

## LEADERSHIP DEVELOPMENT LAB II: GOVT 362.001/JLS 396.002

American University, Fall 2009  
Weds 6:00 – 8:00 pm in Ward 113

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### TEACHING ASSISTANTS

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& Sunday Afternoons

### REQUIRED TEXTS

Greg Mortenson and David Oliver Relin, *Three Cups of Tea: On Man's Mission to Promote Peace One School at a Time* (2006 Penguin Books) ISBN 9780143038252

Stephen Legault, *Carry Tiger to Mountain: The Tao of Activism and Leadership* (2006 Arsenal Pulp Press) ISBN 1551522004

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)

Don Richard Riso and Russ Hudson, *The Wisdom of the Enneagram* (1999 Bantam Books) ISBN 9780553378207

A widely read daily news source, such as the *New York Times*, *The Washington Post*, or *The Wall Street Journal*.

### RECOMMENDED TEXT

Peter G. Northouse, *Leadership Theory and Practice* (4<sup>th</sup> ed. 2007 Sage Publication) ISBN: 9781412941617

### EXPECTATIONS:

Each student will be expected to:

- 1) Meet at least every other week with his/her teaching assistant, arriving with a word-processed set of bullet points describing the student's progress on both of the projects for the term: the Leadership Project and a choice of either the Life Skill or Cultural Challenge project.

- 2) Identify a Leadership Project, a social action project of the student's own design to address a social issue of concern to the student that can be accomplished by the conclusion of the academic year. The project must involve some fundraising from sources outside AU. (See grant proposal below.) The student must also identify a scholar working in an area related to the student's project and meet face-to-face with that scholar at least once to discuss the student's project and how the scholar's work might be relevant to the project. The student is encouraged to work with others outside Leadership to complete the project.
- 3) Research and write a policy memo describing the social problem of concern to the student and what others are or have done to address it, in so doing the memo should create a niche for student's Leadership Project.
- 4) Research and write a Leadership Project proposal defining the project, the need for it, a timeline, a budget and an evaluation method. (More detailed description will be distributed.)
- 5) Identify four organizations to which a grant proposal for the Leadership Project could be submitted and write a summary of each. Write a grant proposal directed to one of the four identified philanthropic organizations, meeting the organization's proposal requirements.
- 6) Complete either a life skill challenge or a cultural challenge. For the life skill challenge the student will identify a life skill s/he would like to acquire that s/he does not already have, such as being CPR certified, acquire the skill and create a poster to display to the class with photographs of the student's work and including the attestation of at least one witness to the student's skill acquisition. For the cultural challenge the student will identify a subculture or subpopulation, attend at least two gatherings of a group of that subpopulation, and interview a person in that subpopulation to collect his/her life history. The student pursuing this cultural challenge will write and present to the class a 5-8 page paper summarizing the student's observation, the life history, and what the student has learned about the culture, about the student, and about the student's leadership development from the experience.
- 7) Write five short reflection papers: one on the retreat (3 pages), one semester-end reflection (3 pages), one on the Tao te Ching and its significance to the student's leadership development and Leadership Project (3 pages), and one on each of the personality assessment means, Strength Based Leadership and Enneagram (2-3 pages). Each paper will be word-processed and double-spaced.
- 8) Participate once as a panelist in a Leadership News Round-up session, first having selected and distributed to the class an article the student finds worthy of discussion.
- 9) Actively engage in class discussions (including as an audience member to the News Round-up), retreat planning and implementation, and meetings with the student's TA. This requires the student to timely attend class meetings, retreat planning meetings, and TA meetings, fully prepared having completed the assigned tasks, and any complete quizzes given.
- 10) If the student chooses to participate in the mentorship program, s/he will be expected to have three face-to-face meetings with their mentor throughout the academic year as well as maintain monthly contact via other means of communication. Participating students are encouraged to meet monthly with their mentors throughout the year.

## 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.

### INTRODUCTIONS

**Aug. 26:** Introductions to the course, the professor, the teaching assistants, and the students.  
7PM Guest Presentation Steve Crosby,  
Interim Executive Director Fauquier Community Action  
Preparations for the retreat.  
Read: *Three Cups of Tea*  
Turn in: Biographical Data Sheet

### DESIGNING OUR SOCIAL ACTION PROJECTS AND THE TAO TE CHING

**Sept. 2:** Student Presentations on Proposed Leadership Projects (2-3 minutes each)  
Preparations for Retreat  
Read: *Three Cups of Tea*; *Carry Tiger* pp. 147-152  
Turn in: Summary of Leader Project Idea  
Statement of what Life Skill or Cultural Challenge you will tackle this term  
Statement of times available to meet during both TAs office hours  
(All of this could fit on a single-spaced page. Bullet points are fine.)

