

Powell Leadership Seminar

Unit Value: one unit

Meeting Time: Wednesdays 5:00 to 6:00, Callison Seminar Room

Instructor

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Course Description

This course is designed as an introduction to models of leadership, as well as to opportunities available to Powell Scholars at Pacific in research and creative activities, study abroad, community service and fellowships. Students will explore their own approaches to leadership, discuss leadership with community leaders, and develop plans that build on their individual goals.

Prerequisites

Students in the seminar must be Powell Scholars.

Course Objectives

The goals of this course are to:

- Provide insight into leadership through discussion of theoretical models and engagement with leaders from the Pacific community.
- Expose students to the variety of opportunities for leadership as a Powell Scholar through international study, research and fellowship pursuit, and community service.
- Catalyze students to develop their own approaches to leadership and to plan for developing themselves as Powell Scholars.

At the completion of this course students will be able to:

- Understand and contrast leadership models
- Develop a leadership self-portrait and identify capabilities they would like to enhance.
- Design a plan for developing leadership skills at Pacific through various research/fellowship, international, and service experiences.

Teaching Methodology

The course will utilize a variety of instructional approaches, including class discussion, guest presentations, and reflective writing. The major activities include discussion of readings, talks on Powell Scholar opportunities, and leadership conversations. These activities will lead to development of Leadership Self Portraits and Powell Scholar Leadership Plans for each student. (See Course Outline below for specific assignments.)

Discussion of Readings/Reflective Writing: Readings will be assigned from the required text. *Exploring Leadership for College Students Who Want To Make a Difference* (2nd Edition). Each student will be provided with a copy of relevant excerpts from the text. Students will prepare short written answers to set of questions provided on the readings, which encourage reflection on their own leadership experiences, style, and skills. These answers will serve as the basis for class discussion and eventually the Leadership Self Portrait.

Powell Scholar Opportunities: Speakers will be brought in to discuss the range of opportunities for Powell Scholars in international programs, community service, research, and fellowships. After each of these talks, students will reflect on the opportunities that seem best for their style and goals.

Leadership Conversations are discussions with leaders from the Pacific and surrounding community. The leader(s) will share their stories with the students, including their journey to the position of leadership, challenges they have faced as leaders, leadership styles and tips. This is designed as an opportunity for open dialogue.

Leadership Self Portrait: At the end of the semester each students will use what they have learned throughout the seminar into a portrait of their preferred style – their strengths and weaknesses in relation to this style – and their goals for improvement. Guidelines will be provided.

Powell Scholar Leadership Plan: Students will design a plan for enhancing their leadership abilities at Pacific, through engagement in international programs, undergraduate research/fellowship opportunities, and community service. Guidelines will be provided.

Evaluation Methodology and Honor Code

Grading will be based on:

- Attendance and Verbal Participation 25%
- Written reflection on readings* 25%
- Leadership Self Portrait: 25%
- Powell Leadership Plan: 25%

* These may be about a page long, and need not be formally constructed. The purpose is to express your initial ideas for use in discussion and at the end of the semester in the leadership portrait.

Assignment of Grades:

Attendance Policy: Given the importance of active discussion in this seminar, attendance is expected at all class sessions. Please contact an instructor if you intend to miss a session. Missing two class sessions will automatically lower your grade one full grade point (e.g., A to B). Missing three class sessions will automatically lower your grade two full grade point (e.g., A to C).

The **University Honor Code** is an essential element in academic integrity. It is a violation of the Honor Code to give or receive information from another student during an examination, to use unauthorized sources during an examination, or to submit all or part of someone else's work or ideas as one's own. If a student violates the Honor Code, the faculty member may refer the matter to the Office of Student and Professional Affairs. If found guilty, the student may be penalized with failure of the assignment or failure of the course. The student may also be reprimanded or suspended from the University. A complete statement of the Honor Code may be found in the Student Handbook, "TIGER LORE".

