University's concern with academic dishonesty and to guarantee a fair procedure for resolving complaints of academic dishonesty.

Violations of Academic Integrity

The various ways in which academic honesty can be violated are discussed below. The comments and examples within each section provide explanations and illustrative material, but do not necessarily exhaust the scope of these violations.

A. Cheating

Cheating is the use of inappropriate and unacknowledged materials, information, or study aids in any academic exercise. The use of books, notes, calculators and conversation with others is restricted or forbidden in certain academic exercises. Their use in these cases constitutes cheating. Similarly, students must not request others (including commercial term paper companies) to conduct research or prepare any work for them, nor may they submit identical work or portions thereof for credit or honors more than once without prior approval of the instructor.

B. Fabrication

Fabrication is the falsification or invention of any information or citation in an academic exercise. "Invented" information may not be used in any laboratory experiment or other academic exercise without authorization from the instructor. It is improper, for example, to analyze one sample in an experiment and covertly "invent" data based on that single experiment for several more required analyses. The student must also acknowledge reliance upon the actual source from which cited information was obtained. A writer should not, for example, reproduce a quotation from a book review and indicate that the quotation was obtained from the book itself.

C. Facilitating Academic Dishonesty

Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are violating academic integrity. Such students are as guilty of intellectual dishonesty as the student who receives the material even though they may not themselves benefit academically from that dishonesty.

D. Plagiarism

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.

E. Denying others access to information or material

It is a violation of academic integrity to deny others access to scholarly resources, or to deliberately impede the progress of another student or scholar. Examples of offenses of this

type include: giving other students false or misleading information; making library material unavailable to others by stealing or defacing books or journals, or by deliberately misplacing or destroying reserve materials; or altering computer files that belong to another.

The Full Policy on Academic Integrity and additional information can be found on at the Office of Student Conduct Website (<http://studentconduct.rutgers.edu>)

Assignments

Sample Blog Post and Grading Criteria

On Sakai, submit the link to the blog post you read, and write a summary of your responses/reactions to the following three prompts.

- Find a leadership blog post that resonates with you and talk briefly about why you chose this post.
- Identify 3-5 aspects of the post that made you choose it (i.e. writing style, design, layout, visuals, multimedia use, etc.).
- Note 1-3 grading criteria we should use when grading the class blog posts.

Reflection Paper

The reflection paper is meant to serve as a way for students to make sense of what they have read and learned about the relational leadership model. This paper will help guide the student through the remainder of class as a lens in which to view the various perspectives on leadership. This reflection will also be helpful for the student when they go to write their leadership philosophy. Given the lapse in time between now and when they will write this philosophy the reflection paper will document their reactions to the relational leadership model which may later provide insight into their leadership philosophy. The reflection paper should be 2-3 pages in length and submitted on Sakai.

Relational Leadership Model and Thriving Quotient: Lesson Plan and Instruction Project

The relational leadership model is broken up into 5 different components: process oriented, ethical, purposeful, inclusion, and empowerment. The class will be broken up into 3 groups. Groups will have a component of the relational leadership model to become experts in and present to the class about their component.

To earn full credit, students must:

- Work together as a cohesive team throughout the time spent preparing and presenting (students will be provided with evaluation tools to be used that will inform the instructors of their ability to accomplish this)
- Cite specific examples from the reading, and discuss how they apply to the role of a student leader
- Include 2-3 different facilitation methods while clearly presenting key points related to their topic
- Execute the lesson plan in a way that engages their classmates, and ensures each group member has some role in the facilitation

Experiential Checklist and Blog Posts

Students will select 3 items from the experiential checklist that they will complete over the course of the semester. Students will need to write a blog post about each of their three experiences. These blog posts will be divided up over time to ensure a lively discussion all semester long. The blog posts will serve as documented student reflections, and simultaneously enhance the students' ability to write for a social media platform. Each experience must come from a different category on the check list.

To earn full credit, students must:

- Discuss the experience in detail.
- Identify how the experience influenced their understanding of student leadership.

- Use some sort of photograph or other form of multimedia in the blog post to illustrate a point and/or create a visual.
- Use sophisticated sentence structure, no grammatical errors, and excellent attempt and blog writing style.

Virtual Leadership Resource

Groups of 3-4 will work together to create an online training module on the leadership topic of their choice. Students will need to pick a reading or readings that were covered in this course, and identify messages and ideas that they believe would be helpful for other student leaders to know. They need to use this to create 2-3 learning objectives for an online module. The groups will then work together to create a media rich, and engaging online module that will be used by student leaders at Rutgers University. Training on Adobe Presenter software, as well as slide design and video editing resources/training will be provided to groups.

