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INTRODUCTION

As a graduating Jepson major I have had the opportunity to reflect on my experiences in the Jepson school and also to analyze what I see as an overlooked obligation of the institution. The Jepson curriculum spends a great deal of time focusing on conceptual courses that analyze, in great detail, theories and case studies of leadership and the different, important insights that they offer. This is a strength of the curriculum that I would never want to sacrifice. Instead I propose that a course should be added to the curriculum that would address the issue of leadership skills. Leadership skills are as fundamental to the study of leadership as concepts and theories. By not focusing on these issues the leadership school is ignoring its obligation to its students.

Theory based classes are the foundation that future leadership is built upon. These classes provide a useful framework that leadership majors can draw from for the rest of their lives, but this ignores where they are now. The leadership school focuses too much on leadership beyond graduation and not enough on the limitless opportunities for leadership that are available to students today. The leadership school has no interaction with the vast number of leadership training courses that are taught to every group from Resident Assistants to Orientation Counselors to the various honor councils and governmental bodies that flourish on campus. Therefore the leadership school sits on a hill postulating about leadership, but not really engaging in
training undergraduate leaders.

A skills course needs to be made available for two different communities, those students who are interested in pursuing a leadership degree and then to the larger campus community that is interested in leadership training. This class would be a compliment to the existing "Foundations of Leadership" course that concentrates on leadership theory. Some students see the absence of skills instruction in this course as a great disappointment. The skills class would provide a basic framework of important leadership skills that undergraduate leaders would use daily. This course would have more of an immediate impact on students' lives than the conceptual courses and would address the current needs of Jepson majors. When considering that the last four presidents of the Westhampton College Government Association have all been leadership majors it becomes apparent that these skills are being learned somewhere, but not in leadership school. The Jepson School needs to take a more active role in the training of campus leaders or it is neglecting its obligation to its students and their immediate needs rather than their longterm retention of theory.

In considering all of these important points the course "Leadership Skills" became more focused. This class is developed to be a Tuesday and Thursday taught class. This is because many of the skills will require a significant portion of time that is not available in the shorter Monday, Wednesday and Friday classes. The idea of a once a week lab
leadership for both the individual and campus communities. Murray cites several studies that point to a direct correlation to involvement in campus activities whether they are Greek fraternities, athletic teams, part-time jobs or even aiding in faculty research and continued enrollment. Students who are involved, who "invest energy in a particular experience" are more likely to continue their education than students who are uninvolved. Murray further holds that by, "becoming more involved in the life of your campus, you would be likely to increase your satisfaction with the overall undergraduate experience" and, "assuming a more active leadership role in your specific activities you would be likely to benefit more fully from the activities themselves." He also states that, "relationships established through student leadership activities often last well beyond the undergraduate experience."

The final benefit that Murray cites may be the most important from the perspective of an institution that wants to train its students for and about leadership. Murray writes, "the challenges which are encountered in student groups are not entirely unlike those which you will later encounter in your work place, in your community, or even in your family. Leadership activities can complement and supplement your formal education, by providing opportunities for you to apply the material that you have learned in the classroom and to further learn from experience, without the risk of costly mistakes which might otherwise accompany future decisions." This should be a major concern of the
leadership school, to encourage and develop the ability to fill positions of leadership that bring to life the conceptual lessons taught throughout the leadership curriculum.

Murray also explains the importance of student leadership for the campus community. The main benefit of student leadership, according to Murray, is the, "potential contribution to the overall cultural life of the campus." Murray explains that through student leadership avenues are explored that, without student input and leadership, might not have ever been explored. Student leaders demonstrate incomparable ingenuity and drive as well as imagination that would not be realized without their strength. Student leadership also addresses the need for campus unity. The relationships formed through student leadership create a sense of community as different campus leaders work together and develop a sense of commonality and cohesion. Finally Murray discusses the long term benefits of graduates who are accustomed to active participation and service. Murray writes, "our nation needs individuals who are committed to something bigger than themselves, and who are able to mobilize others to turn a shared vision into reality." Murray illustrates the importance of student leaders and our own self interest in training them so that our community might benefit as a result.

An important study that points to the necessity of campus involvement for successful students is a study conducted in 1994 by Cooper, Healy and Simpson (Diane
L. Cooper, Margaret A. Healy and Jacqueline Simpson "Student Development Through Involvement: Specific Changes Over Time," Journal of College Student Development, vol. 35 (1994) pg. 98. This study focused on the student body of traditional aged freshman at a doctoral level institution of 12,000 students in the southeast. Over a thousand freshman were administered the Student Developmental Task and Lifestyle Inventory (SDTLI) during orientation. The SDTLI is based on Chickering's theory of the psychological development of college students and seeks to measure the degree of student development based on elaborate criteria. This test was re-administered in the students' third year and the results, when analyzed along with a questionnaire concerning students' usage of programs and services and interview results, pointed to a marked difference in scores of students who became involved in campus activities and used campus programs and services and those who did not. On the SDTLI scale the students who were involved tested considerably higher in regard to student development than students who were uninvolved. This survey clearly points to the importance of student involvement defined as the investment of psychological and physical energy in the student experience. This definition is almost exactly the same as that defined by Murray.

A second study that emphasizes the importance of the relationship between involvement and student development is one conducted by Guadalupe Anaya in 1996 (Guadalupe Anaya, "College Experiences and Student Learning: The Influence of
Active Learning, College Environments and Cocurricular Activities," Journal of College Student Development, vol. 37 No 6 (1996) pg. 611). This study is founded on the premise that the impact that an educational program or institution has on a student's development is directly proportional to the quantity and quality of student involvement elicited by an educational program. By studying the Graduate Record Examination (GRE) scores of a sample of college students and then analyzing their degree of involvement the study showed a clearly defined difference in scores between those students who actively participated in undergraduate activities and those who were not active. This study further establishes the fundamental relationship between student involvement and student development.

