

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Leadership

Fall 2009

SEMS 3500-510: Leadership Development

Upper Division

Faculty Name: Dr. Bernard J. Strenecky

COURSE DESCRIPTION

The purpose of this course is to assist you in developing international leadership competencies. The course will provide you with a broad based knowledge of the theoretical constructs underlying leadership in a global society and will provide learning opportunities that will help develop knowledge, attitudes and skills necessary in becoming an effective leader. The course will address followership, ethics, and the development of a personal leadership model. Students will be expected to assume a significant leadership role in the Semester At Sea community.

COURSE GOALS

1. To develop student leaders who can employ written and oral reflective practices in the creation of a personal meta cognitive model. The model will guide their learning in this course and assist them in becoming life long learners.
2. To develop student leaders who can utilize professional portfolios to guide their personal learning and as a tool to assist them in leadership development.
3. To explore basic models and concepts of leadership.
4. To develop new leadership skills.
5. To develop a personal approach to effective leadership through organizing, managing, and leading a student group in a service learning project.
6. To be knowledgeable of the influence that culture plays in leadership styles and behaviors.

COURSE CLASSES

I. INTRODUCTION TO THE COURSE (1 CLASS)

We will discuss course expectations and the grading system. During this class the role of reflection and portfolio development will be presented.

Readings:

Cook-Benjamin, L. (2001) Portfolio Assessment: Benefits, Issues of Implementation & Reflections on Its Use. *Assessment Update* 13 (4) 6-7.

Fersten, L. and Fernsten, J. (2005) Portfolio Assessment and Reflection: Enhancing Learning through Effective Practice. *Reflective Practice* 6(2) 303-309.

Cooper, D. (1998), Writing and Reflection Academic Service Learning: A Pedagogy of Action and Reflection. San Francisco: CA: Jossey-Bass. pp 47-56.

Kottkamp, R. (1990) Means for Facilitating Reflection. *Education and Urban Society*. 22(2) 182-203.

II. BUILDING AND MANAGING SUCCESSFUL COOPERATIVE LEARNING TEAMS (2 CLASSES)

Classes will be devoted to developing a personal philosophy of successful team building and peer group learning. Emphasis will be placed on the developing group learning skills, establishing group goals and fostering accountability. Learning groups will be formed; group standards will be established for communication, assessing individual performance and fact-based judgments.

Readings:

Class Test – 217-230

Komives, S., Lucas N. and Mc Mahon (2007) Exploring Leadership (2nd ed.) pp. 215-246. San Francisco, CA: John Wiley and Sons.

Hill, S.E.K. (2004) Team Leadership. In P. G. Northouse (Ed.) Leadership The Theory and Practice pp. 203-225. Thousand Oaks, CA: Sage Publications

III. **DEFINING AND DESCRIBING LEADERSHIP (1 CLASSES)**

In this class we will examine the ways of conceptualizing leadership and a definition of leadership will be created.

Readings:

Class Text: p. 1-13

Mumford, M.D., Zaccaro, S. J., Connelly, M. S., & Marks, M. A., (2000). Leadership Skills: Conclusions and future directions. *Leadership Quarterly*, 11 (1), 155-170.

Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A., (2000). Leadership skills for a changing world: Solving complex social problems. *Leadership Quarterly*, 11 (1), 11-35.

Yammarino, F. J. (2000). Leadership skills: Introduction and overview. *Leadership Quarterly*, 11 (1), 5-9.

Crawford, C. B., Brungardt, C. L., and Maughan, M. M. , Understanding leadership. Hoboken, NT. Wiley pp 3-15

Komives, S., Lucas N. and Mc Mahon (2007) Exploring Leadership (2nd ed.) pp. 3-35. San Francisco, CA: John Wiley and Sons.

IV. **CULTURAL UNDERSTANDING (1 CLASS)**

Leadership skills neither exist or develop in a vacuum and are significantly influenced by culture and historical events. In order for you to better understand your own culture and the cultures of the countries we will be visiting. You will engage in a series of exercises that will assist you in developing an explanatory model that deals with the relationship of culture to leadership developments.

PRODUCT: Utilizing a critical events model you will analyze the culture of your city, state and nation and that of each of the places we visit. In your analysis special emphasis should be placed on the role that culture, history and geography play in determining leadership styles and behaviors. Special effort should be made to include information provided in our Global Studies class in your analysis.

Readings:

Class Text: pP. 15-126

Crawford, C. B., Brungardt, C. L., and Maughan, M. M. , Understanding leadership. Hoboken, NT. Wiley pp 31-69

V. COMPARING AND CONTRASTING THEORIES OF LEADERSHIP (2 CLASSES)

We will compare and contrast the following theories of leadership: Trait Approach, Skills Approach, Style Approach, Situational Approach, and Contingency Approach.

