

# Foundations of Leadership Development

Education 216 / Psychology 216

Spring 2016 Syllabus

*“So the point is not to become a leader. The point is to become yourself, to use yourself completely – all your skills, gifts, and energies- in order to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and to enjoy the process of becoming.”*

– Warren Bennis

*“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” – Maya Angelou*

## Instructors:

Virginia Byrne	vbyrne@umbc.edu	410-455-2318	The Commons, Room 2B15
Lee Hawthorne, PhD	hawthor@umbc.edu	410-455-1754	The Commons, Suite 336

Schedule number: PSYC 216, EDUC 216  
Day and time: Wednesday, 4:30pm – 7:00pm  
Location: Patapsco 161

Office Hours: By appointment in Commons, Room 2B15

## Course Description:

This course is designed to help develop effective, ethical leaders. As a student at UMBC you can interact with and powerfully influence other UMBC students on a daily basis. This course is designed to help you to develop as a leader and to prepare you to have a positive influence on others at UMBC, as well as throughout your life. Through experiential projects and theoretical readings, this course will provide a foundation for your leadership development.

## Learning Outcomes:

- Leadership Theory: Students will understand and conceptually be able to discuss leadership theory and research
- Personal Reflection: Students will critically analyze past and current leadership learning experiences as individuals, in partnerships and in groups, and examine the motivation and purposes that drive involvement in the leadership process. Students will explore questions relevant to both the class material and their own unique leadership path.
- Skills Development: Students will develop skills necessary to be effective in the leadership contexts of individuals and in partnerships including: self-awareness, social awareness, relationship building, emotional intelligence, and ethical and critical decision making.
- Application of Theory: Through engaging in campus curricular and co-curricular communities, students will apply leadership theory to practice and enhance their leadership skills, experience and knowledge.

### Course Grading:

200 Points Possible. No extra credit will be given.

A	90-100%	C	70-79%	F	Below 60%
B	80-89%	D	60-69%		

### Requirements Summary

(17.5%)	(35 pts)	Class participation & discussion
(37.5%)	(75 pts)	Projects
(12.5%)	(25 pts)	Oral Midterm
(15%)	(30 pts)	Final Exam
(7.5%)	(15 pts)	Quizzes
(10%)	(20 pts)	Online Discussion

### Course Requirements:

#### 1. Class Participation/Discussion (35 points total)

Leadership is inherently a relational process that occurs among individuals. Within this course, you have a responsibility to create a dynamic learning environment in which you have the opportunity to understand, acquire, practice, reflect, and apply leadership knowledge, skills, and values. Each member of the class is an expert in his or her own personal experience and how that experience informs and shapes the meaning made and analysis of course readings, therefore you must be present to share this with your peers and learn from one another. Interpretation and integration of course readings are critical components of a learning environment and will be graded components of the course.

**Attendance & Participation (25 points)** – On time and full attendance at all class sessions is expected. Your presence is essential, not only for your own learning, but also for the learning of other class members. If you miss a class period, you are still responsible for submitting assignments and Blogger posts on time. It is your responsibility to find out what was covered or assigned on the date you missed.

A large portion of class time will be spent in group discussions, and much of what you learn will be based on experiences and communicating with fellow classmates. Active listening and involved participation are required, including discussions of assigned readings. The quality, tone and timeliness of class comments are more important than the frequency and length of comments. At the end of the semester, part of attendance/participation points will be determined by instructor and peer evaluations. The remaining points will be determined by the instructors based on your contributions to class discussions and activities.

**In-class Discussant (10 points)** – Each class member will be assigned as the Discussant of one assigned reading. On the date specified by the instructor, the Discussant will present a 2 minute summary of the reading to the class, lead a class discussion to ensure all class members understand the content and feel comfortable agreeing with or challenging the assumptions of the author, and close the discussion with a 2 minute summary of the reading's key points, relating the reading to other course content. At times, two students will be assigned to the same reading. In this case, the students should work together on the 2 minute summaries and facilitating the class discussion.

