LEADERSHIP DEVELOPMENT LAB I: SPA 361
American University, Spring 2015
Thursdays, 5:30pm, Ward 4

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TEACHING ASSISTANTS

Abby Lore (Environmental Health and Sustainability)
Megan Crowley (Human Rights and Equality)
Bob Siegel (Education and Activism)
Nick Hunt (Power and Politics)
Jordan Peebles (Gender and Sexuality)
Sharon Lee (Urban Development)

READINGS

Tom Rath and Barry Conchie, Strengths Based Leadership (2008 Gallup Press) ISBN 9781595620255 (new only as it contains a one-use-only code to take an online assessment) (required)


Patrick Lincioni, Five Dysfunctions of a Team: A Leadership Fable (2002 Jossey-Bass) 978-0787960759 (recommended)


Read regularly a major news source such as the New York Times, The Washington Post, or the Wall Street Journal.
ANTICIPATED ACCOMPLISHMENTS

This semester each student can expect to accomplish the following:

1. **Issue Group**
   Work with your group to:
   a. Prepare and complete a social action project in your issue area. (credit/no credit)
   b. Prepare a final social action project report. Report accurately what was done, why, and whether it was effective. Tell us what the group learned. (graded)
   c. Present the report to the class in 15 to 20 minutes. (included with final report grade)

2. **Leadership Journals**
   Keep a Leadership Journal offering reflection, analysis or insight on your leadership development. Please include your work in issue group. Journal entries also may reflect on course materials and activities outside of the course that are relevant to your leadership development. We encourage you to attend speaking events both on and off campus and include these in your journal. Please double space the body of the entry, and single space your name, date, issue group, etc. Turn in 10 of 12 entries. (credit/no credit)

3. **Reading Reflections**
   Write a short reaction each week to the assigned reading. Please include:
   a. portion of reading completed
   b. how carefully you read,
   c. a short synopsis of the reading/s, and
   d. a reflection on the assigned readings.
   The synopsis should be a summary of the reading in the student’s own words in about a paragraph or, if multiple articles were assigned, a sentence or two on each article. The reflection should be another short paragraph on the significance or meaning you derived from the reading or any critique you would like to offer. (credit/no credit, included in class participation assessment)

4. **Leaders of our Lives Paper**
   Write a paper of about 5 pages describing a leader, someone not participating in this course, real or fictional, living or not, but not a relative, and analyze that leader in light of course materials, including quotations from that subject. The paper should explain and exemplify your understanding of the meaning of leadership, the leader’s strengths and weaknesses, successes and failures, and demonstrate your comprehension of course materials. Please include citations to course materials. (graded)

5. **Literature Group**
   Participate in a literature group of a genre of your choice, read a work chosen by the group, and work with the group to make a presentation to the class on the leadership lessons derived from the work. (credit/no credit)
6. **Strengths Based Leadership Paper**
   Write a short reflection paper, about 3 double-spaced pages, summarizing the main points of *Strengths Based Leadership* and describing the assessment of your strengths. Be sure to address how can you use the strengths to meet followers’ four needs: hope, compassion, stability, and trust. How does the personality assessment apply to your leadership and activism to date and your role in issue group? (credit/no credit)

7. **Leadership Live**
   Participate in at least one Leadership Live event and make a short group presentation (including photographs) to the class about the leadership lessons learned from the experience. Leadership Live events are listed later in the syllabus. (credit/no credit)

8. **Current Events Presentation**
   Current Events Presentations: Sometime throughout the year each student will make a short oral presentation to the class, in tandem with a classmate, for a total of no more than 6 minutes, about the leadership lessons to be learned from some currently newsworthy event. Before 5pm on the day of the presentation please email to Professor Marr at marr@american.edu any electronic materials to be used. After the presentation, presenters are expected to read their peers’ written evaluations of the presentation (received a week after the presentation), watch a video of the presentation, and each write an assessment of about 2 pages double spaced about the student’s own presentation strengths and areas for further improvement. During the week before the presentation, presenters are expected to meet with a TA to do a dry run of the presentation, and your reflection should include some consideration of this experience. Reflection due 2 weeks after oral presentation. (Part of class engagement grade)