The final text examined in support of the relationship between student development and student involvement is a piece by Carney Strange (Carney Strange "Student Development: The Evolution and Status of an Essential Idea," Journal of College Student Development, vol. 35 (1994) pg. 135). This work entitled Student Development: The Evolution and Status of an Essential Idea focuses on the history of the concept of student development and the various theories and postulations that lend credence to the importance of student engagement in learning and its benefits for student development. The study illustrates that even in colonial times an emphasis was placed on the development of certain traits in students to facilitate a more comprehensive educational experience. As time has
progressed so has the clarity of thinking and the body of research used to justify the necessity of student development. In the latter half of the twentieth century the psychological and sociological foundations for student development were established. The author specifically cites a study by Knefelkamp, Widick and Parker conducted in 1978 that challenged the student affairs profession with the goal of establishing developmental communities in higher education. All of these studies point to the need to develop students more fully and the positive results associated with such an endeavor. The relationship between involvement and development outlined combined with the importance of undergraduate leadership clearly leads to the next step; developing student leaders. In developing student leaders certain skills need be considered and a course to train students in these skills logically follows.

The Role of Experiential Learning in Leadership Development

Several studies were reviewed for this project that underlined the importance of this course being taught in an experiential manner. Experiential learning applies to such varied sources such as outdoor leadership programs (i.e. ropes courses, and the National Outdoor Leadership School), service learning and in class practicums. Recently the American Association of Higher education outlined what it distinguished as the twelve attributes of good practice as they relate to higher (undergraduate) education. Four of these attributes are components of experiential learning. "Synthesizing experiences" means finding some connection
between separate experiences in order to further understand the common elements that they share. The "ongoing practice of learned skills" stresses the need to practice those skills that we are taught so that we do not lose mastery of these elements through atrophie disuse. "Integrating education and experience" is the cornerstone upon which experiential learning is based. This is the illustration of the importance of tying what you are taught to what you have already experienced. Finally, "active learning" pertains to hands on activities that serve to both engage the learner and create a memory that is more prominent than the simple retention of memorized theory or text.

Other studies have pointed to the importance of experiential learning. One article, "Experiential Learning in Schools and Higher Education" written by Richard J. Kraft (Richard J. Kraft Experiential Learning in Schools and Higher Learning, Boulder, CO: Association for Experiential Education, 1995) insists that, "all genuine education comes through experience." Another study was performed by Jane Kendall, "to strengthen the role of experiential education as an effectively used way of teaching in a majority of postsecondary institutions an to make it available to a majority of future learners as part of the regular curriculum." This study again stresses the effectiveness of tying learning to some hands-on, experiential base that is more meaningful and memorable for students. These findings are echoed in an article "The Application and Integration of Experiential Education in Higher Education" written by
Joseph J. Stehno (Joseph J. Stehno The Application and Integration of Experiential Education in Higher Education, Illinois: Association for Experiential Education, 1986). Stehno holds that, "experiential education involves a guided process of questioning, investigating, reflecting, and conceptualizing based on direct experience." He also writes that, "the learner is actively engaged in the process of learning, has freedom to choose, and directly experiences the consequences." This process provides a vivid learning experience that is personalized and unique based on the individual's role in its practice. These and many other studies and articles point to the effectiveness of experiential learning and encouraged the theory that this would be the best way to teach this course so that students would better retain the skills learned.

Textbooks and Readings for a Leadership Skills Course

The first text that students will be responsible for reading and reviewing throughout the course of the semester is Murray's Training For Student Leaders. This text provides much of the framework for the course so, consequently, a majority of the reading will be developed from this text and reviewed in class meetings. Murray does an excellent job of discussing some of the major skills to be taught in the course and gives clear examples that help to illustrate skills' applications and relate specifically to the undergraduate experience and positions encountered in higher education. His text is easy to read and does not engage in exhaustive deliberation over leadership theories.
and explanations. Enough information is presented so that the reader is able to understand the content, but is not lost in a quagmire of specificity and monotonous detail.

Each chapter begins with a justification for why the skill is important in student leadership. The explanations revolve around the undergraduate experience citing examples detailing student leadership positions. This addresses another concern about the existing leadership curriculum. Site visits and the internship and service learning requirements all provide some experiential learning, but again these experiences are with organizations that exist outside of the college environment. Students must first overcome their ignorance of the setting before they are able to process what they have learned. If the examples studied are in an environment that is known to them all then the barriers to learning are removed. The only experience that all college students are guaranteed to share is the collegiate experience. Therefore Murray's illustrations are that much more effective.

The other text that will be required for the course is Karen Kalish's How to Give a Terrific Presentation. Public speaking and giving presentations are two skills that are extremely useful for all leaders. Those in the undergraduate experience may be called upon to use these skills more than others. Presentations are often required in a variety of courses and many leadership positions often entail addressing a large group formally or giving reports that call upon the same skills as presentations. The text
is divided into two sections which discuss preparing for a presentation and giving the presentation. Useful tips like knowing what size audience you are addressing and whether or not you will have the use of a microphone are suggested as well as broader commandments such as "never speak on a topic you nothing about". This text is extremely user friendly with worksheets at the end of every chapter that clearly summarize some of the chapters' major points and provide quick checklists that can be reviewed in preparing for a speech or in giving a presentation. The text is relatively short in length which works well with the course breakdown which only allows three class periods in which to review the entire subject.

