# HESI 217: Introduction to Student Leadership
## University of Maryland, College Park

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**UMD Leadership Studies**
http://umddepartments.orgsync.com/org/leadershipstudies

**COURSE INFORMATION:**
Location: EDU 3315
Mondays and Wednesdays, 11:00 am – 12:15 pm
Office Hours: By appointment

## COURSE DESCRIPTION

The study and practice of leadership carries social, political, and cultural relevance that is inescapable in today's diverse, global, and evolving world. This course will survey the study and practice of leadership and provide students with a variety of experiences to wrestle with large leadership questions. What is leadership? Who can be a leader? How is leadership an important aspect of understanding self and others? Students will respond to these questions by developing their own leadership philosophies throughout the course of the semester.

This course will use two primary frameworks to teach students about the study and application of leadership, the two frameworks are: the Relational Leadership Model (RLM) from *Exploring leadership: For college students who want to make a difference* and the Five Practices of Exemplary Leadership from *The leadership challenge: how to make extraordinary things happen in organizations*. Students will explore these leadership frameworks through in-class experiential exercises, individual reflection and group work. A primary objective of this course is for students to gain firsthand experience in the study and practice of leadership theories through application. This course will help students to understand and identify the complexities of leadership education.

## COURSE MATERIALS

Komives, S. R., Luca, N. & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference.* (3rd.). San Francisco, CA: Jossey-Bass.
>> **ISBN-10:** 1118399471
>> **ISBN-13:** 978-1118399477

Kouzes, J. M., & Posner, B. Z. (2012). *The leadership challenge: how to make extraordinary things happen in organizations.* (5th ed.). San Francisco, CA: Jossey-Bass.
>> **ISBN:** 978-0-470-65172-8

Additional course readings will be available on the course's ELMS site.

## LEARNING OUTCOMES

Through this course, students will be able to:
- Explore and critique leadership theories, philosophies, and practices from intrapersonal (self) and interpersonal (self and others) contexts
- Recognize how leadership is affected by history, society, culture, and politics
- Demonstrate an effective application and evaluation of leadership theories (i.e. the Relational Leadership Model and the Five Practices of Exemplary Leadership) through a collaborative/culminating leadership project
- Demonstrate an ability to embody leadership philosophies while effectively collaborating and working with others

## COURSE POLICIES

**Syllabus:** This syllabus is subject to change based on the needs of the class and the semester. All changes will be documented and placed on ELMS at http://elms.umd.edu/.

**Atmosphere:** Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members' participation in class activities and discussion. Class members are expected to be open to learning about alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership.

**Expectations for Instructors:** Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students' interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make use of instructors in and outside class sessions to provide additional help or support.

**Academic Integrity:** In all class work and assignments, Instructors will expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also, submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating, fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

More information about academic integrity is available online at www.shc.umd.edu.

**Attendance:** Class attendance is essential and expected. The University has instituted an attendance policy related to medically necessitated absences (available at http://www.president.umd.edu/policies/docs/V-100G.pdf). The general attendance policy is available at http://www.testudo.umd.edu/soc/atedasse.html. The information contained in this syllabus adheres to both these policies. Unexcused absences and absences from a portion of a class session (i.e. late arrivals or early departures) will be factored into your participation grade.

**Participation:** Much of the learning in this course takes place through engaging in the classroom experience, practicing leadership, and receiving direct and immediate feedback. Therefore, students' attendance and full participation in class is expected at all times. Instructors will expect students to arrive on time, be prepared to regularly contribute to class discussions, and practice individual developing leadership skills.

Participation will be based on the following:
- Class attendance (arriving on time and staying for entire class)
- Attention during class (no cell phone or laptop usage unless encouraged)
- Active engagement in class activities and discussions
- Preparedness for class (completion of assigned readings and homework)
- Exhibiting your growth in leadership skills
- Demonstrating the application of theory and models

**Cell Phones:** Please silence and put away cell phones while in class. For sending a text messages or doing other non-course related activities during class, instructors reserve the right to ask students to leave and may deduct participation points from students' grade.

