

LEADERSHIP DEVELOPMENT LAB I: GOVT 361.001/JLS 396.001

American University, Fall 2009
Thursdays 5:30 – 7:00 pm in Ward 113
followed by dinner at TDR

Professor Margaret Marr
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Office: Ward 250
Hours: Mon 2:30 - 5:00P
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TEACHING ASSISTANTS

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Issue Group: Inner-City Problems &
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Issue Group: Human Rights

REQUIRED TEXTS

Donald T. Phillips, *Lincoln on Leadership: Executive Strategies for Tough Times* (Warner Books 1993) ISBN : 9780446394598

Tim Hindle, *Making Presentations* (1998 DK Publishing) ISBN 0789424495

Lee G. Bolman and Terrance E. Deal, *Leading with Soul: An Uncommon Journey of Spirit* (New and Revised, Jossey-Bass Publishers 2001) ISBN: 9780787955472

Douglas Stone, Bruce Patton and Sheila Heen, *Difficult Conversations: How to Discuss What Matters Most* (Viking Press 1999) ISBN : 9780670883394

RECOMMENDED READING

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

J. Tomas Wren, *The Leader's Companion: Insights on Leadership Through the Ages* (The Free Press 1995) ISBN: 978-0028740911

EXPECTATIONS

Students will be expected to:

- 1) Work with the student's issue group to prepare and complete a policy memo in their issue area relevant to their project proposal;
- 2) Work with the student's issue group to prepare and present an social action project proposal in their issue area;
- 3) Keep a Leadership Journal, recording the student's activities in the issue group and/or recounting a single specific incident that occurred that week (whether as part of the issue group or not) and offering some reflection or analysis, particularly as to what it means for the student's leadership development, including personal growth. Turn in 10 of 12 entries, each at least a single word-processed double spaced page (credit/no credit);
- 4) Write four short reflection papers: one on the retreat, one semester-end reflection on the student's group work, and two of the other five (Brown, Lincoln, Soul, Comparative Soul, Difficult Conversations) each 2-3 word-processed double-spaced pages; (credit/no credit)
- 5) Meet with each of the student's professors, other than Professor Marr (though you are welcome to meet with me too), during their office hours during the first six weeks of classes, and write a brief synopsis of each meeting.
- 6) Make a short oral presentation to the class, in tandem with a classmate, for a total of about 6 minutes, about the leadership lessons to be learned from some currently newsworthy event. Presenters are expected to read the students' evaluations of the presentation, watch a video of the presentation, and each write an assessment of his/her own presentation strengths and areas for further improvement.
- 7) Actively engage in class discussions issue group meetings, which requires the student to attend class and issue group meetings having completed the assigned tasks.

SCHEDULE OF STUDIES

Students are expected to complete the readings assigned, as adjusted on Blackboard, in *advance* of each class meeting. Please be sure to check AU's Blackboard before each class meeting for adjustments to this schedule and assigned reading material.

Aug. 27: Introductions to the course, the professor, the teaching assistants, and the students.
Preparations for the retreat.

Turn in: Consent forms for retreat (must be signed by a parent if student is not yet 18)

Aug 28-30: RETREAT!! Harpers Ferry KOA; Harpers Ferry National Park

Read: Articles on John Brown attached to TAs' welcome email
and available on Blackboard

LEADERSHIP CASE STUDIES: JOHN BROWN AND ABRAHAM LINCOLN

Sept. 3: Reflections on Retreat and Case Study of John Brown:

Civil Rights Activist or Terrorist?

Waste-Not-Want-Not Picnic: **Class will meet in Leonard Picnic Area** to enjoy left-overs from retreat

Review articles on John Brown

Turn in: Reflection on retreat, what you learned or realized on retreat (2-3 pages, double-space.)

Turn in: Your leadership goals for the year, what leadership qualities you hope and intend to develop and improve upon in the coming academic year. Reading Lincoln on Leadership may assist you in this assignment. This may be a list of bullet points or in narrative form. A single page should be enough.

Sept. 10: Leadership Lessons from Lincoln

Read: *Lincoln on Leadership* and *Making Presentations*

Leadership Lessons in Current Events Presentation: Erin Cady and Danna Hailfinger

Turn in: Reflection paper on John Brown, how does his leadership inform your own? (2-3 pages, optional choice of 2 from 5)

Turn in: First Leadership Journal entry. At least a page, double spaced.

