

COLLABORATIVE LEADERSHIP

HNRS 403H

Fall Semester 2006

Wednesday – 4:00-6:30 – 301 Harvill

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COURSE PURPOSE: Junior and Senior Honors College students will have an opportunity to learn and apply leadership concepts and skills within the context of the campus community.

COURSE OBJECTIVES: It is anticipated that students who successfully complete the requirements of the Collaborative Leadership course will:

- develop a broad understanding of the nature and scope of a shared leadership process;
- engage and enhance the campus community through an action research project to be determined by course participants;
- explore and apply leadership skills and concepts within the campus community;
- articulate a personal philosophy of leadership; and
- integrate reflective practice with personal leadership development.

TEXT AND READINGS:

Two books are required:

Huber, N. S. (1998). *Leading from Within: Developing Personal Direction*. Malabar, FL: Krieger Publishing Co., and

Northouse, P. G. (2001). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage.

There is also a recommended reading list:

An extensive bibliography will be made available. Students may sign books out for a period of up to two weeks from my library.

REQUIREMENTS AND GRADING:

Active class **participation** is expected and lively discussion is anticipated! Each class session will present the topic for the week and will serve as the crucible for exploration and interaction. A variety of methods will be used to provide experiential learning opportunities, enhance communication skills, and add to the potential modes of discovery and application. Participation includes small group work, internet interaction and other use of technology, in-class dialogue, and additional opportunities as they evolve. Participation is a significant aspect of the course and thus absences will mean loss of points and the possibility of a lower final grade.

Reflective writing is one way to keep a personal record of thoughts and to track the learning that occurs in an experiential learning environment such as Collaborative Leadership. At the end of each class session, time will be allotted for students to complete a brief reflective writing piece. This will be a one-page reflection on a pre-determined topic or question. Students are expected to meet with me twice during the semester to talk about their reflective writing.

Readings for each class will be assigned. Additional readings for **book reviews** are to be selected from the bibliography provided and should be tailored to individual leadership interests. Each student will read and report on two books from the list. You will choose one of the two books selected for an **oral report**. Specific guidelines for the reading assignment will be provided.

As a means to deepen students' understanding of the leadership role, **three interviews** are to be conducted with selected campus leaders – one with an academic leader, one with a staff leader, and one with a student leader.

Although this course employs an experiential learning approach, some knowledge of **leadership theory** is useful. We'll be taking a quick look at the theories presented in Northouse. Details for this assignment will be forthcoming.

We each have a **personal philosophy of leadership** that is grounded in our core values and beliefs. Students will develop a twelve-page paper describing their emerging philosophy. Detailed guidelines will be provided.

Since collaborative leadership is not a singular exercise, students will be expected to design and implement a **class project**. The focus of this learning experience will be decided upon by the student. There are two primary criteria: 1.) The project will engage and enhance the campus community and 2.) Each student will take an active role. It will be necessary to commit some time outside regularly scheduled class sessions to complete the project.

The reason for a **final examination** is to evaluate personal growth and development as a result of participation in the Collaborative Leadership course. A take home exam will be distributed during the last week of class to be completed by the final exam period. We will use the regularly scheduled exam period for discussion and closure.

YOUR RESPONSIBILITY: Integrity is expected of every student in all academic work. If you have not done so, please familiarize yourself with the Code of Academic Integrity which can be found at <http://dos.web.arizona.edu/uapolicies/>

ADDITIONAL NOTE: Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center. If you qualify for services through DRC, bring your letter to me as soon as possible.

TOPICS AND READINGS:

DATE	TOPIC	READINGS	
		Huber	Northouse
Aug 23	Introductions and Expectations	Preface	Chapter 1
Aug 30	A Personal Look at Leadership	Chapter 1	
Sep 6	The Meaning of Leadership	Chapter 2	
Sep 13	A Reason for Leading	Chapter 3	
Sep 20	The Context for Leading	Chapter 4	
Sep 27	Leadership Theory – Quick Takes		Chapters 2-12
Oct 4	Exploring Context	Chapter 4	
Oct 11	A Personal Philosophy for Leading	Chapter 5	
Oct 18	Leaders, Stakeholders, and Followers	Chapter 6	
Oct 25	Building Community	Chapter 7	
Nov 1	Skills for Leading	TBD	
Nov 8	Leading and Lifelong Learning	Chapter 8	
Nov 15	Qualities and Choices	Chapter 9	Chapter 13
Nov 22	Project Work Groups		
Nov 29	Project Report/Presentation		
Dec 6	Reflection and Feedback		

ASSIGNMENTS AND GRADING:

ASSIGNMENT	DUE DATE	POINTS
Class Participation	On-going	60
Reflective Writing	Each Session	30
Leader Interviews	September 13	30
Theory Quick Takes	September 27	20
Book Reviews	Oct 4 - Nov 1	40
Philosophy Paper	November 8	40
Class Project	November 29	50
Reflection Discussions	To Be Arranged	20
Final Exam	December 13	30
	TOTAL	320