

BRESCIA UNIVERSITY COLLEGE
School of Leadership & Social Change

Sociology 3335b:
Community Leadership
Winter 2018

Professor: Dr. Lisa Jakubowski

Class Time/Location: Mondays 8:30-11:20 am, UH-26

Dr. Jakubowski's Contact Information:

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Office Hours: Tuesdays: 11:30 am-12:30 pm, or by appointment.

Course Prerequisites:

Registration in Year 3 or Year 4 of a Community Development, Dimensions of Leadership or Sociology Module, or permission of the Instructor.

COURSE DESCRIPTION:

This seminar course critically examines the meaning of community leadership. Topics to be considered include: the history and changing nature of leadership; the role of ideology, power and privilege in shaping leadership; exploring one's own potential for leadership; and leadership for social change.

LEARNING OUTCOMES:

By the end of this course students will be able to:

1. **Demonstrate** an understanding of the relational nature of leadership;
2. **Explain** how community leadership is a diverse and ever-changing process;
3. **Illustrate**, in some detail, the core competencies of community leadership;
4. **Appraise** their leadership strengths and challenges;
5. **Collaborate** with others to design and facilitate a workshop.

BRESCIA COMPETENCIES:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing

world. Throughout this course, students will work towards developing the following Brescia Competencies:

Communication: includes the articulation of one's ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Critical Thinking: the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis: the ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving: the ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness and Development: the ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement: the ability "to understand and respond to the needs of others" (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Valuing: the ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one's beliefs and be accountable for their actions.

ASSIGNMENTS AND GRADING STRUCTURE:

ASSIGNMENT	VALUE OF ASSIGNMENT	RELEVANT LEARNING OUTCOMES	RELEVANT BRESCIA COMPETENCIES
Participation	5%	1, 2, 3, 4, 5	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Self-Awareness & Development ✓ Social Awareness and Engagement ✓ Valuing
Reflection Questions	15%	1, 2, 4	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Problem-Solving ✓ Self-Awareness & Development ✓ Valuing
Midterm	25%	1, 2	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving
“Learning Team” –Led Workshop	20%	1, 3, 4, 5	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Self-Awareness & Engagement ✓ Social Awareness & Engagement
Final Comprehensive Assignment	35 %	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Social Awareness & Engagement

REQUIRED READINGS:

Komives, Susan R., Nance Lucas, Timothy R. McMahon, Wendy Wagner, Daniel Ostick. *The Exploring Leadership Student Set* 2013. San Francisco CA.: Jossey-Bass. [ISBN: 978-1-118-57224-5]

Krile, James F. 2006. *The Community Leadership Handbook: Framing Ideas, Building Relationships and Mobilizing Resources*. USA: Fieldstone Alliance.

RECOMMENDED READINGS:

Brown, Cherie, R., George J. Mazza. 2005. ***Leading Diverse Communities: A How to Guide for Moving from Healing to Action.*** San Francisco: Jossey-Bass.

Chrislip, David D. 2002. ***The Collaborative Leadership Fieldbook.*** San Francisco: Jossey-Bass.

Komives, Susan R., Wendy Wagner. 2009. ***Leadership for a Better World: Understanding the Social Change Model of Leadership Development.*** San Francisco: Jossey-Bass.

Quinn, Robert E. 2004. ***Building the Bridge As You Walk On It: A Guide for Leading Change.*** San Francisco: Jossey-Bass.

Roberts, Dennis C. 2007. ***Deeper Learning in Leadership: Helping College Students Find the Potential Within.*** San Francisco: Jossey-Bass.

Schmitz, Paul. 2012. ***Everyone Leads: Building Leadership from the Community Up.*** San Francisco: Jossey-Bass.

DETAILED COURSE OUTLINE:

*Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, to attend class and to participate in all community and/or classroom activities as they are scheduled.** If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed*

DATE	THEMES/DUE DATES	REQUIRED READINGS
JANUARY 8	Course Introduction; Administrative Details	Komives et. al., Chapter 1
JANUARY 15	The History and Changing Nature of Leadership	Komives et. al., Chapters 2 & 3
JANUARY 22	Understanding Yourself in Relation to Leadership Submit Reflection #1	Komives et. al., Chapter 4
JANUARY 29	Diversity in the Community Classroom: Learning Styles	TBA

FEBRUARY 5	Diversity and Leadership Guest Speaker-to be confirmed Submit Reflection #2	Komives et. al., Chapter 5 & 8
FEBRUARY 12	Ethics and Leadership; Community Leadership as Process Guest Speaker- to be confirmed Submit Reflection #3	Komives et. al., Chapter 6 & 7
FEBRUARY 19	READING WEEK; NO CLASSES	
FEBRUARY 26	MIDTERM EXAM (25%)	NO NEW READINGS
MARCH 5	Leadership and Social Change: The Social Model of Leadership Development	Komives et. al., Chapters 10 & 11
MARCH 12	Core Competencies for Community Leadership: Framing Ideas..... (Learning Team Workshops)	Krile, Parts 1 & 2
MARCH 19	Core Competencies continued: Building Social Capital— Effective Communication, Managing Interpersonal Conflict, & Building Social Capital Across Cultures..... (Learning Team Workshops)	Krile, Part 3
MARCH 26	Core Competencies continued: Mobilizing Resources— Analyzing Stakeholders & Building Coalitions..... (Learning Team Workshops)	Krile, Part 4
APRIL 2	Developing a Leadership Identity (Final Learning Team Workshops)	Komives et. al., Chapter 12
APRIL 9	Final Class COMPREHENSIVE ASSIGNMENT DUE (35%)	

Course Specific Policies:

1. Submission of Assignments

- All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). For each day the assignment is late, the student will lose .5 of a mark (.5% of final course grade). Except for exceptional circumstances such as those noted above, **assignments submitted 7 days or more past the due date will not be accepted.**

2. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used to for note-taking and class related activities only—NOT surfing the net, chatting, looking at photos etc.