Sept. 17: Leadership Lessons from Lincoln

Read: *Lincoln on Leadership*

Leadership Lessons in Current Events Presentation: Ibraheem Samirah and Adam Daniel-Wayman

Turn in: Leadership Journal entry #2. At least a page, double spaced.

RESOURCES FOR CREATING SOCIAL ACTION PROJECTS

Sept. 24: Resources Available at AU to help you with your Social Action Projects

Guest Presentations: Marcy Campos, Director of the Community Service Center and Andrew Toczydlowski, Program Advisor, Student Activities

Leadership Lessons in Current Events Presentation (at end of class): Katie Hanson and Anysia Garcia

Turn in: Reflection on Lincoln's leadership, how does it inform your own? (2-3 pages, optional choice of 2 from 5)

Turn in: Leadership Journal entry #3. At least a page, double spaced. (Erin and Danna each turn in their reflection on their presentation)

Oct. 1: Research Methods for Social Action Projects

Guest Presentation: Clement Ho, SPA Librarian

Turn in: Leadership Journal entry #4. At least a page, double spaced.

Turn in: Synopsis of meetings with each of your professors (other than Prof. Marr). Include date and time of each meeting. About a paragraph on each meeting.

(Ibraheem and Adam each turn in their reflection on their presentation)

Bring your laptops to class.

PRINCIPLES OF LEADERSHIP: LEADING WITH SOUL

Oct. 8: Leadership Principles

Read: *Leading with Soul*

Leadership Lessons in Current Events Presentation: Todd Carney and Phil Lasser

Turn in: Leadership Journal entry #5. At least a page, double spaced.

(Katie and Anysia each turn in their reflection on their presentation)

Oct. 15: Leadership Principles: Did Lincoln or John Brown lead with soul?

Read: *Leading with Soul*

Review: Lincoln on Leadership and John Brown Articles

Leadership Lessons in Current Events Presentation: Nancy Lavin and Timothy McBride

Turn in: Reflection Paper on *Leading with Soul*, what relevance does it have to your own leadership? (2-3 pages, optional choice of 2 from 5)

Turn in: Leadership Journal entry #6. At least a page, double spaced.

ESSENTIAL LEADERSHIP SKILL: TIME MANAGEMENT

Oct 22: Time Management

Guest Presentation: Kathy Schwartz, Academic Support Center, American University
(Get a head start reading *Difficult Conversations*)

Leadership Lessons in Current Events Presentation: Thomas Schad and Eric Reath

Turn in: Comparative Reflection Paper on *Leading with Soul*, did Lincoln or Brown lead with soul? Do you? How and how not? (2-3 pages, optional choice of 2 from 5)

Turn in: Leadership Journal entry #7. At least a page, double spaced.

Turn in: **Social Action Policy Memo**

(Todd and Phil each turn in their reflection on their presentation)

ESSENTIAL LEADERSHIP SKILL: EFFECTIVE COMMUNICATION

Oct. 29: Meaningful Communication, Part 1

Readings: *Difficult Conversations*, pp. 1-83

Leadership Lessons in Current Events Presentation: Robert Helbig and Cristina Khan

Turn in: Leadership Journal entry #8. At least a page, double spaced.

(Nancy and Tim each turn in their reflection on their presentation)

Nov. 5: Meaningful Communication, Part 2

Readings: *Difficult Conversations*, pp. 84-147

Leadership Lessons in Current Events Presentation: Rachel White and Rachael Picard

Turn in: Leadership Journal entry #9. At least a page, double spaced.

(Tom and Eric each turn in their reflection on their presentation)

Nov 7 (Sat): PROGRAM-WIDE EVENT (Details to follow)

Nov. 12: Meaningful Communication, Part 3

Readings: *Difficult Conversations*, 148-end

Leadership Lessons in Current Events Presentation: Lauren Hickey and Kent Hiebel

Turn in: Leadership Journal entry #10. At least a page, double spaced.