9. **Semester’s End Reflection**
   Write a semester’s end reflection on your leadership development, including your progress toward reaching your goals articulated at the beginning of the year, your experience in the issue group, and a reflection on the excerpt of *Five Dysfunctions of a Team* posted on Blackboard. (At least 4 pages, double spaced, credit/no credit);

10. **Engage**
    Actively engage in class discussions and issue group meetings; this requires the student to attend class and issue group meetings and complete the assigned tasks. First year Leadership students are also expected to contribute to the larger Leadership community by serving on a pay-it-forward committee, such as public relations, programing, alumni relations or fundraising. (Included in class participation grade.)
SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in advance of each class meeting. Any adjustments to readings or assignments on Blackboard will be made by 9:00am on the Tuesday prior to class.

Jan. 15: Welcome back, introduction to the second semester, lit group check in

Jan. 22: History of Leadership Studies and Literature Groups

Read:
• Excerpt from Organizational Behavior text posted on Blackboard
• Lit group book

Turn in:
• Leadership Journal #1
• Reading Reflection (This week only, instead of the standard format, please apply at least one of the theories from the reading to your lit group book. Please briefly summarize your book at the top of the reflection and then provide analysis. 1-2 pages.)

Current Events Presentation: Stuart and Abigail
Sign up for Leadership Live. So bring your calendar or planner!

22-Jan (Thurs 8pm): Human Resources Task Force Meeting

Jan. 29: Classical Theories of Leadership

Read:
• Leader’s Companion, pp. 49-69 (Plato, Aristotle, Machiavelli),
• Leader’s Companion, pp. 69-81 (Gandhi, Lao Tzu, Du Bois)
• Watch clips of the movie “Gandhi” posted on Blackboard

Turn in:
• Leadership Journal #2
• Reading Reflection

Current Events Presentation: Alain and Monique

Feb 3 (Tues) 6:30-8pm: Leadership Dinner (“Linner”) - McDowell Formal

Feb 5: Authentic and Emotionally Intelligent Leadership & Literature Groups

Read:
• Daniel Goleman, “What Makes a Leader?”
Turn in:
- Leadership Journal #3
- Reading Reflection

**Current Events Presentation:** Pooja and Sam

**Leadership Live Presentation:** DC Central Kitchen

**Feb 12: Moral & Ethical Leadership and Crisis Leadership**

**Read:**
- Northouse Ch. 15 (Leadership Ethics), pp. 377-405,
- Leader’s Companion, pp. 481-483, and

Turn in:
- Leadership Journal #4
- Reading Reflection

**Current Events Presentation:** Sabrina and Natalie

**Leadership Live Presentation:** Mary McLeod Bethune Council House

**Feb. 19: Servant Leadership, Citizen Leadership and Leading with Soul**

(Last Literature Group meeting in class before presentations)

**Read:**
- “Servant Leadership” Article 4, Robert K. Greenleaf, Leader’s Companion
- “Defining a Citizen Leader” Article 3, Richard A. Couto, Leader’s Companion
- Leading with Soul, pp. 105-120 (We highly recommend that you read all of Leading with Soul)

Turn in:
- Leadership Journal #5
- Reading Reflection

**Current Events Presentation:** Ella and Isaiah

**Feb. 26: Learning from Failure**

Guest presentation by David Simnick, Leadership Class of 2009, Student Director 2008-09, Co-founder of Soapbox Soaps

**Read:**
- No readings this week 😊

Turn in:
- Leadership Journal #6
Mar 5: Seven Literature Groups Presentations (Expect class to last about 3 hours)
Class will meet in Butler Boardroom

Stephen Chobsky, The Perks of Being a Wallflower
Joseph Heller, Catch-22
Robert Gates, Duty: Memoirs of a Secretary at War
Malcolm Gladwell, David and Goliath: Underdogs, Misfits and the Art of Battling Giants
Nicholas Kristof and Sheryl WuDunn, Half the Sky: Turning Oppression into Opportunity for Women Worldwide
Veronica Roth, Divergent

