

Student Leadership, Workshop and Program Development

Fall 2015

Meeting: Wednesdays, 1:00pm-3:40p.m; ED 25A
Instructor: Janet M. Holdsworth, Ph.D.
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Office Hours: Wednesdays 12pm-1pm, or by appointment
Cell Phone: 763.458.7872 (Between 10am - 2pm; or 9pm - 11pm)

Course Description:

The course will explore leadership theory and practice as a foundation for working with and training student leaders in higher education settings. Individual styles and skills, team development and ethical concerns of leadership will be included. Theoretical and practical aspects of working with students in workshop and program development settings and effective evaluation and assessment of those programs are an integral part of the course.

Course Objectives:

This course is intended to assist students in developing an understanding of contemporary leadership frameworks and theories used to design programming and workshop initiatives across the various functional areas in the field of student affairs. The course objectives will be achieved by addressing the following supporting goals:

1. Foster an understanding of leadership theories and frameworks;
2. Examine how organizational and situational context influences the practice of leadership;
3. Understand how to design and assess workshops and programs, specifically related to leadership; *and*
4. Comprehend the role of leadership in student affairs, overall, on college and university campuses.

To achieve these objectives, students will be able to demonstrate knowledge of:

1. Leadership theory and its application in working with student organizations and student leaders;
2. The influence of gender and culture on leadership in organizations;
3. Frameworks for analyzing and understanding organizational types; *and*
4. How to design and assess programs that focus on student leadership development.

Required Text(s)/Readings:

- 1) Komives, S.R., Dugan, J.P., Owen, J.E., Slack, C., Wagner, W., and Associates. (2011). *The handbook for student leadership development*. San Francisco, CA: John Wiley & Sons, Inc.
- 2) Northouse, P.G.(2016). *Leadership: Theory & practice*. Thousand Oaks, California: Sage Publications, Inc.

*Additional required reading will be academic articles, cases, and other handouts provided by the instructor.

Required Assignments and Evaluation

You determine your grade by the number of points earned on course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an "A." Final grades will be determined based on the following points system:

- Class Attendance/Participation: 15pts
- Assignments:
 - Research-based leadership paper: 10-12pp **(10/21)** 25pts
 - Leadership program paper: 5-8pp paper **(11/25)** 20pts
 - Oral presentation (group): based on Case Study **(12/9)** 15pts
 - Case Study Paper: 3-5pp paper **(12/16)** 25 pts

Total: 100 pts

The research-based leadership paper is required; however, each student has a choice between the two topics below*:

An **10-12pp paper** on one of two possible foci: **(1)** an in-depth **examination of a significant historical figure** in American higher education (e.g., a college president, faculty leader, pioneer, etc.) in which you not only provide an overview of their contribution to American higher education, but also a research-based interpretation of their leadership style(s) or **(2)** an in-depth examination of a significant, **historical event, policy or issue** in which you not only provide an overview of the event, policy or issue, but also a research-based interpretation of the primary leaders'/stakeholders' leadership styles and the impact on the outcome of the event, policy or issue.

The leadership program paper will be an examination of a university/college-based leadership program. The case study project will be conducted in-class, in small groups. Each group will lead a discussion in class on their topic within the case study. Each individual student will submit a brief paper answering questions regarding the case. More specific information on all of the above, will follow.

Schedule of Course Topics, Readings and Assignments:

September 2 - *Introductions; Course & Syllabus Review*

September 9 - *Organizational Frameworks - (Bolman & Deal)*

September 16 - *Leadership Theories (Traits, Skills, Behavioral, Situational)*
Northouse pp. 1 - 114

September 23 - No Class - (Work on leadership paper)

September 30 - *Leadership Theories Continued... (Transformational; Authentic Leadership)*
Northouse pp. 161-224

October 7 - *Servant Leadership*
Northouse pp. 225 - 256

October 14 - *Gender, Culture and Leadership*
Northouse pp.397 - 465

October 21 - *Leadership Ethics, Summary, discussion (Leadership Paper DUE)*
Northouse pp 329-362

October 28 - *Roles and Theories of Leadership Education/Programs & Social Change Model*
Komives et al, pp 35-58

November 4 - *Leadership Programs - Designed*
Komives et al, pp 137-176

November 11 - *Leadership Programs - Assessment and Evaluation*
Komives et al, pp 177-202

November 18 - *Co curricular Programs, Culture & Social Identity Dimensions*
Komives et al, pp 287 -368

November 25 - No Class - Leadership program paper DUE (via email by 11/25 by 9pm)

December 2 - *Case Study project - in-class work*

December 9 - *Oral presentation/discussion of Case Study*

December 16 - Wrap-up, evaluations, etc.; (Case Study Paper is DUE)

Academic Dishonesty

Matters relating to academic dishonesty will be handled in accordance with the guidelines specified in the Rutgers University Academic Integrity Policy (http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf).

Note About Electronic Devices: Checking electronic accounts, texting, and engaging in any other electronic communications may be conducted ONLY during the mid-class break. Unauthorized use of electronic devices during class will result in the complete forfeit of class participation points.

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This office is located in the Rutgers Office of Disability Services (dsoffice@rci.rutgers.edu), Lucy Stone Hall, 54 Joyce Kilmer Avenue, Suite