

CSUS 322
Leadership for Community Sustainability

Spring 2016, 3 Credits
Thursday, 5:00-7:50 p.m.
221 Natural Resources Building

INSTRUCTOR: Dr. Michael W. Everett
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OFFICE HOURS: Thursday, 3:00 to 5:00 p.m.

LOCATION: Room 221 Natural Resources Building

MEETING TIMES: Thursday from 5:00 p.m. to 7:50 p.m.

COURSE

DESCRIPTION: For this course, leadership is broadly defined and not limited to formal or hierarchical authority. Emphasis is placed on leadership theory, practice, and reflection. Students will focus on building transformational leadership skills as well as working with building team leadership from a community sustainability perspective.

COURSE GOALS: During this course it is my goal that you the student will explore and have a better understanding of the following leadership aspects:

- Leadership Approaches
- Leadership Theories
- Transformational Leadership
- Servant Leadership
- Authentic Leadership
- Team Leadership
- Psychological Approaches to Leadership
- Cultural Aspects of Leadership
- Gender and Leadership
- Leadership Ethics
- Application of Leadership Principles

CSUS322 COURSE LEARNING OUTCOMES:

Students will be able to self-reflect on leadership by:

- Identifying their baseline leadership qualities;
- Describing personal leadership attributes;
- Determining personal leadership traits;
- Determining personal leadership styles; and
- Stating their personal position on leadership through a reflective process.
- Demonstrating dialogue techniques that support positive leadership.

Students will be able to understand effective and responsive leadership from the perspective of current leaders by:

- Observing leaders present their “stories;”
- Describing the values, vision and mission of leaders;
- Describing the strength and weaknesses of leaders;
- Describing the accomplishments of leaders;
- Describing the type of leader and strengths of the individual’s leadership style; and
- Comparing and contrasting various observed leadership characteristics.

Students will be able to analyze and apply concepts by:

- Defining a leader from the student perspective;
- Determining the leadership philosophy of the interviewee;
- Determining the values, vision, and mission of the interviewee;
- Describing the strength and weaknesses of the interviewee;
- Describing the accomplishments of the interviewee;
- Describing the type of leader and strengths of the interviewee’s leadership style; and
- Asking questions that probe for curiosity about leadership.

By the end of this course, students will be able to:

- Describe leadership from the trait approach;
- Describe leadership from the skills approach;
- Describe leadership from the style approach;
- Describe leadership from the situational approach;
- Describe Contingency, Path-Goal, and Leader-Member Exchange Theory;
- Apply Transformational, Servant, Authentic, and Team Leadership to a mini-practicum; and
- Analyze leadership approaches and theories in the context of leadership today.

Students completing this course will create competencies essential to improving leadership including:

- Application of leadership concepts that foster change in people;
- Application of organizational functions that are needed to build strong working relationships;
- Development of coalitions where effective communication and responsive leadership occur among a variety of audiences; and
- Analysis of effective and responsive leadership practices related to ones personal leadership Path.

MICHIGAN STATE UNIVERSITY LEARNING GOALS CSUS322 – Leadership for Community Sustainability

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni—who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

DEPARTMENT OF COMMUNITY SUSTAINABILITY COMPETENCIES CSUS322 – Leadership for Community Sustainability

Critical thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Boundary-crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own.

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability.

Initiative and practical skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

Ethics: Students will evaluate and analyze diverse ethical positions on practical sustainability challenges.

INTRODUCTION:

This course is designed to prepare students of CSUS and related disciplines with leadership competencies needed for career success. An increasing number of scholars have written or discussed the need for better leadership in a variety of contexts including education, government, and the private sector. Having a better knowledge of different leadership approaches, theories, and styles will aid one in being successful in their respective positions. This course provides a framework for theoretical and practical application of leadership competencies needed to succeed in ones position as a follower or leader. **Bottom line, STUDENTS NEED TO BE INVOLVED IN THEIR OWN EDUCATIONAL PROCESS!**

REQUIRED TEXTBOOK:

Ulrich, D., & Smallwood, N. (2013). *Leadership Sustainability*. McGraw Hill Education: New York, NY.

Rath, T., *Strength finders 2.0*. (2007). Gallup Press, New York, NY. **(MUST BE A NEW COPY)**

ADDITIONAL RESOURCES:

Carnegie, D. (1936). *How to win friends and influence people*. Dale Carnegie and Associates Inc., New York, NY.

Northouse, P. G. (2016). *Leadership: Theory and Practice, Sixth Edition*. Sage Publishing: Thousand Oaks, CA.

Robert, H. M., Evans, W. J., Honemann, D. H., & Balch, T. J. (2004). *Robert's Rules of Order Newly Revised: In Brief*. Da Capo Press, Cambridge, MA.