Readings will also be incorporated from several other sources. In the class meeting regarding stress management excerpts from The Big Book of Relaxation by Larry Blumenfeld will be discussed along with a guest lecturer (Larry Blumenfeld The Big Book of Relaxation Roslyn, NY: Relaxation Co., 1994) B. Robert's Rules of Order will be used in the class discussions regarding planning and organization (The Princeton Language Institute Robert's Rules of Order, New York, NY: Dell Publishing, 1995). This text gives a very useful explanation of parliamentary procedure and how it applies to today's world. In reviewing other texts on this subject I found that none were able to overcome the boredom and monotony of describing parliamentary procedure in enough detail the way that this text does. The Princeton Language Institute does a great
job of explaining enough for a comprehensive understanding without getting bogged down in the details. Finally the last text that will be used to any great degree is Michael Doyle and David Straus' *How to Make Meetings Work!* (Michael Doyle and David Straus How to Make Meetings Work! New York, NY: Berkley Books, 1976). This text is a practical guide to the problems encountered in running meetings that effectively compliments the information found in Murray's text. The book is a pragmatic guide that answers common questions like "Who Should Attend your Meeting?" and "How to be a Good Facilitator". These texts will all be used to lesser degrees than Murray's and Kalish's books, but will be important for the course.

**METHODODOLOGY**

In my research I employed an action research methodology. The steps of action research are exhaustive and provided an ideal basis upon which I formatted my research. The first stage of action research is the diagnosing stage. This stage involves a careful consideration of the topic of study as well as an examination of existing research and writings pertaining to the study. This step is important for several reasons. First it keeps theorists from reinventing the wheel. If researchers are not careful to examine previous studies they may find themselves conducting research that has already been completed. In addition the diagnosing stage allows for development of the research idea in light of past research. A research idea may need to change in some regard when the
findings of previous studies are considered. In my project the diagnosing stage was carried out in two parts. The first part was in a literature review. This review involved an analysis of student development and its dependency on student involvement, an analysis of materials discussing the importance of experiential learning as well some reading about the importance of undergraduate leadership. In addition to the research conducted in the library input was collected by several people whose opinions were important to consider in developing this course. Student input was considered alongside faculty suggestions. The input I collected shaped my action plan, the next step of the action research method.

Action planning is self explanatory. This stage is where the steps that should be taken in developing a research idea are formed. Action planning is an organizational necessity in any research project. It allows the researcher the opportunity to map his or her objectives and clearly formulate the process by which these objectives will be achieved. In my action planning process I had to chronologically determine when I should conduct the many different facets of my research. The numerous interviews conducted with faculty, staff and students had to follow course development because their input was most useful in analysis of the existing course description. The first step, therefore, was the development of the course itself. Then the course was taken to various individuals for their inspection and criticism. Once the input of others was
examined the course proposal was revisited and revisions were made in accordance with various suggestions. In several cases additional research had to be conducted into different areas that had been suggested by faculty and students.

This leads us to the action taking stage of development. This stage is when the action planning stage is implemented. This part of the research methodology is the most important. This is where the synthesis of research and interview input is achieved. My interviews represented a cross section of the university community and provided detailed suggestions and helpful advice. In my research design this step was closely wedded to my evaluating stage. The interviews that I conducted were used to evaluate the existing course proposal. The evaluation of interviewees' input shaped the revisions of my course. In the action research methodology it is extremely important to revisit the developed material so that it can be retooled to reflect new information. This second consideration of my proposal proved to be very helpful.

Findings

The four Jepson faculty that I spoke with (Dr. Swatez, Dr. Howe, Dr. Ciulla and Dr. Hickman) were all very excited by the idea as was Allison Bartel Lord, director of Greek life and a student activities staff member. The two sessions that proved the most informative were with Dr. Joanne Ciulla and Dr. Marc Swatez. Dr. Ciulla in her capacity as a member of the curriculum committee was
very helpful as far as specific course requirement related concerns. She suggested that the course be more of a lab course, but Dr. Swatez's input seemed to disagree with her thinking. Dr. Swatez urged me not to limit my development of the course to credit consideration and supported my decision to make the class a Tuesday and Thursday meeting. Dr. Ciulla and Dr. Swatez both echoed my concern about the need for a skills course. They both also encouraged me to make this a course for younger students. They believed that this would be a great companion to the Foundations course. Other professors' input was more guided toward either the completion of this proposal or the theoretical justification for the course.

The student interviews also illustrated some common themes. Among those consulted were several Jepson majors who have held positions in both the men's student government system as well as women who have worked with WCGA as senators in the past. Included in this group were former WCGA president Lauren Fitzgerald, former president of Kappa Sigma Fraternity Josh Murray, former WCGA senators Colleen Lynam and Molly Haining, and former RCSGA senator Chris Poulos. Outside of the Jepson school I spoke with former RCSGA president Jeff Berzolla, former Interfraternity Council president David Endom and Thibaut Van Marcke De Lummen former president of the Kappa Alpha Order. All of these students expressed that they may have gained some rudimentary training in leadership through either Residence Life training or Orientation Counsellor training, but had
never had any formalized education in leadership skills. Even the Jepson majors felt they had gained much of their understanding of leadership skills through real life experience and trial and error rather than through any formal classroom setting. All of those questioned thought that some formal leadership training may been beneficial with varying responses as to how helpful training might have proved. Some believed that it would have bee very helpful while others felt that it might have been an interesting tool that may have helped on occasion. All of those asked thought that the Jepson school should actively train leaders if it is going to be seen as a, "Mecca for leadership" as one student described it. All of the students said that if their schedules permitted they might enroll in a class like this. For those students outside of the major they would be more likely if the credits were transferable as elective credits toward other majors (ie. "Leadership in Crisis Situations" transferable to Leadership, Political Science and the Business school).

The Course

ORGANIZATION

Fifteen different skills will be taught in this course. Some of the skills will require more comprehensive instruction than others so the number of class periods spent on different skills may vary. In this section I will list the fifteen skills, explain their importance in the context of undergraduate leadership, and describe briefly some ways in which these skills can be taught in an engaging,
experiential manner.

