

Leadership, Development and Organizations (PPS 146)  
Fall 2009  
Mondays, 2:50 – 5:20p

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Abstract: PPS 146 aims to provide active student leaders with the knowledge, analytical competence, and skills needed to exercise ethical and effective leadership in student groups and campus organizations. Class sessions will explore issues that are critical to leaders and organizations on campus. Topics include organization theory, culture and diversity, followership, organizational change, strategy and planning, conflict resolution, decision-making and judgment, leader development and leadership succession, internal and external relations, and assessment and accountability.

The goals of the course are:

- Provide an engaging and stimulating climate for all members of the class to explore leadership, organizations and the relevant themes of the course.
- Foster a respectful climate through dialogue and support of difference of opinion and thought.
- Provide an environment for student leaders to enhance their leadership skills and apply theory into practice in their respective organizations and in their personal lives.

The objectives of the course are:

- Teach and learn from each other.
- Develop an honest and trusting relationship that will encourage frank dialogue and mutual consultation.
- Understand historical framework and environmental concerns of campus leadership both at Duke and broad commonalities at other institutions.

The outcomes of the course are:

- Identify and analyze key conditions and strategies that may optimize the individual and collective efforts of teams and complex organizational challenges.
- Recognize differences in leadership styles, identities, and interests; and understand how these differences influence leadership approaches.
- Critically examine, aggregate and disaggregate leadership theory and its application to teams and organizations.

- Due to the nature of the themes and the goals as designed for this course, ethical behavior must permeate throughout every aspect in our individual and group interactions.

Please adhere to institutional policies regarding academic integrity as outlined in the Duke Community Standard:

<http://www.integrity.duke.edu/new.html>

Please refer to the following expectations regarding citations and documentation of sources. You will be held responsible for adhering to these regulations:

<http://library.duke.edu/research/plagiarism/>

## **PPS 146 Expectations and Requirements**

### **Examinations and Quizzes**

No examinations or quizzes are planned.

### **Activities Outside of the Classroom**

We will schedule activities outside of the classroom designed to enhance your educational experiences. These include lectures on campus, a class brunch and visits to nearby institutions to meet with other student leaders in similar roles. Participation in these various activities is expected unless there is an important schedule conflict.

### **Class Participation**

One of the most essential goals of the course is for this experience to be a learning community. As such, each member must be responsible and contribute to the class discussions, in class and in Blackboard, as well as within teams. This is the manner in which we fulfill our collective responsibility of holding each member accountable for overall learning. You are additionally requested to meet with me outside of the class prior to Fall Break. You may schedule this time during office hours, or a time more convenient to your schedule.

### **Presentations**

Each member of the class is expected to present three times during the semester; initially a brief synopsis of the individual problem statement; a book presentation and near the end of the semester as a member of the team in presenting the group consulting project.

### **Reflection experience**

Students are expected to journal weekly via Blackboard and respond to prompts to deeply examine concepts explored in the course and through readings a few times throughout the semester.

### **Consulting Project**

Students will complete a substantial campus organization-consulting project. The projects' objectives are: (1) to experience team interpersonal dynamics and leadership challenges under real life conditions; (2) to reflect upon and learn from experience; (3) to produce tangible products and concrete recommendations that add value to student

groups and campus organizations; and (4) to learn more about the unique context of the university community.

Students will address the top seven problem statements voted upon by the class and will be assigned to teams of 3 to collectively analyze a campus organization challenge using best practice research and theory and apply the concepts to develop a meaningful result in a consultative approach. Although time may be allotted during class time to connect, this experience will require teams to work outside of the class. Additionally, teams will be assigned a project consultant coach, who is a member of the Division of Student Affairs based upon the unique aspects of the selected project. The name of this individual will be provided after the projects are selected. You will be expected to meet with the project consultant coach during the semester.

### **Papers**

Several papers will be required throughout the semester in the following manner:

- Develop a 1-2 page problem statement presenting a challenge an organization to which you provide leadership is experiencing. The paper should be written with details and in a compelling manner with full disclosure of the unique challenges and opportunities relevant to the needs. Of special interest is the manner in which the problem will continue to impact the organization if not resolved, both within the organization as well as the campus community.
- A paper to accompany a presentation of the book to which you will be assigned.
- After the teams have been assigned, a 5-page paper analyzing the case from a consultative perspective will be required.
- At the end of the course, each team will submit a 25-30-page paper that is the culmination of the consulting experience. The paper should provide a comprehensive examination of the original problem, coupled with relevant theory, underlying relationships, resources, communication, risks, performance and sustainability.
- A 5-page paper reflecting upon your course experience, the content and consulting experience will be submitted as the final essay. Critical thought should be given to determine what you learned, how this experience impacted your leadership, and the benefit, if any, to the organizations to which you provide leadership.

### **Grades**

The final grade for the course will be based upon the following:

- 5% Problem Statement (1-2 pages)
- 10% Class Participation
- 5% Reflections (1-2 pages)
- 15% Book Presentation Paper
- 15% Group Case analysis (5 pages)
- 35% Group Consulting Presentation and Project Paper (25-30 pages)
- 15% Final Essay (5 pages)

### **Required Text:**

Komives, S., Lucas, N., and McMahon, T, (2007) Exploring Leadership: For college students who want to make a difference.