**2. Online Discussion (20 points)** - To supplement readings and projects, a private group Blogger page made specifically for this class will be used for you to post related videos, articles, and ideas. Posts should address that week's prompt (found in the class assignment schedule below), be related to class readings or discussions, and cite related course content. You can find the site at <http://psyc216spring2016.blogspot.com/>. A rubric will be given on the first day of class.

### 3. Quizzes (15 Points)

Five, 3 point quizzes will be administered throughout the semester to test reading comprehension. See the class schedule for the quiz dates. If you miss a class period containing a quiz because of an emergency please let Virginia know. The lowest quiz score will be dropped at the end of the semester.

### 4. Projects

*\*Any late assignments will come with significant point penalties.*

**a. Value Self-Portrait Video**, Due February 15 at noon, 25 Points

Reflect on your personal values and how they relate to your own leadership practices. These personal values will be shared in the form of a video self-portrait. This self-portrait will need to be 2-3 minutes in length, and must begin with a quotation that has great personal meaning for you. Using this quotation as a reference point, you will proceed to a precise communication of your values, and how these values are revealed in your personal leadership practices. A written copy of your script highlights including your quotation, stated values, and resultant leadership practices will be required with submission of your Value Self-Portrait Video. You must submit you video to the class Blogger.

**e. Listening With Empathy Reflection Paper**, April 13 before 4:30pm, 15 Points

Reflect on your experiences listening with empathy in reference to an activity we will complete in-class with a take-home aspect. *Submit on BlackBoard.*

**f. Final Analysis**, Due April 27 before class, 25 Points

Final team project includes an interview with a community leader, detailed analysis of course content, and an in-class team presentation. A detailed rubric will be provided by the instructor.

**g. (In Class) Final Reflection**, May 4 in class, 10 Points

Attendance of the full final class is required to complete the final reflection assignment. If you must miss the final class, inform Virginia Byrne by May 1, 2015.

### 5. Oral Mid-Term, 25 Points

### 6. Final Exam – Take-Home Paper, 30 Points

#### Required Texts:

Course readings are essential. What you learn from the readings will lead our conversations in class and serve as the foundation for the projects, online discussions, and final exam. Please note that class time will not be spent reviewing the readings, so you should do the assigned readings on your own and be prepared to discuss them in class.

Course readings include:

1. Rath, T. (2007). *Strengths finder 2.0*. New York: Gallup Press. (New only, with code).
2. Weekly articles and book excerpts through the Readings tab on the course BlackBoard page

## **Accommodations for Students With Disabilities**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Student Support Services (SSS) is the UMBC department designated to:

- receive and maintain confidential files of disability-related documentation,
- certify eligibility for services,
- determine reasonable accommodations,
- develop with each student plans for the provision of such accommodations, and
- serve as a liaison between faculty members and students regarding disability-related issues.

If you have a disability and want to request accommodations, contact SSS in the Math/Psych Building, Room 213 or Academic IV-B wing Room 345 (or call 410-455-2459 or 410-455-3250). SSS will require you to provide appropriate documentation of disability and complete a Request for Services form available at <http://my.umbc.edu/groups/sss>. If you require accommodations for this class, make an appointment to meet with Virginia to discuss your SSS-approved accommodations.

## **Classroom Climate:**

This course is intended to introduce students to new ideas, cultures, and environments. Please respect yourself and each other. This does not mean that disagreement is not allowed- thoughtful and relevant questions and comments are always encouraged- it does mean that attacks on a personal basis will not be tolerated. No student is obligated to withstand racist, sexist, or homophobic comments, or any other comments displaying personal intolerance in the classroom. Also, please be respectful of one another and your instructors. Please do not use a computer during class, but let the instructors know if you need to take notes that way or need special accommodations.