Self Assessment

Self knowledge is one of the most fundamental abilities that a leader must possess and is one of four skills that I feel need to be addressed before any others can be studied. Leaders must know themselves before they can know others. This skill becomes even more important in the undergraduate setting as students truly begin to learn about themselves. One of the first reasons why self knowledge is very important is very practical. Murray states, "by knowing about your personal style, interests, values, and skills, you will be better able to identify those organizational settings in which you are likely to make a meaningful contribution and to find personal satisfaction." This basically means that if a leader realizes that he is extremely interested in the fraternity system and very uninterested in religious organizations than the interfraternity council will probably offer more in terms of satisfaction and contributions made than a religious club. Simply put, by knowing himself this leader knows which organizations within which he will best function.

Murray then explains that an additional advantage of self knowledge is knowing your limitations. Being able to, "recognize those responsibilities which will pose unique challenges to you as a leader" will enable you to be, "better prepared to meet these demands." If a leader realizes that she tends to think logically and ignore the feeling, sentimental aspect of decisions than she can force
herself to make an effort to consider the feeling dimension. If she did not realize this short coming than she might not realize the need to address this dimension more than she might normally.

The ability to know one's self is a competency that was stressed by Dr. Howe in particular. He insisted that a leader's ability to know his or her strengths and weaknesses was an essential tool that must be emphasized to all aspiring leaders. Leadership is an interactive process that requires a relationship between leaders and followers. If a leader has some insight into him/herself most likely this insight is due to some feedback provided by others. If someone comments on a leader's oversight in some area than the leader will probably address this need in the future. This will then result in satisfying the person who initially recognized the oversight as well as help the leader to remember not to make the same mistake in the future. Through this interaction the follower gains by having neglected needs met while the leader prospers by insight into his/her abilities and the opportunity to consider this input in future cases where this dilemma may appear again.

There are several tools that have been refined through the years that enable individuals to both better understand themselves and to better gauge their amount of self knowledge. They are the Johari Window and the Myers-Briggs Type Indicator. Both of these tools will be incorporated into the course. Two days will be spent on these indicators. The first day will be spent on examining the
Johari window. The Johari Window is a tool that illustrates the relationship between our knowledge of ourselves and others' knowledge of us. This relationship is broken into four categories which illustrate the relationship between self knowledge, self disclosure (the process through which we make ourselves known to others) and trust that captures one aspect of the relationship between leader and follower.

After this discussion, which should last one class period as students develop their own Johari windows in case studies that ask them to pick an associate and define the different quadrants that their relationship can be divided, the examination of the Myers Briggs Type Indicator will begin. Students will be required, outside of class, to complete the Myers Briggs test. Then, through conjunction with the Psychology department, the results will be tabulated and then reviewed with the aid of a psychology professor during class. Special attention will be paid to the significance of each student's specific type with some instruction in possible strong points and possible trouble areas. This analysis should provide students with both an understanding of themselves and an understanding of the importance of self knowledge.

Etiquette

The second of the four skills I believe are important to learn before others can be explored is etiquette. This is a skill that is fundamental, not only in the undergraduate setting, but certainly in the professional world as well. The ability to impress those we meet with
our acumen and manners enables us to build bridges through our behavior that may pave the way for future interactions. This is important in the undergraduate context because of the varying levels of authority that campus leaders are required to come into contact. Also, it was brought to my attention by Dr. Ciulla that this is an area that has been taken for granted in the past, but that needs special attention in light of declining courtesy and the development of bad habits by leadership majors. The best way to adjust to different environments is to remain consistently courteous and mindful of etiquette. This lesson will be taught incorporating classroom exercise where students, split into groups, will be faced with hypothetical situations where they must decide the best way to handle either awkward situations or situations where the "proper" reaction is ambiguous. This class session will focus on the way to schedule meetings, the ways to greet others in formal settings, proper etiquette in a classroom or meeting environment, as well as the proper ways to cancel appointments or to change arrangements. This will be a very casual discussion of a formal topic enabling students to become comfortable with the idea of etiquette and to familiarize themselves with the standards that will be maintained through the balance of the semester.

Interpersonal Communication

Communication skills is another fundamental skill that leaders must possess. Leadership is a process in which at least two parties interact. This interaction is forged
through some kind of communication. Murray writes, "unless members of an organization communicate effectively with one another, they cannot truly work together." This is a tenet of leadership that has been echoed in leader theory since its inception. Communication is linked to effectiveness in such a fundamental relationship for two reasons. First, effective communication prevents a great deal of energy from being expended in duplicating the work of others. By re-inventing the wheel time that could be used to work further toward goals is used to reestablish what has already been achieved. Also, if actions are repetitious and others will repeat what a leader has done before then they will waste valuable time if they must first think of how to complete the task rather than having the "how to" communicated to them by the leader who already has the experience. This illustrates the second benefit of effective communication cited by Murray, "effective communication can enable group members to learn important lessons from one another."

The two classroom sessions spent on this topic will focus three communication issues. First, an introduction to the communication process will frame the following exercises and discussion. Second, the topic of barriers to effective communication will be studied. Finally, what Murray calls "win-win communication" will be examined. The introduction will present basic concepts such as the difference between verbal and nonverbal communication as well as the four basic steps, as discussed by Johnson and Johnson, that form
communication. These are encoding, transmission, decoding and response. A classroom exercise utilizing what is often referred to as the "telephone game" will clearly illustrate this relationship between the intention of the speaker and the perception of the receiver.

The concept of barriers to communication will be the next topic studied. There are three major types of barriers outlined by Johnson and Johnson that will be studied in several simulations. The first type of barrier is called leveling which refers to the tendency to reduce the amount of information received, through the elimination of details. Sharpening is the next type of barrier and refers to another form of elimination of details, but in these cases certain elements are emphasized over others. This results in certain points being retained while others are forgotten. The last form of barrier discussed by Johnson and Johnson is assimilation. This refers to a receiver's tendency to review communication in their own frame of reference which may vary from that of the speaker and change the meaning from what was intended. Role plays will be developed in which pairs are formed with one partner playing the part of a listener using barriers of communication and then developing feedback on how the speaker felt when encountering these barriers.

