

Dr. Joseph E. Garcia

Class Meets: MWF 1:30-2:20 PM and Weekly with LDST 101 Discussion Section as assigned

Special Orientation Sessions: W 1/4 – 6-9PM and F 1/6 – 1:30-2:20 PM

Textbook (Required):

Kouzes, J. M., & Posner, B. Z. (2008). *The Student Leadership Challenge*. San Francisco, CA: Jossey-Bass.

Additional Readings (Required):

Basic Facilitation Skills. (2002). Published By: The Human Leadership and Development Division of the American Society for Quality; The Association for Quality and Participation; The International Association of Facilitators. Accessible at: <http://www.uiowa.edu/~cqi/2002BasicFacilitationPrimer.pdf>

Recommended Readings:

Daft, R. L. (2011). *The Leadership Experience*. (5th Edition) Mason, OH; South-Western Cengage Learning.
Pollack, S., & Fusoni, M. (2005). *Moving Beyond Icebreakers: An Innovative Approach to Group Facilitation, Learning, and Action*. Boston, MA: Center for Team Empowerment.

Why take this course?

Leadership is a topic that is widely discussed, often poorly understood, and affects us all. We all engage in activities in which we lead and follow, from the family environment, to school, employment, community and government but are rarely given the opportunity to systematically practice leadership in an educational context and improve our skills and abilities. In this course, you will be given the responsibility to lead and facilitate a group of students who are learning about leadership to provide you with opportunities to learn new knowledge and skills in leadership. In essence, you will be challenged to lead others to learn about leadership and learn to be a more effective leader yourself.

COURSE OBJECTIVES/LEARNING OUTCOMES

1. To understand your own leadership and facilitation style and how to best utilize your talents as a leader and facilitator.
2. To successfully practice leading through facilitation.
3. To learn and practice operational skills in managing and assessing learning processes.
4. To develop and demonstrate interpersonal communication and conflict management skills.
5. To demonstrate reflective learning skills that are integral to leading.

APPROACH:

In this class you will be challenged to take an active role as a leader and facilitator of student learning on the topic of leadership. You will be a critical part of the teaching-learning relationship for students in the Introduction to Leadership Studies (101) course and through that experience will learn about your own leadership and facilitation style as well as gain experience in developing as a facilitator and leader. Your experience in this course will be divided into the following components:

1. Special Orientation Sessions (**Wednesday 1/4 – 6-9 PM in Wilson Library 268 and Friday 1/6 – 1:30-2:20 PM in Haggard Hall 233**): In the Wednesday evening session you will be provided an orientation to the course and an introduction to your leadership development plan in the context of developing facilitation and leadership skills. The Friday session will acquaint you with our communication technology platform and enable you to better serve the volunteer professionals and LDST 101 students with their leadership dialog.
2. Seminar: We meet in these sessions to plan the agenda for the upcoming week, gain exposure to and develop leadership and facilitation skills, address issues that emerge from your applied leadership experience, and sharpen professional and leadership skills. On selected Wednesdays, you will have the opportunity to meet in a round table format with prominent leaders who will be serving as guest

experts in the LDST 101 course. In these sessions, you will get a chance to have an up close and personal experience where you can explore your interests in leadership with a successful leader.

3. **Applied Leadership Experience:** Once a week, you will co-lead a 2 hour discussion section. Among your responsibilities you will manage course administration, serve as a peer advisor to students, and facilitate small group activities. These will include guiding discussions and leading workshops on professional communication and developing questions for invited experts, supporting student-virtual mentor relationships, and administering and providing feedback from quizzes that also serve as leadership learning opportunities for the 101 students.

EVALUATION:

Your grade will be based on your performance on the following activities:

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| 1. Integrative Reflective Paper = | 25 |
| 2. Biweekly Learning Journals = | 10 |
| 3. Seminar Participation and Contributions = | 25 |
| 4. <u>Leading and Facilitating Discussion Sessions =</u> | <u>40</u> |

Total Possible Points = 100

GRADES:

Grades will be determined using the following point cutoffs as a guideline. I reserve the right to adjust cutoffs (up or down) to ensure valid grades. The cutoffs are as follows: 90=A- ... 80=B- ... 70=C- ... 60=D-...59 or below=F.