To earn full credit, students must:

- Identify 2-3 clear learning objectives for their module.
- Include ideas and perspectives represented in course readings.
- Create a dynamic and engaging online module aligned with the learning objectives identified.
- Work together as a cohesive team throughout the time spent creating the module (students will be provided with evaluation tools to be used that will inform the instructors of their ability to accomplish this).

Leadership Philosophy Paper

The culminating project for this class will be the student's creation of their personal leadership philosophy. They will be exposed to several perspectives on leadership, and they will need to identify which perspectives resonated with them and how those perspectives influenced them. They will also need to address what they learned about their role as a student leader, and reflect on how their personal leadership philosophy will take shape as they pursue this role at Rutgers. This paper should be between 5-7 pages in length. The oral presentation is a 5-7 minute presentation to the class that summarizes the key points addressed in their paper. This component of the assignment will challenge them to speak about themselves and their philosophy in a short period of time.

To earn full credit, students must:

- Cite specific scholarly perspectives that resonated with them and have influenced the way in which they lead others.
- Illustrate their understanding of the student leader role at Rutgers University.
- Clearly identify their core values.
- Effectively present their philosophy in a concise manner.
- Use action oriented statements in their writing and presentation to identify how their philosophy will take shape as they continue to pursue their role as a leader in the Rutgers community.

Experiential Check List and Blogging Assignment

Personal Interviews

Student Leader: Choose the president or a “manager level” staff member from the Student Life team (see page 2 for more information)

Employer: Choose someone that works for a company that hires college graduates and discuss what employers are looking for, in terms of one’s leadership skills, when hiring for their entry level positions.

Student Leader (non-RU): Connect with a student leader on another college campus. Identify common experiences and/or challenges that you both face as student leaders. Reflect on how campus culture impacts one’s experience as a student leader.

Professional staff member that supervises student/graduate/pro staff: Discuss what they have learned about leadership through the process of supervising staff.

Your mentor/Someone you look up to as a leader: Reflect on “their story”, and what others can learn or take away from their story.

Field Experience Observation and Participation

Shadow another student life team member: What did you learn about their role in Student Life? What can you appreciate about that person’s role that you may not have realized before? Reflect on the experience of shadowing.

Attend an organization meeting (one that you do not belong to): Observe what leadership style the president/exec board illustrated while running the meeting. Observe the level of community and collaboration among members.

Facilitate a team builder: Facilitate a team builder with your organization or staff. Explain what team builder you facilitated. Reflect on what the group learned from doing the team builder, what it was like to facilitate, and why you chose the team builder you did.

Volunteer at a service event: Reflect on what is meant by “servant leadership”. Explain your experience and what you learned.

Creative Analysis/Reflections/Representations

Photo Collage: Take photos of at least 10 things on campus that you feel represent the campus culture at Rutgers and discuss in your post how student leaders impact the culture at Rutgers.

Case Study Analysis: You will be provided with a case study to react to in your blog post. See instructor for case study.

Pick one of the four stages of group development and create a two day retreat schedule for a group experiencing that stage of group development: Identify activities you would include, and explain why you chose the activities you did.

Document Review: Pick 3 Targum ads promoting a job or opportunity for involvement on campus and provide a thoughtful analysis on how the organizations communicate (or fall short at communicating) their “Why”.

How-To/Resource

Delegation: Reflect on strategies you may have used in the past that did work and those that did not. Think about what the authors from some of your class readings would say about delegation. Provide succinct tips and strategies that other leaders could use.

Running a meeting: Reflect on strategies you may have used/seen in the past that did work and those that did not. Think about what the authors from some of your class readings would say about leading a meeting. Provide succinct tips and strategies that other leaders could use.

Planning a Program: Reflect on strategies you may have used/seen in the past that did work and those that did not. Think about what the authors from some of your class readings would say about planning a program. Provide succinct tips and strategies that other leaders could use.

Student Leader Interview:

If you choose to do the student leader interview, we have created the list below of examples. Because this list is not inclusive of all leaders, you may choose someone not listed as long as it makes sense for this blogging assignment. We have also included a focal point to help guide what questions you ask, and ultimately how you craft the blog post. The person you interview must either be the president of the organization or at a “manager” level depending on if it is related to an employment position or student organization respectively.

- RUPA: Programming and its effect on the overall campus culture and impact on building community on campus
- Dance Marathon/SVC: The concept of Servant Leadership
- IFC/Panhel: What it means to be a governing council for a diverse range of Greek organization all with different priorities, interests and challenges
- RUSA: The importance of student advocacy on campus
- Alternative Break (equivalent of “president” is Site Leader): The importance of being a “reflective leader”.
- Orientation Team Leader: Orientation and its effect on the overall campus culture as well as empowering future leaders of the university
- Student Center Manager: How students centers have the potential/ability to impact the campus community