## **Cell Phones:**

Cell Phones will be (1) turned on silent, (2) avoided in action and in thought, (3) absolutely not in use while someone is speaking or sharing, and (4) occasionally used for special cell phone activities outlined by the instructors.

## **Written Assignments:**

We expect you to present solid content and convey your message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Proper citations will be expected for all material that is taken directly or paraphrased from another source. Papers should be typed, double-spaced, one inch margins, with 12 point font. We suggest you take your papers to the UMBC Writing Center before submitting them to us. Please find the Center's information here: [http://www.umbc.edu/lrc/writing\\_center.htm](http://www.umbc.edu/lrc/writing_center.htm)

## **Academic Integrity:**

"By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook, the Faculty Handbook, or the UMBC Policies section of the UMBC Directory." - <http://www.umbc.edu/integrity/faculty.html>

Academic integrity is essential and cheating, fabrication or plagiarism in any form will not be tolerated. This is for your own benefit. By holding people accountable for these behaviors, we will create a better environment for learning. As a leader your integrity is paramount.

## Course Schedule (Readings, Assignments, etc):

If you miss a class period where readings, handouts, etc are passed out, you are responsible for getting a copy of the readings and any handouts, etc. Please look ahead in the syllabus to plan in advance.

### ***Class 1 (Week of January 25 - 29): Syllabus Review & Begin Course Material***

### ***Class 2 (Week of February 1 - 5): Scholarship of Leadership & Social Change Model***

- Readings Due Before Class:
  - (1) *Introduction*. Leadership (4th ed). Northouse, Peter
  - (2) *Preface & The Model*. A Social Change Model of leadership development.
- Online Post Due by Noon Monday (Feb 1): Which of the 7 C's most resonates with you?  
\*All Students Post\*No Comments\*

### ***Class 3 (Week of February 8 - 12): Leadership - Individuals***

- Read: (1) Leading with Integrity and Moral Purpose. *Exploring Leadership (2nd Ed)*. Komives, Susan, Lucas, Nance, & McMahon, Timothy
- Online Post Due by Noon Monday (Feb 8): Watch the "Power of One" video ([https://www.youtube.com/watch?v=\\_QzjqOl2N9c](https://www.youtube.com/watch?v=_QzjqOl2N9c)) and answer the following questions thoughtfully: What is the purpose of leadership? What is your leadership purpose?  
\*Teams 1 & 2 Post\*Teams 3 & 4 Comment\*
- Quiz Today on the Social Change Model

### ***Class 4 (Week of February 15 - 19): Emotional Intelligence***

- Complete & Bring: *Values Self-Portrait by Monday February 15 at noon.*
- Read: (1) Increasing Your Emotional Intelligence. *Emotional Intelligence at Work*. Weisinger  
(2) Goleman, Daniel. What Makes a Leader?
- Online Post: Post your own Values Video and then watch/comment on at least two others.

### ***Class 5 (Week of February 22 - 26): Discover Your Strengths***

- Complete & Bring: *Strengths Quest Result (printed)*
- Read: (1) StrengthsQuest (pages 1 - 31)  
Online Post: Using various media and written reflection answer the following questions and then comment on two other posts: What have you done at UMBC (or in the past 2 years) that has allowed you to use your signature themes? What are the links between what you want to do in the future and your signature themes? \*Teams 3 & 4 Post\*Teams 1 & 2 Comment\*

### ***Class 6 (Week of February 29 – March 4): Identity Development***

- Read: (1) Embracing cross-racial dialogue. *Why are all the black kids sitting together in the cafeteria?*. Tatum, Beverly  
(2) Tatum, Beverly. The Complexity of Identity: *Readings for Diversity and Social Justice*
- Online Post: Watch the video "A Class Divided" on the 'Brown Eyes, Blue Eyes' experiment at the following website and watch Chapter 1:  
(<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>)  
\*Teams 1 & 2 Post\*Teams 3 & 4 Comment\*
- Quiz Today on Emotional Intelligence, the Johari Window, and the Beverly Tatum readings