"Win-win" communication is another important topic that Murray touches on. This is based on a theory developed by Zuker where the goal of the communication is working cooperatively toward a goal that enables the speaker and
listener to achieve their desired outcomes. There are several components to successful communication that Zuker outlines beginning with congruence. Congruence refers to when verbal and nonverbal messages are consistent with internal feelings. A second component is empathy where one person has the capacity and willingness to understand the experience of another. The final component that Zuker describes is acceptance where a listener has unconditional positive regard for another person. Again role plays will best illustrate the benefits of "win-win" communication in regards to both speaker and listener and their satisfaction as a result.

Diversity Issues

The last of the items that I feel need to be addressed before any further discussion on leadership skills can be pursued is diversity issues. In discussions with both Alison Bartel Lord and David Dorsey, two university staff members with extensive experience dealing with undergraduate issues, the importance of sensitivity to diversity issues was repeatedly emphasized. Further Murray states, "an understanding of other people's points of view would be vital to your success in any leadership role." Murray cites several studies that conclude that the country's minority population is growing rapidly so the probability of dealing with a diverse group in any organization is rapidly increasing. At the University of Richmond students are sheltered from the realities of diversity in the real world so it is particularly important that this issue be
addressed. For this class periods students will be required to analyze four leaders each representing a different minority community and their rights. The class will review readings about Steven Biko, Anne Richardson, Christopher Reeves and Tony Kushner who represent respectively the Black, female, handicapped and homosexual minorities and their growing role in leadership. The discussion will focus on leadership styles and attempt to draw some parallels from the stories and the leaders' paths to power.
Motivation

Once the four fundamental skills are examined the course is able to integrate the other skills into the classroom exercises. The first skill studied in this second part of the course is motivation. The ability to motivate others is of major importance to effective leaders. Leaders must be able to not only establish goals and illustrate how to achieve them, they must also create incentive or desire to accomplish these goals. They must be able to distinguish what motivates different followers, because different individuals are motivated by different needs, and they must decide how to appeal to those desires in a constructive fashion that promotes the achievement of established goals. Murray discusses several concepts that relate to the need to determine motivational factors.

The first major concept discussed is Maslow's hierarchy of needs. This is a useful tool that can be used to determine the level of motivation that a person needs to have met. With needs ranging from the physiological need to have shelter and food to the self actualization needs of wanting to develop your unique traits and talents to their fullest potential the scale is a way to help determine what needs followers need to have met and what will most likely be the next needs to arise once the first priorities are addressed. Maslow's hierarchy has been proven to be incompatible across cultures, but in the western world Maslow's hierarchy remains relatively dependable.

Another concept addressed is what has become known as
the Hawthorne studies. The Hawthorne studies basically proved that workers' satisfaction increased with a feeling that decision makers were considerate of their input and that their concerns were addressed effectively. By feeling attended to workers become more satisfied. This realization has led to what is called participative management style where input flows not only downward, but upward at the same time. This kind of give and take is extremely satisfying for all those involved as management, the leader, also feels more in tune with followers' needs and better able to handle their concerns.

For this class session a short simulation will be run with the class divided into two groups. Both groups will be asked to complete some repetitious and monotonous act. One group will be offered some kind of incentive while the other group will not. The incentive can be as simple as some candy, but even this minor an incentive should produce observable differences in the production of the two groups.

Group Dynamics

The concept of group dynamics is probably one of the most sound and pragmatic issues to incorporate into this course. It is a major concern for leaders to understand followers, "not only as individuals, but as members of larger social or organizational units." writes Murray. This is because, "these units invariably have characteristics of their own, which sometimes differ dramatically from those of the individuals who comprise them. In fact, even the individuals in a group often behave
differently within the context of that group than they do in other settings." With this in mind the need to understand the ways that group interaction may affect the behavior of group members is of great interest to the informed leader. This might seem like an impossible task to achieve, but as Murray points out, "certain characteristics and patterns of behavior in groups are nearly universal. By recognizing common group phenomena, as they occur in your own organization, you will be able to anticipate possible problems and can plan accordingly." This does show a light at the end of the tunnel and Murray helps us to reach toward that light by describing a few different facets of groups such as how groups develop, why people join groups and how the individual and the group interplay.

People join groups for one of three functions, according to Kiesler. These three functions are an informational function, an interpersonal function and a material function. The informational function refers to those who join group simply for the benefit of others' opinions and, particularly, the group's reaction to their opinions. The interpersonal function refers to the psychological benefits, esteem confidence, that accompany working with others. Finally, the material function deals with those who are simply interested in the tangible benefits that are the result of work with a group and would have been impossible if the individual had worked on his or her own. By understanding others' motivations for joining groups we can better understand how to achieve what Murray
calls a synergy or cohesiveness which describe a relationship where individuals work together, for varying reasons, to achieve a common goal that, in turn, achieves their own personal goals.

The next topic that Murray discusses is Tuckman's four stages of group development. They are forming, storming, norming and performing. Forming refers to the basic organization of a group and an establishment of group members individuality within the group. The storming stage refers to the development of conflict and polarization around interpersonal issues. This is time when the difference between group members becomes the most important. Conflicts may arise as different people see things in very different ways. Eventually, for a group to be effective, it must reach the norming stage where these differences are reconciled and group goals that appeal to all of the very different parties are established. Once this is done the performing stage can begin where the group acts on these common goals in order to achieve them.