MAKE-UP POLICY & ATTENDANCE:

Attendance is mandatory for this course. An unexcused absence or one that does not take into consideration coverage for a discussion session is ground for an unsatisfactory grade for the course. Excused absences and excused late work will be accepted pending approval from your instructor. If you have an unusual and extenuating circumstance make an appointment to see me as early as possible, prior to the missed class/assignment. Please come and see me if you have or anticipate a challenging situation.

HONESTY AND HONESTY CODE:

This course promotes the development of effective and ethical leadership and behavior. Each of us bears the responsibility to maintain ethical standards that are responsible and honest. As such, cheating will not be tolerated. Due to the nature of this course, collaborative preparation is encouraged, however, copying another person's work, on any assignments does qualify as cheating and subject to academic discipline. You should review appropriate sections of Western Washington University's Catalog (http://www.wvu.edu/wwu_catalog/index.shtml) for further details.

ASSIGNMENTS-RESPONSIBILITIES

1. Integrative Reflective Paper – 25% of grade - The purpose of this assignment is to enable you *to create a professional development plan for your leadership and facilitation skills*. The plan should include a self-assessment and a plan for action as described below. (Suggested length 10 pages)
 - a. Part one of the plan should include an authentic self-assessment of the your knowledge, feelings, and performance as a leader and group facilitator based on the course objectives. The plan should articulate your personal and professional strengths and weaknesses as a leader.
 - b. Part two of the plan should flow from part one and demonstrate a strategy and realistic action plan for enhancing your abilities as a leader and facilitator in a proposed work environment that reflects your career objectives, course of study and progress towards graduation.
 - i. The paper **MUST BE TYPED** and **DOUBLE-SPACED** in a standard typeface (such as Times Roman 12 point) and include a title page with your name, the date, course name, and assignment name. Do **NOT** use folders or fancy covers. Keep the format simple and to the point. I am impressed with content. Fancy packaging gives me reason to suspect that substance is missing. Staple your papers together with a staple in the upper left-hand corner and **paginate**.

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2. Biweekly Learning Journal – 10% of grade – The purpose of this assignment is for you to articulate what you are learning about your leadership and facilitation skills and potential. The journal should contain your reflections on your experience in the course and your future as a leader based. It should NOT be a report of what happened this week in LDST 450. (Suggested length 2 pages)
 - a. As with the Integrative Reflective Paper, your Learning Journals should be TYPED and Double-Spaced and include appropriate identifying information.
3. Seminar Participation and Contributions – 25 % of grade – The seminar sessions are designed to prepare you for working as leaders and facilitators for your applied leadership experience. The seminar sessions will include planning for the weekly discussion session; debriefing the experience; instruction in leading and facilitation; administering and grading quizzes and providing feedback to students; and a forum for questions concerning course issues. In addition, you will have the opportunity to meet with the guest speakers for the Introduction to Leadership Studies course in a small group environment and get a chance to learn about leadership with them.
4. Leading and Facilitating Discussion Sessions – 40% of grade – This is the applied leadership portion of the course and where you as an instructional assistant will provide guidance, support and facilitate student learning in the discussion sections of the Leadership 101 course. Duties will include course administrative tasks such as taking attendance, supporting students in completing their assignments (especially their communications with their virtual mentors), administering quizzes and providing feedback, leading exercises and case discussions, serving as course advisors to students.