3. Late Submission of Assignments worth less than 10%

- For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE

1) Ongoing Preparation and Participation- 5%

The success of the teaching and learning process depends on each person=s preparation and participation. Being absent, or late, detracts from the learning experience for everyone.

Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author?

Regarding participation, do your best to offer, each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their points of view (if you disagree), and offer comments that further the conversation. Finally, in the spirit of a classroom “community”, you will be expected to attend and provide commentary on ALL of the workshops of your colleagues.

2) Reflection Questions: 15% (3 questions worth 5 marks each)

Length: 2 pages, typed, double-spaced, properly referenced.

Due Dates: January 22; February 5; February 12

1st Reflection Question:

Komives, Chapter 4, question #3 (p.184): *Review Bennis’s lessons for developing self-knowledge and provide examples from your own life. When were you your own best teacher? When did you accept responsibility for something that did not go well? When did you learn something you really wanted to learn? When did you learn something through the process of reflection?*

OR

Komives, Chapter 4, question #4 (p.184): *Looking at your top five strengths from the StrengthsFinder assessment report, how can you apply these in your leadership? Identify an example of how you applied each of these five strengths within the last week.... How can these strengths be integrated in your leadership efforts?*

2nd Reflection Question:

Komives, Chapter 5, question #2 (p.233): *Referring to Milton Bennett’s Developmental Model of Intercultural Sensitivity, think about where you are currently in this model. What stage best describes you now? What experiences will help you expand your openness to others?*

3rd Reflection Question:

Komives, Chapter 6, question #4 (p.279): *How would you approach someone in your group or community who is behaving unethically or who is violating the group’s standards?*

3) Midterm Exam:

Date: Monday February 26, 2018

Time: 8:30- 10:30 am

Worth: 25%

This midterm will cover all material (i.e., lectures, readings, guest presentations) from the beginning of the course up to and including what is covered in class on Monday February 12.

**4) Learning Team Led Workshop (20%)
(Approximately 1 hour in length each)**

In this assignment, you will be placed in “learning teams” and your task will be to develop a workshop to teach your classmates about a “core competency” of community leadership. You will use as your starting point the *Community Leadership Handbook*, but, you may use additional resources if you wish. The topics for these workshops include:

- Framing Ideas
 - ❖ Identifying Community Assets
 - ❖ Analyzing Community Problems
 - ❖ Visioning
 - ❖ Translating Vision into Action

- Building and Using Social Capital
 - ❖ Building Social Capital Through Effective Communication
 - ❖ Managing Interpersonal Conflict
 - ❖ Building Social Capital Across Cultures
 - ❖ Mapping your Social Capital

- Mobilizing Resources
 - ❖ Analyzing Stakeholders
 - ❖ Building Coalitions
 - ❖ Building Effective Community Teams
 - ❖ Recruiting and Sustaining Volunteers

Beyond teaching your classmates about some dimension of a core competency, you will be encouraged, as a team, to consider what you each hope to learn from the process of creating and facilitating a workshop.

Through consultation between the professor and students, these workshops will be scheduled for the following weeks of the term: **March 12, March 19, March 26 and April 2**. In this assignment, all team members will receive the same grade for their presentation.

5) Community Leader Profile (35%)

Due: Monday April 9, 2018

Length: 8 pages, typed, double-spaced, properly referenced.

*****Please submit an electronic copy via the assignment link on our OWL page and a hard copy to me in class.***

This assignment begins with the assumption that you are currently (or have in the past) been connected to a not for profit community organization.

Instructions:

- 1) Using our course readings as your starting point, analyse the various perspectives on leadership we have studied throughout the term. Based on your assessment, answer the following question: if you could create the “ideal” community leader, what qualities would s/he embody? Be sure to provide a rationale for your answer. *Please note that while you begin with course materials, the expectation*

is that your research will extend beyond class readings to include outside sources.

- 2) Keeping Part 1 in mind, identify a “local” person (perhaps working in an organization with which you are connected, or, from your parish, school etc.) who you feel is the embodiment of a community leader. Justify your choice. In the process of justifying your choice, you may wish to consider the following questions:
- What are the top 2 or 3 reasons you have chosen this person?
 - Was there a critical issue s/he addressed? If so, how was the decision made to act on this community issue?
 - Discuss ways that the approach to leadership adopted by this individual has made a difference in her/his community?

2017-18 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student’s Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. The

student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:
<http://westerncalendar.uwo.ca/2017/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory
(<http://westerncalendar.uwo.ca/2017/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices (http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/> . Students who are in emotional/mental distress should refer to Mental_Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of

particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.