These lessons would best be illustrated by a long class simulation where the class members are told certain roles to play within a fictitious organization. Through this simulation students should gain a clear understanding of the need to understand personal motives, the importance of the four stages of group development and the different roles that followers can play in group interaction. This is one of the best applications for experiential teaching in this course and will probably result in the best understanding of
Running Meetings

For these class sessions the Doyle text will be used. In particular the possible problems faced in meetings, the importance of different roles in meetings, how to maintain authority effectively and how to develop positive group interaction are all very important subjects to consider. The Doyle text explains very clearly and briefly how each of these concerns can best be addressed. Again the most effective way to illustrate this lesson may be from a complex simulation where these concerns are addressed. The simulation must call for the delegation of the responsibilities that Doyle and Straus primarily focus on such as the facilitator, the recorder and the group member. Murray engages in a more exhaustive list, but within the context of the class' probable size these few roles are probably those that most need to be illustrated. Through the course of the meeting a definite disagreement should occur as well as the presence of a troublesome group member who distracts the group from established goals and decreases efficiency. The group leaders ability to maintain control and his or her ability to engage the entire group effectively should be critically analyzed and discussed after the simulation. The discussion after the simulation should bring to light most of the issues covered in the Doyle and Straus text and should provide adequate reflection on the simulated experience.

Planning and Organization
These class sessions will draw from the Robert's Rules of Order text and two chapters from the Doyle and Straus text. The Robert's Rules text will be used to aid a discussion of parliamentary procedure. Once students have reviewed selected excerpts from the text they should be able to hold a discussion about different facets of parliamentary procedure and then participate in a brief simulation where they will be required, in a formal meeting, to ask certain questions, make certain motions or report progress on different topics at the appropriate times and in the correct fashion. Almost every organization uses some variation on parliamentary procedure and an understanding of the formal basis would prove helpful in the future.

The two chapters in the Doyle and Straus text address two very important concerns regarding planning a meeting. The selection of the room, or the handling of a designated room is a functional concern for anyone running a meeting. Doyle and Straus effectively outline how to make a room work for you and what dangers there are to avoid in selecting a room. This may seem like an issue of little concern, but on a campus as small as the University of Richmond often organizations are given rooms for meeting that truly place the person leading the meeting at a disadvantage. The ability to turn this around and have the room "work" for you is a critical skill. The second chapter in the Doyle and Straus text for review in this section is the chapter detailing the importance of an agenda. This concept is another extremely helpful tip in running meetings. To
illustrate this in class two groups will be formed, one with an agenda and one without clear goals or outlines. The two groups will hold short meetings and then provide feedback that should prove that the group utilizing an agenda ran a more efficient, less confusing meeting than the group without any guidelines.

Delegation

For this skill the Murray book is once again reviewed. The section on delegation discusses several important points. It touches on authority, responsibility, knowing when and when not to delegate and how to delegate. Murray discusses first the different types of authority and the kind of merit that each possesses (ie. organizational authority versus expert authority). He then discusses the concept of responsibility and cites the combination of these two concepts in a follower's role as the distinction between delegation and work assignments. This is an important distinction for Murray who believes that delegation should be a synergistic relationship where the delegator benefits from the lessening of responsibility while the follower benefits from an increase in authority. Murray discusses many of the drawbacks of delegation and the many benefits as well. He spends several pages on when delegating is a good idea and when delegating is not in the best interest of either the leader or the follower. This will be of particular importance to the students enrolled in this class.

The next issue addressed is choosing a delegate.
Murray again insists that this is a primary concern because, "selection of a delegate who has neither the will nor the ability to complete a particular project can doom the project to failure from the outset." With this caution in mind the need to carefully consider different selections for delegation becomes apparent. The process of delegating then becomes the next logical step. Murray outlines eight steps that should summarize the entire delegation process. These steps along with the discussion when to delegate and when not to delegate should be the focus of class discussion with the instructor providing different examples of possible delegation situations that the class will need to decided whether or not to delegate.

Stress Management

The subject of stress management is incredibly important for two reasons. First we must consider the unique problems that college life presents for student leaders. These students are assimilating themselves to life with a certain degree of autonomy. They are repeatedly forced to make decisions that they never had to consider before and are presented with options that previously were closed to them. In this environment of developing responsibility and personal accountability students face pressures and stress that they may have never before experienced. It is with this in mind that the instruction in several different relaxation techniques becomes important. Also these changes and their corresponding pressures are going to again face students when they
graduate from school and face the work world and its additional responsibilities and choices. The skill of being able to force relaxation will provide a foundation that students will be able to draw upon when necessary.

The classroom session should showcase some kind of stress relief or relaxation expert who would lead the class through different relaxation exercises. This experience should give the class the opportunity to decide for themselves which kinds of stress management and relaxation techniques fulfill their unique needs. Selected passages from the Blumenfeld text should be reviewed for the session, but discussion time will be sacrificed for the speaker interaction.

Public Speaking and Presentations

The focus on public speaking and presentations will be another fundamental concentration of the course. In any leadership position the need to address a group or some kind of audience is regularly encountered. Whether in simply running a meeting, giving a report or even making a complete presentation leaders need to have some background in public speaking if only to have familiarized themselves with some basic concepts. The Kalish text is extremely user friendly and provides great insights and suggestion on how to give a great presentation. The text is divided into two sections "preparing your presentation" and "giving your presentation" so the first two classes on presentations will focus separately on these two issues. The first class period will develop the concepts of "information gathering", 
"outlining", "putting it into words" and "using audiovisual aids". The class session will revolve mainly around a discussion of these tips.

The next class session will revolve around actually giving the speech. Preparation and delivery will be highlighted as the instructor breaks down Kalish's chapters and provides in class demonstrations of some of the author's recommendations. Then students will be given the chance to volunteer for readings of selected passages in front of the class. In the following two class periods students will be responsible for giving a five minute informative speech about a topic of their choice so this would be a perfect opportunity to get some early practice and helpful feedback. The next two class sessions will focus on the five minute speeches and feedback from both students and the instructor. These speeches will be in preparation for the major exit presentation on a campus leader that the students will have to give at the conclusion of the semester.

ASSIGNMENTS

Campus Organization Presentation

This will be the first assignment of the semester and will not be graded strictly. Students will be required to prepare a five minute presentation describing a campus club, team or organization that they are not a part of. The speech should focus on a brief history of the organization,
the organization's purpose or mission, the responsibilities of members of the organization and ways to become involved in the organization. The purpose of this assignment is twofold. First it will give the instructor some indication of the students' comfort with public speaking and will provide the basis by which students' individual progress in presenting and speaking to an audience will be judged. Secondly the topics of students' speeches should provide helpful insight into diverse campus organizations and further familiarize the class with the leadership opportunities available at the University.