### ***Class 7 (Week of March 7 - 11): Social Justice***

- Read: Young, Iris Marion. Five Faces of Oppression. *Readings for Diversity and Social Justice*
- Online Post: Watch the TED talk "Danger of a Single Story" and respond, then comment  
[http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story.html](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html)  
\*Teams 3 & 4 Post\*Teams 1 & 2 Comment\*

**Spring Break: Week of March 14 - 18**

**Class 8 (Week of March 21 - 25): Ethics**

- Read: *Learning Critical Reflection*. Learning as a Way of Leading. Preskill, S. & Brookfield, S. (Note on the reading: skim the first half, read the second half. Be able to define critical reflection)
- Quiz Today on Targeted Identities, your personal privileges, and Critical Reflection

**Class 9 (Week of March 28 – April 1): Groups & Partnerships: Effective Communication**

- Read: (1) *Developing Effective Communication Skills*. Emotional Intelligence at Work. Weisinger  
Online Post: Watch this cartoon on Transformational Leadership:  
<https://www.youtube.com/watch?v=60O2OH7mHys> What communication skills are an essential part of transformational leadership? \*Teams 1 & 2 Post\*Teams 3 & 4 Comment\*

**Week of April 4 - 8: Oral Midterm in small groups**

**Class 10 (Week of April 11 - 15): Solving problems in groups and communities**

- Complete & Submit on BlackBoard before class: Empathy Reflection Paper
- Read: (1) Context for the Practice of Leadership. *Exploring Leadership (2nd Ed)* . Komives, Susan, Lucas, Nance, & McMahon, Timothy  
Online Post: Watch this short TED video on How to Start a Movement. What do you think about the way the speaker discusses the importance of followers?  
[http://blog.ted.com/2010/04/01/how\\_to\\_start\\_a/](http://blog.ted.com/2010/04/01/how_to_start_a/) \*Teams 3 & 4 Post\*Teams 1 & 2 Comment\*
- Quiz Today on the Tuckman Model, on self-disclosure statements, and successful movements

**Class 11 (Week of April 18 - 22): Community & Change (Guest: David Hoffman)**

- Read: (1) Making a Difference with Leadership. *Exploring Leadership (2nd Ed)* . Komives, Susan, Lucas, Nance, & McMahon, Timothy (Skip pages 338-340)  
(2) The Heart of Danger . *Leadership on the Line* . Heifetz, Ronald and Linsky, Martin
- Online Post: Watch this 7 minute TED video by Dave Meslin called “The Antidote to Apathy” at [http://www.ted.com/talks/lang/en/dave\\_meslin\\_the\\_antidote\\_to\\_apathy.html](http://www.ted.com/talks/lang/en/dave_meslin_the_antidote_to_apathy.html)  
What is your reaction Dave Meslin’s TED talk? Since citizenship extends beyond voting, how do you stay informed about needs and issues relevant to your community?  
\*All Students Post\*No Comments\*
- Quiz Today on Adaptive Challenges, resistance to change, and the emotional impact of change

**Class 12 (Week of April 25 - 29): Final Analysis Videos**

- Complete: Lessons Learned Video
- Online Post: 1 person from each group should post the Final Analysis video and give credit to the other group members. Due before the start of class.

**Class 13 (Week of May 2 - 6): Where do we go from here? -- Reflections & Renewal**

- Read: Next Steps as a Social Change Agent. *Color By Numbers*. Munin, Arthur Carl. p. 115 -120 . Sterling, VA . Stylus. 2012
- Online Post: Describe 3 issues that you are passionate about. \*All Students Post\*No Comments\*

**Week of May 9 - 13: No Class**

**Final Exam (TBD – During our Final Exam Period)**

- Submit Final Paper on Blackboard by the end of our assigned final exam period.