

EXL 361- Social Responsibility & Leadership Development

University of Illinois at Springfield

Spring 2012

This course is an interactive, dynamic theory to practice course focused on learning leadership knowledge, skills and values in individual and partnership contexts. The capstone course builds upon the leadership literature, theory and experience foundation created in the previous courses. The capstone course provides opportunities for analysis of your experiential service project, advanced theory to practice work, and development of personal leadership theory and integrated learning plan. In the capstone course students will learn advanced theory and come to understand their unique role creating change in their chosen profession and our larger society. Systematic reflection on applied social and leadership issues and strategies is an important component of this course.

Course Philosophy:

Learning is an active process from the teacher's and from the learner's points of view. The instructor and student have a strong responsibility to one another. My obligation as the instructor include (a) being knowledgeable and current on the subject matter, (b) planning and providing quality learning experiences, (c) evaluating work fairly and promptly, and (d) assisting you to meet the course objectives and to fulfill personal goals. Student obligations include (a) preparing and completing assignments, (b) actively participating in the learning process, and (c) expressing needs to the instructor.

Course Objectives: Upon completion of this course, students should be able to:

- understand and conceptually be able to discuss complex leadership theories such as: Adaptive Leadership and Leadership Identity Development
- critically analyze their past and current leadership learning experiences, and examine the motivation and purpose that drive their involvement in the leadership process
- explore questions such as: what is my leadership purpose, what deep change am I committed to, how will I lead within my professional, creative, personal, and/or global community
- develop upon the individual, partnership, groups, and community context skills they have learned with the necessary skills and knowledge to be effective in their specific professional, creative, personal and/or global community contexts
- apply leadership theory to practice and enhance their leadership skills, experience and knowledge within their chosen context

Instructor:

Kathy Guthrie, Ph.D.

Adjunct Assistant Professor

kguthrie@uis.edu

E-mail is the BEST way to get in touch with me; however, we can set up a time to talk via phone. I am not located on UIS campus.

Accommodating People with Disabilities. Reasonable accommodations are available for students who have a documented disability. Please notify me during the first week of class (or as soon as possible) of any accommodation you might need for this course. Late notifications may cause your requested accommodation to be unavailable although each decision is made on a case by case basis. All accommodations must be approved through the Office of Disability Services (ODS) in the Human Resource Building (HRB), Room 80, 206-6666.

Required Text:

Heifetz, R.A.. (1999). *Leadership without easy answers*. Cambridge: Belknap Press.

Schwehn, M.R. & Bass, D.C. (2006). *Leading lives that matter: What we should do and who we should be*. New York:Wm. B. Eerdmans Publishing Company

Novel chosen by student from approved list or a novel pre-approved by instructor

Additional Articles will be provided on Blackboard

Course Requirements and Grading:

Students are required to work through online units. Students will (1) complete readings as assigned, (2) participate in online discussions, (3) write a reflective essay that compares and contrasts previous two service experiences, (4) write a reflective essay analyzing novel of choice, and (5) write a final reflection paper at the end of the semester.

Course Requirements:

1. Reflective Essay on Service Experiences-15 points

Students will reflect on the experiences they had in the two prior required service-learning courses in the minor. Students will compare and contrast these two experiences, using the framework of leadership development theories learned in EXL 210 (3-4 pages). *This assignment will be evaluated on ability to effectively communicate the comparison and contrast of two previous experiences.*

2. Reflective Essay on Chosen Novel- 20 points

Students will choose a book from an approved list and write a reflective essay on this chosen book. Students will answer these two questions to guide the writing of their paper. 1) How was leadership depicted in your chosen book? 2) What leadership theories/frameworks learned in other minor courses are seen in practice in your chosen book? Specific citations are required. (4-5 pages) *This assignment will be evaluated on the ability to analyze the chosen book and effectively answer the questions provided.*

3. Contribution to Learning Environment – 30 points

Leadership is inherently a relational process that occurs among individuals. Within this course, each of us has a responsibility to create a dynamic learning environment in which we have the opportunity to understand, acquire, practice, reflect, and apply our leadership knowledge, skills, and values. Each member of the class is an expert in his or her personal experience we must be present to share this with our peers and learn from each other. In addition, reactions, interpretations and analysis of course readings are critical components of

a learning environment. While many feel this can not be accomplished in an online environment, I would argue that online communities are everywhere and quite successful. Discussion board for each unit will close down at 5:00 pm on the date it is to be completed. You will not be able to go back and take part in that unit's discussion after that time. *This will be evaluated by the number of times responded, quality of responses in regards to thought process, posing thought provoking questions and effective communication of thoughts.*

4. Final Paper- Leadership in Discipline Research and Analysis-35 points

Analysis of Leadership Issues in your field of study an in-depth reflection of your experiences and of the class readings. Students will first analyze your experience through the lens of Heifetz's adaptive leadership model and then through Schwehn and Bass readings. (7-8 pages) *This assignment will be evaluated on the ability to analyze the chosen book and effectively answer the questions provided.*

This paper needs to:

- Provide analysis of Heifetz's adaptive leadership and its application to students service-learning experience
- Provide leadership analysis of professional/community context through Schwehn and Bass readings
- Provide reflection and integration of experience through service-learning experience., other leadership personal experiences, lessons learned and application to future goals and leadership opportunities that exist

Course Requirements and Grading:

The traditional scale of grading will be used.