Student Leader Critical Essay

This will be a ten page paper about some contemporary campus leader. The students will be encouraged to study themselves as leaders within different organizations. If this is not acceptable then students can choose some other leader willing to be studied. Students cannot analyze the same leader. The purpose of this paper will be to analyze the way that different campus leaders utilize the various skills taught in the course of the semester. Examples must be given of specific instances where some of these skills are used and how they were employed. The effectiveness with which the leader wields these different skills must be addressed as well as an objective assessment of the leader's overall effectiveness with discussion regarding specific strengths and weaknesses. Some time should be spent discussing both the leader's and the organization's (within which he/she operates) background. This paper should give
students the opportunity to see how leadership skills apply every day and should offer insight into the different ways they interact and combine in various situations.

Informative Speech

Students will be required to present a five minute informative speech on the topic of their choice. The topic must be related specifically to the undergraduate experience. Students must submit an outline at the time of presentation and will be graded on the basis of their perceived comprehension of the material covered in the Kalish text and its application to a real speaking situation. This speech will also be graded in comparison to the campus organization speech to analyze the degree of improvement displayed.

Student Leader Presentation

This presentation will be a ten minute speech relating the findings of the student leader analysis essay. The presentation will be graded in relation to the campus organization presentation and the five minute informative speech in an attempt to discern the level of improvement achieved by individuals. This presentation must include visual aids and focus mainly on the analysis portion of the essay. It will be presented in class and there will be a peer evaluation component factored into the grading. Students will be graded on several major speech components as outlined in the Kalish text.
Analysis and Recommendations

PURPOSE

It is the responsibility of the Jepson School of Leadership Studies to provide instruction for its students for and about leadership. Inherent in this goal is the responsibility to teach students how to lead. Certain skills are fundamental if leaders are to be successful. These skills need to be taught so that the Jepson school fulfills its responsibility to its students. It is the hope that these skills will improve the success of students and make their leadership experiences more rewarding and complete that the importance of this course is fully realized.

Through this course students should also enjoy experiential learning in a setting that is very familiar. By studying undergraduate leadership a context is developed that all students can understand. This eliminates the need for students to become assimilated into a new setting and will enable learning from the very beginning.

Also through this course students should gain better understanding of what activities their fellow students enjoy. This process speaks to concerns about how well students know each other and how well they interact. Hopefully if students are encouraged to study each other it will foster the kind of community that the Jepson school desires.

OBJECTIVES

* To instruct students about different leadership
skills and their application to student leadership.

* To develop these skills through an experiential style that promotes involvement and engagement in learning.

* To provide students with a forum within which they may gain a better understanding of each other.

* To track students' development as they gain a better understanding of the leadership skills taught.

* To incorporate the Jepson School of Leadership Studies curricular goals.

* To develop better leaders that will represent the Jepson school admirably in their leadership roles.

**ROLE OF THE INSTRUCTOR**

First the instructor needs to develop an environment in the classroom that students feel comfortable within. Due to the importance of simulations and role plays students need to feel comfortable acting out different roles in front of each other. This concern should be addressed early, probably in the first class session, by having extensive icebreaker sessions. Ice breakers are games that force two things. First they force students into some interactions that require them to get to know each other and break down barriers that they might rely on. Second, ice breakers force active participation. Almost every ice breaker requires every participant to engage in the activity so that a sense of inclusion and commonality is forged. This will ideally set the tone for the heavy participation requirements of experiential learning.

Further in a class that endeavors to incorporate
experiential learning the role of the instructor becomes more complex. Much of the literature reviewed about the benefits of experiential learning urged the need for specific training for teachers of experiential courses. The instructor will need to guide the class so that predetermined goals are met, but the students must also be given enough freedom that they are able to truly learn by experience rather than learn through a guided tour of certain simulations. Students must be able to command full ownership for decisions and interactions so that the experiences are more personal and easily retained. The instructor will be able to guide the class by taking time in the beginning of class to outline the skill to be studied, its relevance to student leadership, and the main theories or concepts about the skill and its application. Then the instructor will be able to let the class run the day's simulation or role play or interaction with a guest lecturer. After the exercise for the day is completed the instructor will regain control of the session by leading a feedback session that focuses on the lessons learned that day and insights gained through experience. This will be quite a tight rope to walk, but should be more easily maintained through experience.

RESPONSIBILITIES OF THE STUDENTS

The two most important responsibilities of the students will be the importance of attendance and the importance of participation. Both of these requirements are tied into the tenets of experiential learning. In a theory based class a
student can do the reading and preparation for class and then not attend and really only miss out on discussion. In this course, however, the real learning will occur in the classroom in the simulations, role plays, discussions and speaker interactions. By not attending class a student misses out on the real substance of the course and defeats the purpose of experiential learning. Also in reviewing the syllabus it becomes apparent that some topics will only be dealt with for one class period. Therefore if a student misses the class on stress management an important skill will have been completely neglected. Experiential learning goes beyond just observing class sessions. As stated before it requires participation by all students so that each might have the experience that they will reflect upon in the future. Even if the most interesting simulation is developed, if one student does not participate actively, then the exercise is lost on him or her if the intent is an experiential interaction.

The following is a proposed syllabus that contains my recommendations for the design of the course.
Leadership Skills
Proposed Syllabus

Purpose

It is the responsibility of the Jepson School of Leadership Studies to provide instruction for its students for and about leadership. Inherent in this goal is the responsibility to teach students how to lead. Certain skills are fundamentally necessary if leaders are going to be successful. These skills need to be taught so that the Jepson school fulfills its responsibility to its students. It is the hope that these skills will improve the success of students and make their leadership experiences more rewarding and complete that the importance of this course is fully realized.