*Recommended Text:*

Friga, P. (2009) The McKinsey Engagement.

**Required Texts based upon book assignment:**

- Brafman, O., and Beckstrom, R. (2006) *The Starfish and the Spider: The Unstoppable power of leaderless organizations.*
- Klann, Gene (2007) *Building Character: Strengthening the Heart of Good Leadership.*
- George, B. & Sims, P. (2007). *True North.*

**Weekly Schedule and Assignments:****August 24 – Expectations and Outcomes**

The first class will provide opportunity for introduction and to collectively understand the course schedule, expectations and outcomes. We will review each organization and the leadership roles held by each participant and each student will be assigned to a specific leadership book to read, present and write an accompanying paper.

**Action:** Purchase the assigned book for presentation later in the semester. Read chapters 2 and 3 in *Exploring Leadership*. Read Chapter 6 in *Great Leadership* by Antony Bell. The problem statement is due at the next class session. The reflection guide for the week:

- Write about the first time you realized your own leadership potential.
- What is your personal philosophy of leadership?
- In what manner is your personal philosophy enhanced or challenged within the organization to which you provide leadership?

**August 31 – The Relational Leadership Model and the Three Dimensions of Leadership**

This session will overview the Introduction to Leadership Studies, the Relational Leadership Model and the Three Dimensions of Leadership. Students will also give brief presentations on their respective problem statements.

**Action:** Read chapters 4 and 6 in *Exploring Leadership*. Read “Discovering your Authentic Leadership” by George, Sims, McLean and Mayer.

**September 7 – Personal development and Ethics**

We will discuss the role ethics plays in personal leadership and within organizations. Consulting groups will be assigned.

**Action:** Read chapter 7 in *Exploring Leadership*; chapter 4 in *Followership* by Barbara Kellerman; and Robert Cialdini’s “Harnessing the Science of Persuasion (Harvard Business Review, October 2001).” The reflection guide for the week is provided below:

- Why should anyone be led by you?

## **September 14 – Introduction to Organizational Consulting**

This class session will offer a critical examination of the necessities of effective organizational consulting, relevant to your group consulting assignment. Guest lecturer: TBD

**Action:** Read chapter 4 in REAL Leadership by Dean Williams. Read chapter 7 in Leading through Conflict by Mark Gerzon.

## **September 21 – Understanding Groups and Followership**

This session will explore the role followers play in organizations and group dynamics.

**Action:** Read chapter 5 in Exploring Leadership.

## **September 28 - Understanding Organizations and Campuses as Unique Environments**

This session challenges you to think of organizations as being communities, its elements and how leadership may be applied. Student leaders from regional institutions will be invited as guests for the class with a reception to follow. Guest Lecturer: TBD.

**Action:** The reflection guide for the week:

- Write about a time in which you used a strategy within your organization to achieve a desired result. What happened? What obstacles existed? Were your members in agreement/opposition? Was there a reaction in the campus community?
- What evidence do you utilize to determine the success of an initiative, program or service within your organization? Are your current evaluative efforts appropriate? Why or why not?

## **October 5 – Enjoy Fall Break!**

## **October 12 – Book Presentations**

## **October 19 – Culture and Diversity**

This session will explore the roles culture and diversity and how each impact the organization as well as the campus environment.

**Action:** Read chapters 8 and 9 in Exploring Leadership. The reflection guide for the week:

- Think of your organization's structure and culture. Are these congruent with the organization's mission, vision and core values?
- Think about Gardner's eight principles relevant to the organization you represent. If they are not apparent, why? What could be done to improve the community? Are the results different if you choose to be in that community such as joining a club, rather than a community you did not choose, such as your residence hall?

## **October 26 - Strategy, Planning and Assessment**

This class session will provide opportunity to examine key components typically, which may be afterthoughts, and if not given the proper amount of attention may hinder the progression of organizations.

**Action:** Bring examples of key communications, marketing, and pr documents/brochures/leaflets for your organization. Read chapters 10-12 in Exploring Leadership.

## **November 2 – Communication and PR**

Communication and public relations play a significant role in the success or detriment of organizations. This session will examine both and provide the insiders edge to thinking critically about your audience before making one move. Guest Lecturer: TBD.

**Action:** Read College student perceptions of leadership: Empowering and constraining beliefs by J.E. Shertzer & J.H. Schuh. Read chapters 13 and 14 in Exploring Leadership. The reflection guide for the week:

- Leaders undergo an extensive amount of pressure. How do you go about the business of self-care? What does your regimen resemble?
- How is self-confidence different from self-efficacy? To which do you subscribe and why?

## **November 9 – Judgment and Decision-making**

This session will explore concrete strategies for focusing, learning new ways of developing purpose and keeping a sense of balance.

**Action:** Read Success That Lasts, by Nash and Stevenson.

## **November 16 – Transition and Change**

This session will consider the dynamics of transition and change from both an interpersonal and intrapersonal perspective.

**Action: Be in class for the consulting project presentations.**

## **November 23 – Consulting Project Presentations**

**Action: Be in class for the consulting project presentations.**

## **November 30 – Consulting Project Presentations**

**Final: Five page paper is due electronically by December 7, 2009 11:59pm.**

**Enjoy your Winter Break!**