**Religious Observations:** Students may come to the University and this class with many spiritual beliefs, Instructors will be sensitive to students' requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided as soon as possible.

**Course Cancellations/Delays:** Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. Students may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Any cancellations by the instructor will be announced as early as possible on ELMS and via course email.

**Students with Disabilities:** Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition,

students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities and staff is available to consult with students at any time (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

**Course Evaluations:**  While instructors hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways the class will engage in evaluation as a class. One of these is the University's campus-wide online course evaluation system, CourseEvalUM.  Student's participation in this system will make a real contribution to our academic program. Instructors value this student feedback, and other students will benefit from having evaluation data for all courses readily available.  CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so.

Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.  More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

## GRADING POLICIES

**Grading Criteria:** Specific grading rubrics accompanying each assignment.

**Late Assignments:**  All assignments are due in class or through ELMS on the date indicated on the class schedule.  Unless specified in the assignment, or arranged with the instructor ahead of time under no circumstances should any work be submitted by e-mail.  **Students are encouraged to be proactive and speak with the instructor if they know a conflict exists and they will not be able to produce an assignment on time.** Grades for late assignments will drop by 50% if submitted within one week of the due date.  No assignments will be accepted after 1 week of its due date.

**Presentation Guidelines:**  Students must dress appropriately for all in-class presentations.  Presentations must adhere to the time limits.  If a student has an unexcused absence on the day of a presentation, then there will not be a chance to make up the missed presentation.

**Paper Guidelines:**  All written work must adhere to the following guidelines:
- Include a heading with name, date, assignment (no title page);
- Use 1-inch margins, Times New Roman size 12 font, and single-spacing;
- APA formatted citations and references. This is a good online source for APA guidelines from Purdue University: http://owl.english.purdue.edu/owl/resource/560/01/.

All hard copy assignments must be turned in stapled.  When submitting assignments online, paper-formatting guidelines still apply.

**Grading Breakdown:**

| COURSE REQUIREMENTS | POINTS |
|---|---|
| **Participation** | **150** |
| **Papers** | **300** |
| *My Basic Assumptions (2/20/15)* | *150* |
| *My Leadership Definition (5/13/2015)* | *150* |
| **Scholarship in Practice: Semester-long Team Project** | **400** |
| *Digital Video(5/5/2015)* | *200* |
| *Final Presentation(5/5 and 5/7/2015)* | *100* |
| *Peer Evaluation(5/8/2015)* | *100* |
| **Online Reflections (5 Reflections x 30 points)** | **150** |
| **Total** | **1000** |

A+ = 97 – 100% (4.0)    C+  77 – 79.99% (2.3)    F = below 60% (0.0)

A = 93 – 96.99% (4.0)    C = 74 – 76.99% (2.0)

A- = 90 – 92.99% (3.7)    C- = 70 – 73.99% (1.7)

B+ = 87 – 89.99% (3.3)    D+ = 67 – 69.99% (1.3)

B = 84 – 86.99% (3.0)    D = 64 – 66.99% (1.0)

B- = 80 – 83.99% (2.7)    D- = 60 – 63.99% (0.7)

**MAJOR ASSIGNMENTS**

**My Basic Assumptions Paper:**  Using a case study format, we will review the lives and careers of Coach Bobby Knight and Coach Mike Krzyzewski (Coach K) to explore some of the most basic questions about leadership:  What motivates people to do their best? Is it better to be loved or feared? What is the most effective style of leading? How do situational factors impact our leadership style?

This case study review will prepare you to write a paper in which you will share your own basic assumptions about motivation (most effective way), leading (most effective style), and human nature (People are basically _____). Your paper should include personal examples, significant life experiences, course readings, and other relevant sources that can support or help to explain how you have reached these assumptions, as well as, provide a succinct yet thoughtful personal definition of leadership that is reflective of these assumptions.

*The paper should include proper citations.  Following the Paper Guidelines outlined in the syllabus, the paper should be 3-4 pages in length (it can be longer, but definitely not shorter).*

*Due: 2/20/15 (submitted by midnight on ELMS)*

**My Leadership Definition:**  Students will revisit their "My Basic Assumptions Paper" from the beginning of the course. By the end of semester, students' will have been exposed to leadership theories and models such as the Relational Leadership Model and the Five Practices of Exemplary Leadership and engaged in collaborative/culminating leadership project.  Therefore, this paper will illustrate how the students' understanding of leadership has evolved over the course of the semester.