Course Outline

Week	Date	Topic	Reading Assignment
1	8-26	Introduction to the Powell Scholars Program and Introduction to the Course	
2	9-2	Introduction to Leadership	Chapter 1 (pp 3-15)
3	9-9	International Opportunities at Pacific for Powell Scholars. Intl Programs and Services (IPS)	
4	9-16	Introduction to Leadership	Chapter 1 (pp 19-31)
5	9-23	Fellowship Opportunities at Pacific for Powell Scholars	
6	9-30	The Changing Nature of Leadership	Chapter 2 (pp 35-44)
7	10-7	Leadership Conversation	
8	10-14	Research Opportunities at Pacific for Powell Scholars	
9	10-21	The Changing Nature of Leadership	Chapter 2 (pp 45-68)
10	10-28	The Relational Leadership Model	Chapter 3 (pp 73-96)
11	11-4	Leadership Conversation	
12	11-11	Community Service Opportunities at Pacific for Powell Scholars	
13	11-18	The Relational Leadership Model	Chapter 3 (97-112)
14	11-25	THANKSGIVING	
15	12-2	Opportunities in Spring to Interview Powell Scholar Candidates	
16	12-9	Due Date: Self Portrait and Plan	

POWELL LEADERSHIP SEMINAR: DISCUSSION QUESTIONS

The six sets of questions below are based on the reading we will be doing for the seminar. Answering them ahead of time will encourage deeper class discussion, so please write a response in word format for each, which you will hand in after each class in which they are assigned. Your answers do not have to be definitive – this is meant to encourage you to reflect and contribute to the conversation. Please note that since our class is only an hour long we will not be able to cover all students' answers to *each* question. We will seldom be able to cover everything that is discussed in the reading. This is typical for a seminar. Your answers to all questions, however, will be useful to you as you craft your leadership portrait and plan.

Also, as you read the book, always ask if there anything in particular in the reading that does not ring true for you? Why not?

DISCUSSION QUESTIONS, SET ONE pages 3-15.

- (1) Are there qualities/skills/characteristics that are common to most successful leaders in your field(s) of interest? What are these?
- (2) What changes in the next 5 to 10 years – economically, technologically, socio-culturally, politically/legally, and ecologically - do you believe will most challenge leaders in your field?
- (3) On p. 15 four sorts of followers are listed. What sort(s) of follower(s) do you see yourself as? Would you like this to change?
- (4) As a leader, with what sort(s) of follower(s) do you prefer to work? What can you as a leader do to cultivate this sort of follower?

DISCUSSION QUESTIONS, SET TWO pages 19-31.

- (1) On p 18-19, two types of leaders are discussed – “positional” and “a person who actively engages with others to accomplish change.”

Briefly describe an example of when you have been more of a positional leader.

Briefly describe an example of when you have been more of “a person who actively engages with others to accomplish change.”

Are these necessarily mutually exclusive?

- (2) Leaders need to learn continually and take responsibility for their learning. How do you react when you find yourself in situations in which you do not know something? What routes can you take to learning what you need to know - on your own and with others?
- (3) The authors define relational leadership (p 30) as purposeful, inclusive, empowering, ethical and process oriented. In your opinion is this approach attainable? Defend your answer.

DISCUSSION QUESTIONS, SET THREE pages 35- 44.

- (1) Create a metaphor for your own approach to leadership. How does this metaphor help you understand leadership and explain your viewpoint to others?
- (2) What motivates you to take on leadership responsibilities or roles and why? Why do you lead?

DISCUSSION QUESTIONS, SET FOUR pages 45 - 68.

- (1) Look over the summary of leadership theories in Exhibit 2.1 on page 48. As you go from the “Great Man,” theory to the “Chaos or Systems” theories, what major differences emerge?
- (2) Give an example of an “authentic” leader: one characterized by (a) transparency, openness and trust; (b) guidance towards worthy objectives; and (c) emphasis on follower development.
- (3) On what values, standards and convictions do you base your actions?

DISCUSSION QUESTIONS, SET FIVE pages 73-96.

- (1) Using the handout of the *Relational Leadership Inventory* (based on pp 78-79 in your text), rate yourself along each of the attitudes and skills.

Next, list the attitudes in which you rated yourself 3 or below and then list the skills in which you rated yourself 3 or below. For each of these, consider how you can develop these attitudes and built these skills.

- (2) What is your attitude – and behavior – towards people who are different from you? Are their differences you cannot tolerate? If so, how do you deal with these?

DISCUSSION QUESTIONS, SET SIX pages 97-112.

- (1) How far in the future have you ever imagined? Describe this future.
- (2) List your four to five top **life goals and career goals**.

Then, for each of these goals, **indicate how confident** you are in being able to achieve these goals (1 is not confident at all, 5 is highly confident).

Finally, for the ones you are least confident in being able to achieve, indicate **what you need to improve upon** to reach them.

- (3) Begin drafting your personal mission: What is your purpose in life? What values and standards guide your action? What attributes and capabilities are important to you?