Readings:

Class Text: pp. 15-126

Crawford, C. B., Brungardt, C. L., and Maughan, M. M. , Understanding leadership. Hoboken, NT. Wiley pp 31-69

PRODUCT: Create a portfolio chapter that compares and contrasts the four theories of leadership. Construct a model of leadership that will guide the type of leader you would strive to become.

VI. MEASUREMENT OF LEADERSHIP SKILLS (2 CLASSES)

We will concentrate on the measurement of Leadership Skills. Special emphasis will be placed on the measurement of your personal leadership characteristics as they relate to the following leadership approaches; Path-Goal Theory, Leader-Member Exchange Theory, and Transformational Leadership.

Readings:

Class Text: pp 127-204

PRODUCT:

1. Select a Leadership Theory from your text.
2. Complete the questionnaire in your text that assesses your skills as they relate to the theory.
3. Score and interpret the questionnaire.
4. Determine your strengths and weaknesses.
5. Have two fellow students evaluate you with the same instrument and analyze the results by:
 - a. Comparing your results with those of the other respondents. Through discussion and reflection analyze areas where there is a lack of congruence and areas where you are in agreement.

VII. MID TERM EVALUATION (2 CLASSES)

Utilizing peer and instructor portfolio review, students will be provided feedback on their academic progress. Through the use of an individual conference the instructor will provide evaluative information. Strategies for optimizing learning will be

Readings:

Class Text: pp 301-339

Hofstede, G (2001) Culture's consequences: Comparing values, behaviors, institutions and organizations across nations. Thousand Oaks, CA: Sage

Morrison, T and Conaway, W (2006) Kiss, Bow or Shake Hands, Avon, MA: Adams Media

VIII. DEVELOPING BASIC LEADERSHIP COMPETENCIES (5 CLASSES)

During these classes you will learn and develop ten basic leadership competencies. These skills are the essential tools utilized by effective leaders. Public Speaking/Teaching

1. Followership
2. Conflict Resolution
3. Partnership Development
4. Ethics
5. Self Understanding
6. Strategic Planning SWOT Analysis
7. Marketing
8. Women and Leadership
9. Delegation

Product: Learning modules will be developed for each skill area. Listed below is a suggested module outline:

1. Explanation of skill and definition of terms
2. Best Known Practices
3. Supporting Research
4. Personal Improvement Plan

IX. CAPSTONE EXPERIENCE (3 CLASSES)

Your Capstone Experience will be a semester long activity. This project will be a whole class experience and the intent is to provide you an opportunity to utilize the skills developed during the semester.

Task: To develop and implement a plan of action that will institutionalize the \$100 Solution Program into the culture of the Semester At Sea Program. The final product will be a document detailing strategies for organizing, implementing and evaluating the program.

X. INDEPENDENT PROJECT SEMINAR (1 CLASS)

Students will give oral presentations on their independent class projects. Feedback will be provided by the instructor and a peer review process will be employed.

FIELD COMPONENT

Students are required to participate in two types of leadership activities/class development.

1) Class project: This activity relates to the overall academic development of the class. The student is expected to provide leadership in the development of educational activities that extends student learning outside the classroom. Students will organize manage and evaluate country specific leadership seminars.

2) Ship Wide Project: these activities are designed to impact the learning of all students on the ship, by enhancing learning through integrating projects such as the \$100 Solution into the SAS community culture.

The field component of the course will be evaluated through written reflections and project reports. The format for the field component reports are as follows,.

- 1) Project Reflection
- 2) Goals of the Project
- 3) Action Plan
- 4) Project Activities
- 5) Evaluation
- 6) Lessons Learned

LEADERSHIP SEMINARS

During the semester you will be provided opportunities to attend and manage leadership seminars. The purposes of the seminars are to enhance your knowledge of special issues relating to leadership development in a global society and to provide you with opportunities to develop your organizational and management skills in leadership educational development.

PRODUCT: Each student will be required to attend a series of specially designed leadership seminars and to assist in the development and management of the seminars.

SEMINAR ATTENDANCE: After attending each seminar you will be required to participate in a small group reflective exercise. The reflective group will address the following questions:

- 1) What did we learn?
- 2) How can we use this information in developing our *leadership* skills and enhancing our skills in the workplace?
- 3) What academic or skill areas did this seminar stimulate us to learn more about?

Using the guidelines provided above as a framework, the group will write a reflective piece summarizing lessons learned and information acquired.