Students will write a paper describing their developed personal leadership definition. In this assignment, students are expected to address their original definition of leadership and how their definition has evolved, explain which theories and activities influenced their new definition, and describe how they have come to understand and incorporate class topics and leadership models into their new definition and continued practice of leadership.

*The paper should include proper citations.  Following the Paper Guidelines outlined in the syllabus, the paper should be 3-4 pages in length (it can be longer, but definitely not shorter).*

*Due: 5/13/2015 (submitted by midnight on ELMS)*

**Scholarship in Practice: Semester-long Team Project**

> ***Digital Video:***  The objective of this project is to explore and demonstrate how leadership theories are applied in practical contexts. In groups of 4-5 students, students will develop a 5-8 minute high quality video to be used as a "teaching tool" that highlights and examines the Relational Leadership Model and the 5 Practices of Exemplary Leadership. Groups will produce a video that will educate others on the application of the Relational Leadership Model and the 5 Practices of Exemplary Leadership in select contexts, situations, or current events. Thus, groups are 1) teaching others about leadership; 2) demonstrating the use of the

Relational Leadership Model and the 5 Practices; and 3) using leadership theories to come up with reflective, innovative, and creative ways to interpret select situations and events.

This project will assess students' ability to:
- Facilitate and communicate knowledge of leadership philosophies and theories (i.e. Relational Leadership Model and the Five Practices of Exemplary Leadership)
- Critically evaluate the use and utility of leadership theories
- Understand what is required to bring about a successful outcome from planning, modeling and preparing, to critiquing, revising, and perfecting.

Midway through the project, students will present their video for evaluation by the instructor, peers and external reviewers. Groups are expected to incorporate the feedback given and make relevant additions before presenting their final product.

*Final Presentation:* HESI 217 students will develop a 15-20 minute presentation that includes the following
- Presentation of the final digital video
- Description of the role/contribution of group members throughout the project
- Observations of how Strengths, the 5 Practices and the RLM were present in the group process
- Explanation of how the evaluation and feedback loop was applied to the project
- Highlights of what was challenging, what went well and what was learned

*Peer Evaluation*: Because a significant part of this class is your group work, a portion of your grade will be decided by other members of your team. You will be asked to give each team member a grade with a description supporting that grade.

*Due: Upload the video onto ELMS for initial evaluation and feedback by the start of class on 4/16 (videos will also be shown in class). Upload the final presentation and revised video onto ELMS by the start of class on 5/5 (will also be presented in class on 5/5 and 5/7). Peer Evaluation will be included with the online Reflection #6 due by midnight on 5/8.*

**Online Reflections:** Students will complete 5 online reflections related to the course work and team project. Generally, online reflections will encourage students to think from multiple perspectives about the class concepts and to deepen their knowledge and sense of leadership. Each reflection will be accompanied by several prompts to help you develop an organized and thoughtful response. On occasion reflections may be submitted as a group discussion thread to enhance your team project and process.

*Each reflection will be due on ELMS by midnight on the day indicated in the course schedule. Please see the course schedule at the end of the syllabus for exact dates.*