COURSE CALENDAR AND METHODOLOGY:

The course is structured utilizing a variety of teaching methods including discussions, individualized instruction, in-class activities, and out-of-class assignments based upon student needs. The tentative schedule is as follows:

Class #1 (January 14)

- Introductions
- Course Requirements
- APA Style
- What Individual Students Expect to Obtain from this Course and Why?
- Trait Approach to Leadership
- Appreciative Inquiry (Hammond)

Class #2 (January 21)

- Skills Approach
- Behavioral Approach
- **START ME Group Discussion #1 – SIMPLICITY**

Class #3 (January 28)

- Guest Speaker (Mr. Charlie Green)
- **START ME Group Discussion #2 – TIME**
- Situational Approach

Class #4 (February 4)

- Guest Speaker (Dr. Kelvin Grant)
- **START ME Group Discussion #3 – ACCOUNTABILITY**
- Path-Goal Theory
- Leader-Member Exchange
- **Leadership Self-Assessment DUE**

Class #5 (February 11)

- Guest Speaker (Ms. Elaine Bristol)
- One-minute self assessment introductions
- **START ME Group Discussion #4 – RESOURCES**

Class #6 (February 18)

- Transformational Leadership
- Authentic Leadership
- **Observation Presentations**

Class #7 (February 25)

- Guest Speaker (TBD)
- Servant Leadership
- **Observation Presentations**

Class #8 (March 3)

- Adaptive Leadership
- Strength Finders 2.0 Discussion in START ME Groups
- **Observation Presentations**
- **LEAP Research Proposals Due**

Class #9 (March 17)

- Parliamentary Procedure and the Democratic Process (P²)
- **Observation Presentations**

Class #10 (March 24)

- **START ME Group Discussion #5 – TRACKING**
- Psychodynamic Approach to Leadership
- Leadership Ethics
- Sustainability Leadership



Class #11 (March 31)

- **START ME Group Discussion #6 – MELIORATION**
- Team Leadership
- Team Leadership Activity

Class #12 (April 7)

- **START ME Group Discussion #7 – EMOTION**
- Gender and Leadership
- Culture and Leadership

Class #13 (April 14)

- Release Time for Community Leadership Project

Class #14 (April 21)

- Leadership Engagement Activity Project (Group 1 - _____)
- Leadership Engagement Activity Project (Group 2 - _____)
- Leadership Engagement Activity Project (Group 3 - _____)
- Leadership Engagement Activity Project (Group 4 - _____)
- _____

Class #15 (April 28)

- Leadership Engagement Activity Project (Group 5 - _____)
- Leadership Engagement Activity Project (Group 6 - _____)
- Leadership Engagement Activity Project (Group 7 - _____)

Final Exam (May 3)

- **Final Exam (5:45-7:45, Room 221 NR)**

ASSIGNMENT LOGISTICS:

All assigned papers must be typed, double-spaced, one-inch margins, 12-point font, and pages numbered (Times New Roman or Arial font). For questions regarding writing style, and reference citations, refer to the American Psychological Association (APA) manual and recent editions. **All assignments are due on the class date defined below. All assignments will be due prior to the class period described in the calendar above (6:00 p.m.). Further, there will be NO late assignments accepted.**

1. Quality of writing assignments
2. Quality of Class Presentation
3. Quality of Performance on Final Examination

A grading criteria sheet is available for each assignment. This rubric will be used for the assessment of each assignment.

COURSE REQUIREMENTS:

ATTENDANCE AND PARTICIPATION: Both of these aspects are critical to successful leadership. In many instances showing up is the most critical part of a job, however contributing to the class is even more important. Attendance and participation points will be awarded at each class and will therefore compose **30% (300 Points)** of your overall grade. At times throughout the semester we will have guest speakers come in and share their leadership experiences. During these classroom sessions I would like you to reflect on the dialogue that occurred and provide a synthesis on each leader. Woody Allen said, “99% of life is just showing up.”

FACEBOOK GROUP: This semester we will be utilizing a Facebook Group site to blog and tell other class colleagues about leadership experiences and opportunities throughout your everyday lives here at MSU. Your task is to provide information weekly that adds to the growing leadership continuum. Examples may include, however are not limited to noted political activity, advocacy issues, literature read, or personal activities completed. Ask yourself the question, “Is this leadership?” Each student must post 5 threads of leadership in action (Explain why you believe this is or isn’t leadership). Additionally, you will need to respond to 5 other threads. Use the literature from class to help you with your responses. This activity is worth **5% (50 Points)** of your grade.

QUIZZES: Over the course of the semester you will have 5 unannounced quizzes (10 points each). Quizzes will reflect material previously covered in the course. Quizzes may be cumulative **5% (50 Points)**.