Methods of Evaluation

Class attendance and participation: Attendance at all class meetings and field component activities are a requirement for this course. Participation will be assessed through personal reflections, peer review and observation of the instructor. (10% of grade)

Professional portfolio: Utilizing guidelines provided by the instructor, students will develop a professional portfolio. Your portfolio will provide you with an opportunity to exhibit knowledge gained in this course and will serve as a reference document for further academic pursuits. A scoring rubric will be provided that addresses how the portfolio will be evaluated. (60% of grade)

Oral presentations: During the semester students will be required to make both individual and group oral presentations. Presentations will be assessed by the instructor and the feedback will be provided to the presenters. (10% of grade)

Professional Paper: Students will be required to develop, implement and report on a topic central to the study of international service learning. The topic may address a theoretical or practical issue and must be approved by the instructor. Students may work individually or in small groups. (20% of grade).

Portfolio Evaluation Form

1. Organization

- The letter to the reviewer clearly explains the content of the portfolio and provides a guide for locating essential information.
- A table of contents is provided and all sections are tabbed and labeled.
- All class and group reflections are included.
- The document has a professional appearance.

2. Mechanics

- All major elements are word-processed.
- Class notes are word-processed.
- Appropriate use of English and spelling.
- Few mechanical errors in text.

3. Content

- Each chapter has an introduction explaining how the content of the chapter contributes to the goals of the course.
- Evidence of the use of scholarly research is presented in each chapter.
- Each chapter contains evidence of best know practices.
- In each chapter a list of lessons learned are presented.

4. Summary

A. Areas of strength for this portfolio

B. Areas for improvement for this portfolio

5. Grade _____

Student Reviewer _____

Instructor _____

Leadership Portfolio

Table of Contents

Page 1

Preface

- i) Letter to Reviewer
- ii) Resume

Chapter 1: Reflections/Portfolio

- A) Overview of Reflective Writing
- B) Personal Reflections
- C) Overview of Portfolio Construction and Assessment

Chapter 2: Building and Managing Successful Cooperative Learning Teams

- A) Your personal philosophy of how to build successful teams
- B) Your groups philosophy of team building
- C) Team Constitution
- D) Team Minutes
- E) Group Presentation Activity Report

Chapter 3: Defining and Describing Leadership

- A) Your definition of Leadership
- B) Trait Approach
- C) Skills Approach
- D) Style Approach
- E) Situational Approach
- F) Contingency Approach

Chapter 4: Cultural Understanding

- A) Defining culture and creating a critical events explanatory model
- B) Implementing your Explanatory Model
- C) Lessons Learned
- D) Supporting Research

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Chapter 5: The Measurement of Leadership Skills

- A) Theory of Leadership Measurement
- B) Leadership Measure Project

Chapter 6: Developing Leadership Competencies

- A) Introductions
- B) Public Speaking/Teaching
- C) Followership
- D) Conflict Resolution
- E) Partnership Development
- F) Ethics
- G) Self Understanding
- H) Strategic Planning – SWOT Analysis
- I) Marketing
- J) Cross-Cultural Understanding
- K) Delegation
- L) Self Improvement Plan

Chapter 7: Capstone Experience

- A) Introduction – Statement of the Problem
- B) Strategies for assessing the needs and understanding the problem
- C) Plan of action
- D) Implementation of Plan
- E) Results
- F) Evaluation of process
- G) Plan for sustainability

THIS DOCUMENT IS ONLY A SUGGESTED OUTLINE

Independent Project Form

Student Name _____ Cabin # _____

Title of the Project _____

Method of Investigation:

Rational for Pursuing the Project:

Goals of the Project:

Plan of Action:

Product to Be Introduced:

Approval of Instructor

Required Textbook

Author: Peter G. Northouse
Title: Leadership (Fourth Edition)
Publisher: Sage Publications
ISBN #: 978-1-4129-4161-7 (pbk)

Reserved Library List

Author: C. B. Crawford, Curtish L. Brungardt and Micol R. C. Maughan
Title: Understanding Leadership 3rd Edition
Publisher: Wiley
ISBN#: 0-471-72912-4

Author: S. R. Komives, N. Lucas, and T. McMahon
Title: Exploring Leadership: for college students who want to make a difference
Publisher: John Wiley & Sons
ISBN#: 978-0-7879-8213-3

Author: Hofstede, G
Title: Comparing values, behaviors, institutions and organizations across nations.
Publisher: Sage
ISBN#:

Bibliography and Electronic Course Material

Cook-Benjamin, L. (2001) Portfolio Assessment: Benefits, Issues of Implementation & Reflections on Its Use. *Assessment Update* 13 (4) 6-7.

Cooper, D. (1998), Writing and Reflection Academic Service Learning: A Pedagogy of Action and Reflection. San Francisco: CA: Jossey-Bass. pp 47-56.

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