Read: Watch videos posted on Blackboard

Turn in:
• Leadership Journal #7
• Reading Reflection (reflects on the previous class, Feb. 26)

Mar 12: Spring Break, NO CLASS
Enjoy the break, read Strengths Based Leadership and take its assessment

Mar 19: Strengths Based Leadership
Read: Strengths Based Leadership & complete the online assessment, print the results and bring them to class

Turn in:
• Leadership Journal #8
• A paper on this book, as described earlier in the syllabus (#6)

Current Events Presentation: Austin and Josiah

Mar 20 (Fri) 6p: Alumni Reunion
All current students and alumni invited to attend – a great networking opportunity

Mar 26: Leadership and Optimism
Read: Read excerpts from Shawn Anchor’s The Happiness Advantage or watch his TED talk, or both. Both posted on Blackboard

Turn in:
• Leadership Journal #9
• Reading Reflection

Current Events Presentation: Henry and Danielle

Mar 31 (Tues) 6:30-8pm: Leadership Dinner (“Linner”) - McDowell Formal
Apr 2: Leaders of Our Lives Paper Discussion
   Turn In:
   • Leaders of Our Lives Paper, as described earlier in syllabus (#4)
   • Leadership Journal #10

   Current Events Presentation: Conchita and Amelia
   Leadership Live Presentation: U.S. Department of Defense

Apr 9: Cherry Blossoms Monuments Tour
   5:20 pm, Depart from North Side Shuttle Stop
   Class will be held touring the monuments of the tidal basin

Apr 16: Preparing for Sophomore Year
   Guests: current sophomore class and teaching team

   Turn in: Leadership Journal #11

   Current Events Presentation: Lucy and Jasmine
   Leadership Live Presentation: Crew Regatta

Apr 23: Present Final Reports on Social Action Projects
   (Expect class to run at least 3 hours, counts as two class periods for attendance purposes)

   Turn in:
   • Final Report on Social Action Project (#1 under Anticipated Accomplishments)
   • Leadership Journal #12

   Receive: Goals statement from the beginning of the year, letter to yourself, and first impressions from retreat

Apr 24: Leadership Program Formal, Friday Evening

Apr 30: Final Exam Period – NO CLASS MEETING

May 2: Saturday by midnight (11:59pm)
   Read:
   • Five Dysfunctions of a Team excerpt posted on Blackboard

   Turn in:
   • Semester-end reflection electronically to marrcourses@american.edu and before midnight (11:59pm)
LEADERSHIP LIVE SCHEDULE

We expect you to attend at least one of the following Leadership Live events and make a presentation to the class as described earlier in the syllabus (#7). You are welcome to attend more than one, but you must attend at least one to receive credit. Please bring transit fare or please request financial assistance before the event – happy to help!

**DC Central Kitchen**  
Wednesday, January 28th  
Depart campus North Side Shuttle 7:45am, return approximately 1pm

**Mary McLeod Bethune Council House**  
Saturday, February 7th  
Depart North Side Shuttle Stop at 1pm, return approximately 5pm

**U.S. Department of Defense**  
Friday, March 27th  
Depart North Side Shuttle Stop at 1pm, return approximately 5pm

**Crew Regatta**  
Saturday, April 11th  
Depart North Side Shuttle Stop at 10am, return approximately 1pm

EVALUATIONS

A student’s final evaluation will be based on the following weighted criteria as described earlier in the syllabus:

- 15% Complete Social Action Project (credit/no credit)
- 25% Final Social Action Project Report (graded)
- 10% 10 of 12 weekly journals (credit/no credit)
- 5% Leadership Live event and Presentation of leadership lessons to class (credit/no credit)
- 10% Strengths Based Leadership Reflection (credit/no credit)
- 5% Participate in Literature Group and Make Presentation (credit/no credit)
- 10% Leaders of our Lives paper (graded)
- 5% Final Reflection on year (credit/no credit)
- 15% Class Participation

CLASS PARTICIPATION

CLASS PARTICIPATION: Class attendance is mandatory. Unless excused, all students are expected to come prepared for each and every class and issue group meeting, having completed the designated readings in advance of the class meeting. Each student may have one unexcused absence to both class and issue group, without adverse impact upon his/her grade. Additional unexcused absences will have an exponentially adverse impact upon the class participation grade. Students with excused absences are still required to complete the assigned
work in preparation for class or issue group meeting, including any reading and homework assignments. Class participation includes the student’s diligent preparation for and timely contributions in class, in issue group and in Leadership Program pay-it-forward committee, e.g. public relations or fundraising.