A	>92	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	<60

Policy on Assignments

- Assignments need to be turned in by uploading it to correct place under the assignment tab by 11:59 pm of the due date. Make sure that you upload the file to me (do not just copy and paste it in the comments section). Not understanding how to upload papers correctly will not be an excuse for a late paper. Assignments sent through e-mail will NOT be accepted.
- Assignments that are turned in late will automatically have a .5 point deduction for each day it is late. Note that this is .5% of your total course grade. This deduction will be before the actual assignment is graded. I understand that life happens, so communication with me is always a good idea. Extensions may be a possibility, but only if discussed BEFORE the due date. Extensions on or after the due date will not be an option.
- If you would like to receive feedback on any assignment I am more than willing to provide such. However, you will need to send it to me via e-mail at least 7 days before it is due. Feedback will not be given to requests 6 days or less before the due date.

Written Assignments:

Students are expected to present solid content and convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Proper citations will be expected for all material that is taken directly or paraphrased from another source. Papers should be typed, double-spaced, one inch margins, with 12 point font.

Course Topics:

Week 1: **Course Introduction**
DUE: Discussion Board Participation by 5 pm
Completed by January 23rd, 2012

Heifetz and Adaptive Leadership

Week 2: Heifetz – Introduction and Chapters 1 – 3
DUE: Discussion Board Participation by 5 pm
Completed by January 30th, 2012

Week 3: Heifetz – Chapters 4 – 6
DUE: Discussion Board Participation by 5 pm
DUE: Notification of chosen (or approved) novel via e-mail to Dr. Guthrie
kguthrie@uis.edu
Completed by February 6th, 2012

Week 4: Heifetz – Chapters 7 – 9
DUE: Discussion Board Participation by 5 pm
DUE: Reflective Essay on Service Experiences
Completed by February 13th, 2012

Week 5: Heifetz – Chapters 10 – 11
DUE: Discussion Board Participation by 5 pm
Completed by February 20th, 2012

Leadership Portrayal

Week 6: Work on the book of your choice- No discussion board required
Completed by February 27th, 2012

Week 7: Book of your choice completed
DUE: Discussion Board Participation by 5 pm
DUE: Reflective Essay on Chosen Book
Completed by March 5th, 2012

HAVE A SAFE AND FUN SPRING BREAK ☺

Week 8: **Systems Thinking**
Woei Hung's "Enhancing Systems-Thinking with Modeling (on Blackboard)"
DUE: Discussion Board Participation by 5 pm
Completed by March 19th, 2012

Week 9: **Leadership Identity Development**
Komives et al article “Developing a Leadership Identity: A Grounded Theory” (on Blackboard)

DUE: Discussion Board Participation by 5 pm
Completed by March 26th, 2012

Life and Leadership

Week 10: **Questions of Significance, Purpose, and Meaning**
Schwehn and Bass- p.14-28 (William James “What Makes Life Significant?”)
Schwehn and Bass- p.49-59 (Charles Taylor from “Ethics of Authenticity”)
Schwehn and Bass- p.83-100 (Theodore Roosevelt “The Vigor of Life”)
DUE: Discussion Board Participation by 5 pm
Completed by April 2nd, 2012

Week 11: **Career and Identity**
Schwehn and Bass- p. 181-199 (“Must My Job Be the Primary Source of My Identity?”)
DUE: Discussion Board Participation by 5 pm
Completed by April 9th, 2012

Week 12: **Following Talents**
Schwehn and Bass- p.313-317 (“Should I follow My Talents as I Decide What to Do to Earn a Living?”)
Schwehn and Bass- p. 322-359 (Matt Damon & Ben Affleck from the screenplay “Good Will Hunting”)
DUE: Discussion Board Participation by 5 pm
Completed by April 16th, 2012

Week 13: **What Story are You Going to Tell?**
Schwehn and Bass- p.451-487 (“How Shall I Tell My Story?”)
DUE: Discussion Board Participation by 5 pm
Completed by April 23rd, 2012

Week 14: **What does this all mean????**
DUE: Final Paper
Completed by April 30th, 2012