| Week | Day | Class Topic | Assignment Due | Reading Assignment |
|------|-----|-------------|----------------|--------------------|
| **Week 1** | Mon 1/26 | Welcome & Course Introduction | | |
| | Wed 1/28 | Syllabus Review<br>Experiential Learning Model | | |
| **Week 2** | Mon 2/2 | Class Expectations<br>An Introduction to Leadership | Listen to the first 8 minutes of This American Life's, *370: Ruining it for the Rest of Us* http://www.thisamericanlife.org/radio-archives/episode/370/Ruining-It-for-the-Rest-of-Us | Chapters 1 & 2 (pgs. 3-65) of *Exploring Leadership* |
| | Wed 2/4 | Basic Assumptions:<br>The Tale of Two Coaches | Reflection #1 due on Friday, 2/6 | Case Studies on ELMS,<br>*Coach Knight: The Will to Win*<br>*Coach K: A Matter of the Heart* |
| **Week 3** | Mon 2/9 | The Tale of Two Coaches II | Bring a copy of Reflection #1 to class | |
| | Wed 2/11 | The Changing Nature of Leadership<br>Generations of Leadership Theories | | |
| **Week 4** | Mon 2/16 | Generations of Leadership Theories II | *My Basic Assumptions Paper* due on Friday, 2/20 | Chapter 2 (pgs. 65-92) of *Exploring Leadership* |
| | Wed 2/18 | The 5 Practices of Exemplary Leaders<br>Model the Way | Bring "My Personal Best" example to class | Chapter 1 & 2 (pgs. 9-97) of *The Leadership Challenge* |
| **Week 5** | Mon 2/23 | Inspire a Shared Vision<br>Challenge the Process | | Chapter 4-7 (pgs. 100-211) of *The Leadership Challenge* |
| | Wed 2/25 | Enable Others to Act<br>Encourage the Heart | Bring 3 questions, insights or criticisms from the readings to class | Paul Loeb's, *The Real Rosa Parks* on ELMS<br><br>Chapter 8-11 (pgs. 214-328) of *The Leadership Challenge* |
| **Week 6** | Mon 3/2 | Challenge Course | | |
| | Wed 3/4 | The Relational Leadership Model | Bring 3 questions, insights or criticisms from the readings to class | Ella Baker's, *We Need Group-Centered Leadership* on ELMS<br><br>Chapter 3 (pgs. 93-150) of *Exploring Leadership* |
| **Week 7** | Mon 3/9 | Understanding Self<br>StrengthsFinder 2.0 | Complete *StrengthsFinder 2.0* and bring results to class (code in the back of your *Exploring Leadership* book) | Chapter 4 (pgs. 151-186) of *Exploring Leadership* |
| | Wed 3/11 | Strengths-based Leadership<br>Assign Project Teams | Reflection #2 due on Friday, 3/13 | |

| Week 8 | | No Class due to Spring Break | | |
|--------|------|------------------------------|---|---|
| | | *March 15-22, 2015* | | |
| **Week 9** | Mon 3/23 | Work Day 1: Project Planning | | |
| | Wed 3/25 | Understanding Others | Watch Chimamanda Adichie's Ted Talk: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story and bring one quote that resonated most with you to class. | Chapter 5 (pgs. 187-236) of *Exploring Leadership* |
| **Week 10** | Mon 3/30 | Work Day 2: Understanding Others | | |
| | Wed 4/1 | Leading with Integrity | Reflection #3 due on Friday, 4/3 | Chapter 6 (pgs. 237-286) of *Exploring Leadership* |
| **Week 11** | Mon 4/6 | Work Day 3: Leading with Integrity | | |
| | Wed 4/8 | Work Day 4: RLM Worksheet | Reflection #4 due on Friday, 4/10 | |
| **Week 12** | Mon 4/13 | Work Day 5: Understanding Change | | Chapter 10 (pgs. 405-442) of *Exploring Leadership* |
| | Wed 4/15 | Video Presentations and Feedback | Videos due for Evaluation & Feedback | |
| **Week 13** | Mon 4/20 | Interacting in Teams and Groups | | Chapter 8 (pgs. 309-352) of *Exploring Leadership* |
| | Wed 4/22 | Work Day 6: Interacting in Teams and Groups | | |
| **Week 14** | Mon 4/27 | Work Day 7: Integrating Feedback | Reflection #5 due on Friday, 5/1 | |
| | Wed 4/29 | Work Day 8 | | |
| **Week 15** | Mon 5/4 | Presentations | Final Video & Group Presentations | |
| | Wed 5/6 | Presentations | Final Video & Group Presentations Peer Evaluation due on Friday, 5/8 | |
| **Week 16** | Mon 5/11 | Wrap Up & Course Feedback | My Leadership Definition Paper due on ELMS this Friday, 5/13 | |

* Assignments & Course Outline is subject to change