Excused Absences: Students may receive an excused absence for reasons that include, but are not limited to, major religious holidays, a medical reason, athletic participation on an AU team, off-campus activities that are required and related to another class, or a family emergency. The documentation required for excused absences is as follows and shall be sent to the professor and any teaching team member handling attendance, unless otherwise noted:

- Religious holiday – email from student at least 36 hours before the class to be missed;
- Off-campus activity related to another class – email from the instructor of other class to professor at least 36 hours before the class to be missed;
- Athletic participation on an AU team – email or letter from coach or athletic department staff at least 36 hours before the class to be missed;
- Medical, family emergency, or other – documentation from the Dean of Students’ Office to be sent to the professor only. (Note: If a required co-payment for a Health Services visit is necessary to secure needed documentation and poses a financial hardship for any student, the Program Director will gladly provide it without question.)

GRADING GUIDELINES

We take very seriously the responsibility of grading your work, striving always to be fair and accurate in our evaluations. These are the guidelines we work with in assigning letter grades to your work:

A: Excellent work with clear, challenging, original ideas supported with convincing, logical arguments, including relevant counter-arguments and refutations, relying on sufficient appropriate evidence. An excellent paper reflects thorough research, is clear, well organized, logical, and demonstrates college-level command of writing mechanics. Work of 'A' quality should not just be good but outstanding in ideas and presentation.

B: Good to quite good work. The 'B' paper demonstrates a strong familiarity with relevant material and offers a thorough answer, with minor exceptions. The work may have some outstanding qualities but be marked by significant flaws which keep it from being an excellent, and therefore an 'A' paper; or it may be all-round good work, free of major problems but lacking the deeper insight necessary for excellence.

C: Satisfactory work, but not yet good. The product meets the basic requirements of the assignment, but it needs work in familiarity with course materials, research, thinking, or presentation. The work may lack clarity, or the evidence may not always be sufficient and appropriate, or the argument may have marked logical flaws. The work may have significant organizational, mechanical, or clarity problems that keep it from being good. Work of 'C' quality may be good in some respects but poor in others, or it may simply be adequate but not noteworthy overall.
Not Passing: Work that does not meet the minimum requirements of the assigned task and is therefore unsatisfactory. This is not necessarily a measure of effort. Examples include work that shows little thought or lack of familiarity with course materials, work that fails to approach the word count or page-length expected of the document, or assignments the student fails to turn in.

CREDIT/NO CREDIT Assignments: If the work is of B quality or better, the student receives credit for the timely completed work. Partial completion of an assignment, such as a reading assignment, or superficial reflection may result in partial credit or the student being asked to re-do the assignment for full or partial credit.

THE NOT SO FINE PRINT

A NOTE ON TIMELINESS:
Completing work in a prompt and timely fashion is essential to success. Accordingly, extensions of time on assignments will be granted only if requested before the due date and ONLY upon a showing of good cause. An example of good cause is hospitalization of the student or a dependent. Technology failure is not good cause, nor is forgetting about the due date or oversleeping. The sanction for graded assignments that are late without “good cause” is that the grade on the late assignment will be reduced one whole letter grade for each 24 hour period the paper is late, including weekends and holidays, starting with the end of the class period at which it is due. Late credit/no credit assignments may receive partial credit. Any in-class quizzes given cannot be made up. The professor reserves the sole right to determine good cause.