Turn in: Reflection on *Difficult Conversations*, how its methodology for effective communication contributes or not to the student's leadership development (Robert and Cristina each turn in their reflection on their presentation)

EARNING RECONGNITION AND RESOURCES FOR YOUR GOOD WORK

Nov. 19 Merit Awards

Guest Presentations: Joan Echols, Associate Director, Office of Merit Awards, and Molly Kenney, Leadership Class of 2009 and Truman Scholar

Leadership Lessons in Current Events Presentation: Mark Pigott and David Silberman

Turn in: Leadership Journal entry #11. At least a page, double spaced.

***Turn in:* Social Action Project Proposal**

(Rachel and Rachael each turn in their reflection on their presentation)

Nov. 26: NO CLASS: US Thanksgiving

PROJECT PROPOSALS AND REFLECTIONS

Dec. 3: LAST CLASS: Present your Social Action Project Proposal to the Class

Turn in: Leadership Journal entry #12. At least a page, double spaced.

(Expect class to run to 8PM. Class counts as two classes for attendance purposes.)

(Lauren and Kent each turn in their reflection on their presentation)

Thursday Dec. 10, 5:30-8:00: Final Exam Period - NO CLASS MEETING

Readings: Bruce W. Tuckman, "Developmental Sequence of Small Groups"

Turn in by 5:30 12/10 via email to marr@american.edu as an attachment your reflection on the first semester's work in your issue group. (About 3 pages, double spaced)

(Mark and David each also submit via email attachment their reflection on their presentation)

EVALUATIONS

A student's final evaluation will be based on the following weighted criteria:

- 20% Policy Memo (due Oct 22, graded)
- 30% Social Action Project Proposal (due Nov. 19, graded)
- 10% Ten Leadership Journal Entries (credit/no credit)
- 20% Four Reflection Papers (credit/no credit)
- 5% Synopsis of Meetings with Student's Professors (credit/no credit)
- 15% Class Participation, including in class, issue group, leadership lessons from current events presentation and reflection on that presentation, and Leadership Program committee work (graded)

CLASS PARTICIPATION: Class attendance is mandatory. All students are expected to be prepared for each and every class, having completed the designated readings in advance of the class meeting. Each student is entitled to two absences throughout the term, whether for good cause or not, without any adverse effect on his/her grade. I do not evaluate whether an absence is “excused” or not. More than 2 absences, whether for good cause or not, will detract directly from the class participation grade. (Caveat: Emergency Preparedness)

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 (www.prepared.american.edu) 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. Please stay home if you have a fever.

GRADING GUIDELINES

I take very seriously the responsibility of grading your work, striving always to be fair and accurate in my evaluations. These are the guidelines I 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.

ASSISTANCE

Everyone at this university wants you to succeed, truly. If you experience difficulty in this course for any reason, *please* consult with me. I *can* help; I promise I don't bite. As one 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 me and your TAs, the university offers a wide range of services is available to support you in your efforts to perform well, including

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

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

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical medical, or psychological disabilities.

ACCOMMODATIONS: If you qualify for an accommodation because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

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 will not receive credit. 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 Blackberry/iPhone, and text messaging) and please *turn off your cell phone.*

Laptops 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 during class must complete a laptop permission sheet. A single instance of misuse of a laptop (e.g. surfing the net) may result in a class participation grade of zero for the entire semester.

AN ETHICAL ADMONITION:

I take personal and professional ethics very seriously. As one student commented in advice to future students, “Do not try to cheat. She is very strict about that subject.” Students in my courses can expect that *any* violation of the University's Academic Integrity Code will be reported to the University for further action. 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.

QUESTIONS:

I am very open to questions. Really. Always feel free to contact me. Email is probably the most reliable. If you don't receive a prompt reply (certainly within 24 hours) to a note sent to marr@american.edu assume technology failure and try ProfessorMarr@gmail.com. Less reliable is my office phone, 202/885-2308, as I am likely only to receive your call during my office hours. If you need to reach me and I've not responded to your email and the sun is up (generally between the hours of 7:30AM and 9:00PM), you may telephone me at 831/429.6276. You are always welcome to attend my office hours. You do not need to schedule an appointment during office hours. During these hours I see students on a first come first serve basis. If you are waiting to see please let me know, and I will try to limit the conversation with the previous student to 20 minutes. If you give me a heads up that you are planning to come on a particular day, I can let you know if I've heard from others who are also planning to come by when you are. If you want to see me and cannot attend my office hours, please contact me and we'll make an appointment.

I look forward to a **terrific** semester working and learning with you.