

PLP Leadership Minor Courses

1ST YEAR COURSES

LDRS 2017: The Leadership Process (*Fall Quarter, 2 credits*)

LDRS 2018: Self as Leader (*Winter Quarter, 2 credits*)

LDRS 2019: Leading Teams (*Spring Quarter, 2 credits*)

Plus: Serve to Lead/Lead to Serve (*Year-long placement*)

2ND YEAR COURSES

LDRS 2040: Leading Community Change (*Fall Quarter, 4 credits*)

HCOM 2050: Collaborative Leadership: Local Perspectives (*Winter Quarter, 2 credits*)

HCOM 2060: Collaborative Leadership: Global Perspectives (*Spring Quarter, 2 credits*)

Plus: Serve to Lead/Lead to Serve (*Year-long placement*)

3rd & 4th YEAR COURSES

LDRS 3000 Capstone: Leadership Ethics (*Winter or Spring Quarters, 4 credits*)

ELECTIVES LIST (WHEN OFFERED)

6 credits

Students will apply six (6) additional credits at the 2000 level or above for completing of the minor. These can come from a combination of elective courses, internships, and/or study abroad. A list of pre-approved courses is provided below. (Should this just be a link?) Course credits outside of those listed must be pre-approved by the PLP Faculty Advisor at your initiative.

LDRS 2017: The Leadership Process

This course focuses on an introduction to leadership theory and an integration of this theory into your own Serve to Lead placement and leadership development. The course was designed to broaden your understanding of what constitutes leadership, including the notion of citizen leadership and research related to exemplary practices of transformational leadership. This course will provide foundational concepts for defining leadership, understanding oneself and broadening your understanding of "who" and "what" constitutes leadership.

LDRS 2018: Self as Leader

Leadership development cannot take place without "taking stock" of your "self." Effective leadership also means determining your values - where you stand. This course is designed to help student's assess their current strengths and growth areas as an emerging adult leader. Through the readings, class participation, experiential learning activities and assignments students explore various aspects of their values, personality, preferences, cultural influences and skills that relate to leadership practices. Students identify, explore and analyze best

practices of leaders and work on building effective these into their own lives.

LDRS 2019: Leading Teams

Teams are the primary vehicle by which many, if not most, complex tasks are accomplished in our society. As a result, there is an increasing demand for leaders who can build, lead and participate in effective teams. Current research on team effectiveness and obstacles will be explored in order to equip you for a culminating team project serving a community outside of the DU campus. It will help lay the theoretical and conceptual foundations you need to prepare you to a) reflect on teams of which you have been a part; b) develop strategies for making your teams more effective, whether you are a leader or a team member; and c) help you develop and practice skills for your sophomore year Community Change Initiative. With this course, you are completing your 1st year sequence as a student of leadership.

LDRS 2040: Leading Community Change

This course builds on the themes we began in the first-year PLP sequence. Specifically, we continue to expand your understanding of community, citizenship and spheres of influence. Last year, you explored theories of leadership as well as your own assets and passions you carry into leadership. During the sophomore course series we learn how to think strategically and act purposefully to make change happen in a larger context-the community. This course asks you to look at and practice leadership as a relational process that brings people together around common interests in order to affect positive change within institutions. We will examine and practice key leadership concepts including self interest, power, collaboration, political-ness and public and private relationships. We will also practice specific leadership strategies, including 1-1 interviewing techniques, issue research, developing mission statements and action plans and conducting community research. By the end of the quarter you will propose with a team of peers, a Community Change Initiative (CCI) that will collaboratively and actively address an important social problem for the remainder of the academic year.

HCOM 2050 Collaborative Service Learning: Local Perspectives and HCOM 2060 Collaborative Service Learning: Global Perspectives

In this two-course sequence, students have a chance to lead and implement a model of community based change, or Community Change Initiative (CCI) involving service that was envisioned in LDRS 2040. The sequence represents an important step in the PLP experience and in the student's development as a citizen leader. By the end of this sequence, the student should be able to lead community based change efforts, and learn from the experiences associated with those efforts in local and global applications.

LDRS 3000: Leadership Capstone: Leadership and Ethics

Recent writers and scholars of leadership have become increasingly aware that addressing influence skills alone, or even the ability to "get things done through others" is not enough to fully capture the essence of effective leadership. How can we, for example, differentiate Gandhi and King from Stalin and Jim Jones? To fully understand effective leadership, and to

become a truly effective leader, one must also appreciate and apply ethical principles to leadership acts.

This course completes your leadership studies as an undergraduate at DU, and in the process is designed to help you think in a structured, reflective way about the ethical considerations surrounding leadership acts and consequences. As a result, you should leave with a greater understanding of your own and others' leadership, as well as with tools to help you navigate ambiguous situations and conflicting interests associated with your future leadership roles.

Leadership Profiles Events

We believe in learning from firsthand accounts of everyday leadership. Leaders are invited to speak at special events planned throughout each quarter. In most cases 3-5 events are held to supplement your in-class learning. Since most speakers cannot come to all 3 classes of the First Year PLP, we will host Leadership Profiles Events to allow all classes to come together to learn from chosen leaders. These events are mandatory with one excused absence per quarter. Reflection papers are often be required from the faculty. Be sure to ask your professor what the requirements are for your section of the class.