A NOTE ON TECHNOLOGY ETIQUETTE:
Class meetings are a time to focus exclusively on the course material. Using technology during class when that technology is not required for the class meeting – including cell phones, checking messages, text-messaging, using the internet, playing games on laptops – distracts not only the technology user but also those around him or her. So, in devotion to your own education, as well as out of kindness for others, do not use unrelated technology during class (including surfing the internet, checking your iPhone/iPad/tablet, and text messaging) and please turn off your cell phone. The consequence for misuse of such information devices (including texting) during class is a recorded unexcused absence for that class period.

Similarly, laptops and tablets are very valuable tools for taking notes, but they have an incredible capacity to distract those students most in need of delivering their full attention to the course. After the first class meeting, those who wish to use laptops or tablets during class must complete a permission sheet. A single instance of misuse of a laptop (e.g. surfing the net) will be a recorded absence for that class period; multiple misuses can be expected to net a class participation grade of zero for the entire semester.

AN ETHICAL ADMONITION:
We take personal and professional ethics very seriously. As one student commented in advice to future students about Professor Marr, “Do not try to cheat. She is very strict about that subject.” Leadership students can expect that any violation of the University’s Academic Integrity Code will be reported to the University for further action. Any academic misconduct
in the context of Leadership Program work will result in being excused from the Program. Plagiarism, fabricating observations, copying other students’ work, and unauthorized collaboration, are all examples of violations of the Academic Integrity Code, which is published on the University’s web page, among other places. Academic integrity violations are heart-breaking for all concerned. Please be good to yourself and always hold your conduct to the highest ethical standards. Remember leaders exemplify ethical conduct for others to follow.

EMERGENCY PREPAREDNESS
In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (american.edu/emergency) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

ASSISTANCE
Everyone at this university wants you to succeed, truly. If you experience difficulty in this course for any reason, please consult the teaching team. We can help, really. As another student commented in advice to future students, “Don’t be afraid to ask questions; Prof. Marr is extremely helpful in assisting you.” In addition to your professor and teaching assistants, the university offers a wide range of services to support you in your efforts to perform well, including:

- Academic Support and Access Center (x3360, MGC 243) In addition to using the resources available in this department, all students may take advantage of individual academic counseling, skills workshops, tutor referrals, Supplemental Instruction, and writing appointments in the Academic Support and Access Center. Writing support is also available in the ASAC Writing Lab.

  Students with Disabilities: If your learning experience would benefit from some accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations cannot be offered retroactive, timely notification at the beginning of the semester, if possible, is requested.

- Writing Center in the first floor of Bender Library offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. The Center offers appointments on the
hour from 11:00 am to 9:00 pm Monday through Thursday; 11:00 am to 6:00 pm Friday, and 3:00 pm to 8:00 pm on Sunday. Call 202-885-2991 to arrange a session.

- **Counseling Center** (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

- **Wellness Center** (x3276, McCabe Hall 123) provides health education resources and programs for AU students. The center's mission is to provide students with wellness resources, to promote healthy lifestyles, reduce risky behaviors, and offer a safe, non-discriminatory environment. Both the Sexual Assault Prevention Coordinator and the Coordinator of Victim Advocacy Services work in the Wellness Center to counsel students who are survivors of sexual assault. The coordinators can also provide information about reporting options and resources at the University and in the D.C. area.

- **Center for Diversity & Inclusion** is dedicated to enhancing LGBTQ, multicultural, first generation, and women's experiences on campus and to advance AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center: 202-885-3651, email is cdi@american.edu.

- **Dean of Students Office** (x3300, 408 Butler Pavilion) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class.

QUESTIONS:

The entire teaching team, including Prof. Marr, are very open to questions. Really. Always feel free to contact us. Email is probably the most reliable means to reach Prof. Marr. If you don’t receive a prompt reply (within 24 hours) to an email, or you need a response in less than 24 hours, feel invited to also send a text. Urgent matters, that require a response in under 2 hours, send text or voicemail to the mobile phone offered. A TA can assist in garnering my attention to urgent matters as well. We are very interested in meeting with you whenever you are interested in doing so. Please email for an appointment. Afternoons are best for Prof. Marr, especially Tuesdays and Wednesdays.

We look forward to an outstanding semester working and learning with you. 😊 <3