Through this course students should also enjoy experiential learning in a setting that is very familiar. By studying undergraduate leadership a context is developed that all students can understand. This eliminates the need for students to become assimilated into a new setting and will enable learning from the very beginning.

Also through this course students should gain better understanding of what activities their fellow students enjoy. This process speaks to concerns about how well students know each other and how well they interact. Hopefully if students are encouraged to study each other it will foster the kind of community that the Jepson school desires.

Objectives

* To instruct students about different leadership skills and their application to student leadership.

* To develop these skills through an experiential style that promotes involvement and engagement in learning.

* To provide students with a forum within which they may gain a better understanding of each other.

* To track students' development as they gain a better understanding of the leadership skills taught.

* To incorporate the Jepson School of Leadership Studies curricular goals.

* To develop better leaders that will represent the Jepson school admirably in their student leadership roles.
Required Texts

How to Give a Terrific Presentation Karen Kalish (New York: American Management Association 1997)

Other Texts Used

How to Make Meetings Work! Michael Doyle and David Straus (New York: The Berkley Publishing Group 1993)
The Big Book of Relaxation Larry Blumenfeld (New York: Relaxation Co. 1994)

Requirements and Grading

- Campus Organization Presentation 5%
- Student Leader Critical Essay 20%
- Informative Speech 5%
- Student Leader Critical Presentation 20%
- 2 Tests 15% (each)
- Participation 20%

Class Schedule

Week 1
* Introduction / explanation of the course, distribution of syllabus and ice breakers.

* Self Assessment - (Murray p. 3 - 9, p. 16 - 35), distribution of the Myers Briggs Type Indicator, discussion of Johari Window.

Week 2
* Self Assessment (cont’d) - Analysis of the Myers Briggs Type Indicator results.

* Self Assessment (cont’d) - Concentration on individual students' Myers Briggs results and its application to leadership style.

Week 3
* Etiquette - Discussion on etiquette issues as they apply to the classroom as well as the meeting room.

* Interpersonal Communications - (Murray p. 135 - 153), discussion of interpersonal communication's importance to leadership and the concept of barriers to communication, simulation.

Week 4
* Interpersonal Communications (cont’d) - discussion of the concept
“win-win” communication, simulation.

* Diversity Issues - (Biko, Richardson, Kushner and Reeves readings), discussion of the role diversity issues play in student leadership and commonalities among the studied minority leaders.

Week 5

* Begin Campus Organization Presentations

* Conclude Campus Organization Presentations

Week 6

* Test 1

* Group Dynamics - (Murray p. 179 - 192), discussion of why people join groups, stages of group development and concept of cohesiveness.

Week 7

* Group Dynamics (cont’d) - Continuation of discussion, simulation.

* Running Meetings - (Doyle and Straus p. 3 - 18 p. 63 - 143), discussion of different roles in meetings and importance of meetings, simulation.

Week 8

* Running Meetings (cont’d) - (Doyle and Straus p. 148 -156 p. 159 - 200), discussion of who should attend meetings, maintaining control and the importance of location, simulation.

* Motivation - (Murray p. 200 - 214), discussion of the importance of motivation, Maslow's hierarchy of needs and methods of motivation, simulation.

Week 9

* Planning / Organization - (Murray p. 233 - 243), discussion of the importance of planning, simulation.


Week 10

* Delegation - (Murray p. 215 - 225), discussion of when to delegate, when not to delegate, good delegation and who to delegate to.

* Stress Management - (Blumenfeld excerpts), speaker.

Week 11

* Test 2

* Public Speaking and Presentations - (Kalish p. 1 -78), discussion of research, outlining, and visual aids, simulation.

Week 12

* Public Speaking and Presentation (cont’d) - (Kalish p. 79 - 118), discussion of preparation and presenting, simulation.
* Begin Informative Speeches

Week 13  * Conclude Informative Speeches
* Begin Leader Analysis Presentations

Week 14  * Continue Leader Analysis Presentations
* Conclude Leader Analysis Presentations, class wrap-up and discussion of course.

Assignments

**Campus Organization Presentation** - each student will give an informative presentation on different on campus organizations, teams or clubs. This must be a group in which the student is not involved. Each presentation must be five minutes long and should focus on a brief history of the organization, the organization's purpose or mission, the responsibilities of members of the organization and ways to become involved in the organization.

**Student Leader Critical Essay** - each student will be required to write a ten page paper about a student leader. Students are encouraged to study themselves in their own different leadership roles within different organizations. If this is not possible then students can choose some other student leader who is willing to be studied. Students cannot analyze the same leader. The purpose of this paper will be to analyze the ways that different student leaders utilize the various skills taught in this course. Examples must be given of specific instances where some of these skills were used and how they were applied. The effectiveness with which the leader wields these different skills must be addressed as well as an objective assessment of the leader's over all effectiveness with discussion regarding specific strengths and weaknesses. Some time should be spent discussing both the leader's and the organization's (within which he/she operates) background. These papers should attempt to illustrate how leadership skills apply every day and should offer insight into the different ways skills interact and combine in different situations.

**Informative Speech** - each student must present a five minute informative speech on the topic of their choice. The topic must, however, relate specifically to the undergraduate experience (ie. campus news issue, factual data regarding campus life, information about a campus institution). Students must submit an outline of the presentation at the time of presentation. Students must show some application of the material covered in the Kalish text.

**Student Leader Presentation** - Each student must give a ten minute presentation
relating the findings of the student leader analysis essay. The presentation will be graded in relation to the campus organization presentation and the five minute informative speech in an attempt to discern the level of improvement achieved by individuals. This presentation must include visual aids and should focus primarily on the analysis portion of the essay. It will be presented in class and there will be a peer evaluation component factored into the grading.
Bibliography


Kate L. Turabian *A Manual for Writers of Term Papers, Theses and Dissertations*. The University of Chicago, 1996


