LEADERSHIP DEVELOPMENT LAB II: GOVT/JLS 362
American University, Fall 2010
Weds 6:00 – 8:00 pm in Ward 104

Professor Margaret Marr
Email: marr@american.edu
Alternate email address: ProfessorMarr@gmail.com
Cell Phone (7:30 AM – 9:00 PM): 831/429-6276

Office: Ward 250
Hours: by appointment via email esp. Tues afternoons

TEACHING TEAM

Marni Bromberg (MA ’11) Emily Beyer (BA ‘11)
Graduate Assistant Teaching Assistant

Kathryn Baxter (BA ’11) Ellen Miller (BA ’11)
Teaching Assistant Teaching Assistant

REQUIRED TEXTS

One of the following three:


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)


RECOMMENDED READING

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

EXPECTATIONS:

Each student will be expected to:

1) Meet every week with his/her assigned teaching team member, arriving with a word-processed set of bullet points describing the student’s progress on, and to do list for, both of the projects for the term: the Leadership Project and a choice of either the Life Skill or Cultural Challenge project.

2) Attend Retreat September 10-12.

3) 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 is to involve some fundraising from sources outside AU. (See grant proposal below.) The student is expected to 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.

4) 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.

5) 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.)

6) Identify three organizations to which a grant proposal for the Leadership Project could be submitted; write a summary of each and why they were selected. Write a grant proposal directed to one of the three identified philanthropic organizations, meeting the organization’s proposal requirements.

7) 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 students 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 create, present, and turn in, a PowerPoint (or similar) presentation 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.

8) Write two short reflection papers, about 3 double-spaced pages each, about what the student learned about him/herself, his/her leadership and activism, from each of the personality assessments we complete this term: Strength Based Leadership and the Enneagram.

9) Make timely and thoughtful posts to class Blackboard discussions when requested, including those about our readings.

10) Actively engage in class discussions, retreat planning and implementation, and meetings with the student’s teaching team member. This requires the student to timely attend class meetings, retreat planning meetings, and teaching team meetings, fully prepared having completed the assigned tasks, and any complete quizzes given.
11) 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. 25: Introductions to the course, the professor, the teaching assistants, and the students.
Retreat Preparations
Turn in: Biographical Data Sheet

DESIGNING OUR SOCIAL ACTION PROJECTS AND THE TAO TE CHING

Sept. 1: Exemplary Citizen Leaders: Greg Mortenson; Wangari Maathai; Wendy Kopp;
Preparations for Retreat
Read: Three Cups of Tea; Unbowed, or One Day, All Children
Turn in by 6AM on 9/1: Blackboard post regarding chosen book & author

Sept. 8: The Tao te Ching, wu wei, and designing social action projects as our citizen leader authors; Final Retreat Preparations
Read: Carry Tiger Introduction & Chs 1, 2, 4, 5 (pp. 147 to 152);
Turn in by 6AM on 9/8: Blackboard Post on readings

Sept 10-12: RETREAT!!
Come prepared to give a 3-minute presentation on the problem your leadership project will address, why it is deserving of your time and effort, and brief sketches of more than one alternative means for you to address the problem.
Read: Carry Tiger Ch. 11
Sept. 15: Reflections on Retreat; Social Action and the Three Treasures: Restraint, Compassion and Love; Interactive Learning Activity: Leadership Qualities Auction

Turn in by 6AM on 9/8: Blackboard post on readings

Turn in in class: Leadership Project Proposal Summary with research agenda and 3-4 possible scholars to consult

Turn in in class: Life Skill or Cultural Challenge proposal with timeline

Sept. 22: The Tao te Ching and Social Action; Case study

Read: Carry Tiger Ch 5, 6, 8; Case study (to be posted on Blackboard)

Turn in by 6AM on 9/22: Blackboard post on readings

Sept 24, Fri: Mentorship Reception (approximately 6-8PM) Details to follow

Sept 25, Sat: Program Retreat: Ropes Course!

Sept 29: The Tao te Ching and Social Action (possibly another case study or interactive learning activity)

Guest Presentation: Stephen Legault, author of our book Carry Tiger

Read: Carry Tiger Ch. 8, 9, 10

Turn in by 6AM 9/29: Blackboard post on readings

Turn in in class and electronically via attachment to email to Professor Marr and assigned teaching team member: Policy Memo with selected scholar

UNDERSTANDING OURSELVES AS LEADERS

Oct. 6: Strength Based Leadership

Readings: Strength Based Leadership, pp. 1-95

Oct. 13: 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)

Oct. 20: Introduction to the Enneagram

Read: Wisdom of the Enneagram pp. 1-94

Turn in in class and via email to Prof. Marr and Teaching Team Advisor: Project Proposal

Oct. 23, Saturday, 3-5PM: Family and Alumni Reception. Butler Board Room

Oct. 27: Grant Writing

Guest Presentation: Catherine Kirby, Office of Sponsored Programs
Nov. 3: Understanding your Enneagram Personality Type
   Read: Wisdom of the Enneagram pp. 95-end, emphasizing your personality type (and related types)
   Turn in: Reflection on your Enneagram personality type and what that means for your leadership, web page assessment results
   (2-3 pages credit/no credit)

Nov. 10: Life Skill and Cultural Challenge Presentations
   Turn in and present: Poster if you tackled the life skill challenge, paper copy of PowerPoint (or similar) if you completed the cultural challenge

Nov. 17: Presentations
   Present: Life Skill or Cultural Challenge and perhaps some Leadership Projects
   Turn in: Grant Application and summary of organizations you could apply to, why you considered them, and why you selected the one you did.

Nov. 24: NO CLASS: US Thanksgiving

Dec. 1: LAST CLASS: Leadership Project Presentations

Dec. 4: DECEMBERFEST! Join Leadership students in celebrating the end of the semester and the holiday season

Final Exam Period Wednesday Dec. 13, 5:30-8:00:
   Turn in: Via email to marr@american.edu before 5:30 PM ET Wed 12/13
   Reflection on (not summary of) 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:

- 5% Attend Retreat (credit/no credit)
- 10% Reflection Papers on Personality Assessments: Strengths Based Leadership and Enneagram (credit/no credit)
- 5% Reflection on the semester (credit/no credit)
- 5% Blackboard Posts (credit/no credit)
- 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 PowerPoint (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. Class participation includes the required meetings the student’s teaching team member, retreat preparations, 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.

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 our teaching team, 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.

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. The consequence for misuse of such information devices during class is a recorded absence for that class period.

Similarly, 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. 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.

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. I am very interested in meeting with whenever you are interested in doing so. Please email me for an appointment. Tuesday afternoons are a wonderful time for me to see students.

I look forward to an outstanding semester working and learning with you.