**Sept. 9:** Designing Social Action Projects using *wu wei*  
Meet in Affinity Groups, Final Preparations for Retreat  
Read: *Carry Tiger* Introduction & Chs 1, 2, 4; *Three Cups of Tea*  
Turn in: Leadership Project Research Agenda (articles, books & media you want to read)  
and the names of 3-4 scholars whom you choose to consult  
Leadership News Round-up: Ryan Carter, Amanda Merkwae, Rebecca Bucchieri, Abby Matousek. Each panelist to distribute news article of choice to class by noon Weds 9/9

**Sept 11-13: RETREAT!!**  
Read: *Three Cups of Tea* and *Carry Tiger* Ch. 11

**Sept. 16:** Reflection on Retreat and Effective Library Research Methods  
Guest Presentation: Clement Ho, SPA Librarian  
**Please bring your laptop computer with you to class.**  
Turn in: Reflection on Retreat (2-3 pages double spaced)

**Sept. 23:** Social Action and the Three Treasures: Restraint, Compassion and Love  
Read: *Carry Tiger* Ch 3,  
*Turn in: Policy Memo* on Leadership Project including selected scholar  
Leadership News Round-up: Zachary O'Connor, Rachel Lachenauer, Nicholas Armstrong, Stephanie Eichmann. Each panelist to distribute news article of choice to class by noon Weds 9/23

**Sept 30:** Fundraising for Social Change:

Meet at the Foundation Center at 6PM, 1627 K St NW # 300

Guest Presentation: Patricia Pasqual, Director

Read: *Carry Tiger* Ch. 7

**Oct. 7:** The Tao te Ching and Social Activism

Read: *Carry Tiger* Chs. 5, 6, 8

*Turn in:* First Reflection on *Carry Tiger* and its significance for your leadership project and development (unless you choose to write the second paper on this topic instead).

About 3 pages, graded.

Leadership News Round-up: Alex Lubinsky, Alexander Schulte, Rhia Bakshi, Philip Cardarella. Each panelist to distribute news article of choice to class by noon Weds 10/7

**Oct. 14:** The Tao te Ching and Social Activism

Read: *Carry Tiger* Chs. 8, 9, 10

*Turn in:* **Leadership Project Proposal**

Leadership News Round-up: Olivia Stitilis, Nikolas Serpanos, Colin Everett, Allison Kays, Melissa Chang. Each panelist to distribute news article of choice to class by noon Weds 10/14

UNDERSTANDING OURSELVES AS LEADERS

**Oct. 21:** Strength Based Leadership

Readings: Strength Based Leadership, pp. 1-95

*Turn in:* Second Reflection on *Carry Tiger* and its significance for your leadership project and development (unless you chose to write the first paper on this topic instead). About 3 pages, graded.

Leadership News Round-up: Samantha Green, Samantha Sabol, Jonathan Fox, Jennifer Jones. Each panelist to distribute news article of choice to class by noon Weds 10/21

**Oct. 28:** Understanding our Strengths as Leaders

Take Strengths assessment as described on page 99 of *Strengths Based Leadership*

Read: *Strengths Based Leadership* pp. 99-end; emphasize the reading of your strengths  
Be prepared to discuss those strengths in class.

*Turn in:* Reflection on Strength Based Leadership, include assessment results  
(2-3 pages credit/no credit)

Leadership News Round-up: Thomas Davidson, Thomas McNutt, Sara Aucker, Mark Bittner. Each panelist to distribute news article of choice to class by noon Weds 10/28

**Nov. 4: LEADERSHIP PROJECT PRESENTATIONS**

Each student will make a 5-minute presentation on his/her project. No PowerPoint!

*Turn in:* **Grant Proposal**

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

**Nov. 11:** Introduction to the Enneagram

Read: *Wisdom of the Enneagram* pp. 1-94

Leadership News Round-up: Carley Wigod, Carol Foster, Joshua Dubensky, Tess VandenDolder. Each panelist to distribute news article of choice to class by noon Weds 11/11

**Nov. 18:** Understanding your Enneagram Personality Type

Take the Enneagram assessment at [enneagraminstitute.com](http://enneagraminstitute.com)

*Turn in:* Reflection on your Enneagram personality type and what that means for your leadership, include assessment results from website and on book pp. 14-18 (2-3 pages credit/no credit)

*Turn in and present:* If you tackled Life Skill Challenge this term, turn in the **Poster board on Life Skill Challenge** with pictures, include attestation of one witness to your accomplishment.

Leadership News Round-up: Jesse Schwab, Mitchell Duncombe, Nathan Bronstein, Anthony Miller. Each panelist to distribute news article of choice to class by noon Weds 11/18

**Nov. 25:** NO CLASS: US Thanksgiving

**Dec. 2:** LAST CLASS: Cultural Challenge Presentations

*Turn in:* If you completed the cultural challenge this term, turn in a 5-8 page double spaced paper on what you observed, the oral history you collected, what you learned and what it means for your leadership.

**Monday Dec. 14, 5:30-8:00:** Final Exam Period

*Turn in:* Via email to [marr@american.edu](mailto:marr@american.edu) before 5:30PM Mon 12/14

Reflection on the first semester's work, what you learned from it, and what it means to your development as a leader (about 3 pages, credit/no credit)

### EVALUATIONS

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

- 20% Reflection Papers: Retreat, Semester End, Strengths, Enneagram (credit/no credit)
- 5% Reflection Paper on *Carry Tiger to Mountain* (graded)
- 10% Policy Memo (graded)
- 20% Leadership Project Proposal (graded)
- 15% Grant Proposal (graded)
- 15% Life Skill Challenge w/ poster (credit/no credit) or Cultural Challenge w/ presentation and 5-8 page paper (graded)
- 15% Class participation (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.) Class participation includes the required meetings the student's TA, retreat preparations, News Round-up participation as a panelist and audience member, homework assignments, any quizzes that might be given, and diligence in pursuing the mentorship relationship if the student chooses to participate in the mentorship program.

### **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](http://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 myself and your TAs, the university offers a wide range of services 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. Any in-class quizzes given cannot be made up. The professor reserves the sole right to determine good cause. (See also Emergency Preparedness.)

#### **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](mailto:marr@american.edu) assume technology failure and try [ProfessorMarr@gmail.com](mailto: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.