

EDEA 460 / WI
“Dynamics of Student Leadership”
Spring 2002

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Ultimately, leadership development is a process of self-development ... The quest for leadership is first an inner quest to discover who you are. – J. Kouzes & B. Posner

The wise leader is not collecting a string of successes. The leader is helping others to find their own success. There is plenty to go around. Sharing success with others is very successful. – John Heider

Purpose:

This course is designed to explore advanced leadership concepts including emergent theories, issues and trends, and to apply these concepts and related skills through written assignments, in-class discussion, and a structured, supervised practicum.

Course Objectives:

Upon the successful completion of this course, the student will be able to:

- know and understand various emergent leadership and student development theories;
- plan, execute and evaluate leadership development programs, workshops or courses;
- know, understand and use different leadership and facilitation styles which promote involvement and participation in small groups;
- demonstrate effective interpersonal, problem-solving, team building and group skills;
- demonstrate competency in assisting emerging leaders in leadership development;
- foster collaborative relationships with university students, faculty and staff.

Time: Seminar class: Tuesday, 1:30 to 3:30 pm; practicums as arranged

Textbook:

Wren, J. Thomas. *The Leaders Companion. Insights on Leadership Through the Ages*. New York: The Free Press, 1995. Current articles will also be used to supplement the text.

Expectations:

Since the core of this course is experiential classroom learning, a firm commitment to attendance and participation is required. Students are expected to model “effective leader” behaviors by attending, being prepared and participating in all class sessions.

Note: Being prepared for class is especially important in this seminar format where class content is highly dependent upon students sharing and discussing their reactions, feelings and points of view about the assigned material.

To fulfill the practicum component of the course, students are required to participate in one of the structured, supervised practicums designed to complement the course. The practicum provides opportunities for valuable hands-on leadership experience as well as for application of various skills and concepts presented in the course.

In addition, students will be responsible for the content of all assigned readings, class presentations, and for the following out-of-class written assignments:

1. Personal Journal

This directed journal is an opportunity for you to reflect on and make connections with course material, leadership concepts and personal experiences. Journals should be one to two pages in length, and will frequently form the basis for in-class discussion.

2. Research/Application Paper: Current Leadership Topic

This 8 to 10 page paper should focus on the application of theory learned through readings and classroom discussions to your experience in your practicum or campus organization, and should include appropriate research. A brief written proposal for instructor approval is due by October 30. The first draft will be subject to peer review.