PLANNED SCHEDULE OF ACTIVITIES

Dates	<u>Leadership 497 Workshop</u> <u>Session Topic/Activity</u>	Leadership 101 Agenda	<u>Leadership 101 Discussion</u> <u>Session Activity</u>
1/4 – 6-9 PM Special Location - Library 268	Course Management Techniques Leadership Overview Facilitating Discussions Supporting Virtual Mentoring Administering Quizzes for Leadership Learning Developing Questions for Experts Assessment	NA	NA
1/4 & 1/6	Course Orientation 1/4 Orientation to Technical Issues – 1/6	Course Introduction Weekly Topic: Leadership: What is it?	Ice Breaker & Orientation Introduction to Leading conversations about Leadership Assignment
1/9 & 1/11 & 1/13	101 Course Activity Preparation Professional Writing Skills for LDST 101 Basic Facilitation Skills - Introduction Leadership Practices – Intro & Overview <i>Learning Journal #1 Due 1/13</i>	Weekly Topic: The Study of Leadership Initiate first conversation with professional	Question for Guest Expert #1 Due Writing professionally in the electronic medium Leadership Discussion
1/18 & 1/20 (MLK Holiday 1/16)	101 Course Activity Preparation Administering Quizzes and Providing Feedback Leadership Practices – Modeling the Way Conversation Hour with Guest Expert #1	Weekly Topic: Individual Leadership Attributes Guest Expert #1 - Interview	Quiz #1 Facilitate Conversation of Leadership and teams in the context of the Quiz Leadership Discussion
1/23 & 1/25 & 1/27	101 Course Activity Preparation Leadership Practices – Inspiring a Shared Vision Conversation Hour with Panelists <i>Learning Journal #2 Due 1/27</i>	Weekly Topic: Leadership Competencies and Values Panel Discussion: Leadership after WWU	Question for Guest Expert #2 Due Discuss Conversation Question #1 with Professional Leadership Discussion

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1/30 & 2/1 & 2/3	101 Course Activity Preparation Administering Quizzes and Providing Feedback Leadership Practices– Challenge the Process Conversation Hour with Guest Expert #2	Weekly Topic: Leading through Followership Guest Expert #2	Quiz #2 Facilitate Conversation of Leadership and teams in the context of the Quiz Examination Preparation Leadership Discussion
2/6 & 2/8 & 2/10	Providing Exam Feedback 101 Course Activity Preparation Preparation for Reflection Paper Leadership Practices – Enabling Others to Act Learning Journal #3 Due 2/10	EXAM #1 – 2/7 Weekly Topic: Leadership and Motivation	Question for Guest Expert #3 Due Leadership Discussion
2/13 & 2/15 & 2/17	101 Course Activity Preparation Leadership Practices – Encouraging the Heart Conversation Hour with Guest Expert #3	Weekly Topic: Leadership and Communicating in Teams Guest Expert #3	Discuss Conversation Question #2 with Professional Leadership Discussion
2/22 & 2/24 (President’s Day Holiday 2/20)	101 Course Activity Preparation Administering Quizzes and Providing Feedback Leadership Practices – Leadership is Everyone’s Business Conversation hour with Panelists Learning Journal #4 Due 2/24	Weekly Topic: Leading for Diversity and Leading with Influence Panel Discussion: Leadership in Service	Question for Guest Expert #4 Due Quiz #3 Facilitate Conversation of Leadership and teams in the context of the Quiz Leadership Discussion
2/27 & 2/19 & 3/2	101 Course Activity Preparation Conversation Hour with Guest Expert #4	Weekly Topic: Strategic Leadership Values and Vision Guest Expert #4	Leadership Discussion Discuss Leading Conversation with Professional Paper Assignment
3/5 & 3/7 & 3/9	101 Course Activity Preparation Administering Quizzes and Providing Feedback Administering course evaluation Learning Journal #5 Due 3/9	Leading Conversations about Leadership Paper Due on 3/9 Sign-Up Deadline for Optional Final Examination on 3/9 Weekly Topic: Leadership and Change Course Closing Session	Quiz #4 Facilitate Conversation of Leadership and teams in the context of the Quiz Discuss Conversation Question #3 with Professional Discuss Leading Conversation with Professional Paper Assignment Close
TBD	Course Closing Session Integrative Reflective Paper Due on 3/13 at 3:30 PM in OM 480C	EXAM #2 AND OPTIONAL FINAL EXAMINATION on 3/17 at 3:30 PM	None