ASSIGNMENT #1: Using the Leadership Self-Assessment (provided – D2L folder), Answer the following questions about your own leadership traits, styles and behaviors (DUE DATE: CLASS #4). This assignment will comprise **10% (100 Points)** of your grade (**2 pages**). Upload your paper to the appropriate D2L folder. The paper should answer the following questions:

- Introduction (Who am I?)
- What are my personal leadership development skills and attributes and why?
- What are my Interpersonal Leadership Development skills and attributes and why?
- What are my Group/Organizational Leadership Development skills and attributes and why?
- What about the ones I don’t do well? What are my Sustainable Leadership Development skills and attributes and why?
- Summary

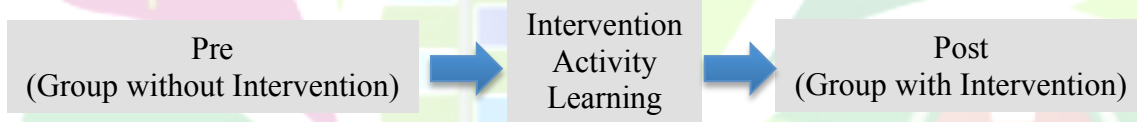
Additionally, you will also be giving a 1-minute overview of your paper the following class. This will allow you to develop and craft your speaking skills while addressing some of your opportunities for growth.

ASSIGNMENT #2: Observe two individuals with varying leadership skills, styles, and behavior. Reflect on the leadership traits, skills, and behaviors of each person observed. Additionally, compare and contrast the various leadership aspects of each of the individuals observed. This assignment will comprise **5%** of your grade. You will present your work to the class in the form of a presentation. Please utilize appropriate technology to convey the findings of your observations. You will have 5 minutes to present to your peers in class (PRESENTATION DATES: CLASS #6, #7, #8, #9).

The final observation presentation may include the following:

- Name or explanation of individual(s) observed;
- Context of observation (time observed, location, conditions);
- Traits of individual(s) observed; OR
- Skills of individual(s) observed; OR
- Behaviors of individual(s) observed; and
 - At least one additional leadership approach observed: Situational Approach, Path-Goal Theory, Leader-Member Exchange, Transformational Leadership, Servant Leadership, Authentic Leadership.
- Summary of observations

ASSIGNMENT #3: You will work in your START ME teams to accomplish the Leadership Engagement Activity Project (LEAP). Within the course syllabus calendar you have scheduled release time (Class #13) to complete this activity. It is up to you and your team to schedule time to work with a group or organization implementing the leadership skills you have learned in class using this as an opportunity to gain knowledge in the social science field. Additionally, you will also critically reflect on the experience of the activity to better understand the dynamics of leadership in action. Use the following model to help in your planning:



There are three steps in this assignment. The first step is written research proposal that outlines previous research, the sample or group you will study, and objectives of the activity for the research project (DUE Class #8 [50 Points]). The proposal should include: 1) literature, 2) methods (sample/logistics), 3) research objective or questions, and 4) anticipated challenges or needs. The second step is working with the group and implementing the leadership research project based on content in class (complete no later than Class #12 - Release Time). Finally, your group will present what you did and the findings of your leadership research. Presentations may be done in a variety of ways (100 Points) while encouraging engagement of the class in your research study. You will have 30 minutes for each groups' presentation. All presenters must be in attendance for the presentation date. Absences will result in a zero for the assignment. Finally, you will write up your results in the form of a research paper. Using the resources provided, and OWL template provided in D2L, you will work as a team to write up your results (100 Points). This assignment will comprise **25%** of your grade (**250 Points**).

FINAL EXAM: Your task for the final exam is to create a MIND MAP/CONCEPT MAP of this leadership course and the components that, in your opinion, make up leadership. You will hand in a hard copy of your mind map when you come to class for your final exam (8 ½ x 11 Only). This will account for 50% of the final exam grade (**100 Points – 10%**). The remaining 50% (**100 Points – 10%**) of the final exam will be done in class in the form of a traditional paper-pencil assessment.

AWARDING OF POINTS:

• Class Participation/Attendance	300
• Quizzes (5 Unannounced)	50
• Facebook Group (5 posts/5 comments)	50
• Assignment #1 – Personal Leadership Paper	100
▪ Due Class #4	
• Assignment #2 – Observation Presentation	50
▪ Presentation Classes #6 to #9	
• Assignment #3 – LEAP Presentations	
▪ Research Proposal (Class #8)	50
▪ Presentation Classes #14 to #15	100
▪ Papers Due (Class #15)	100
• Final Exam	
▪ Mind Map (50% of Final Exam)	100
▪ Final Exam (TBD)	100
TOTAL POINTS	1000

GRADING SCALE:

909.1 – 1000	4.0
849.1 – 909	3.5
789.1 – 849	3.0
729.1 – 789	2.5
679.1 – 729	2.0
629.1 – 679	1.5
589.1 – 629	1.0
< 589	0.0

Note: Changes to the course syllabus or schedule may occur to enhance the learning in this course. In this event, the student will be notified as soon as possible to any of these changes.

IMPORTANT DATES:

March 4	Middle of Semester
May 3	Final (5:45-7:45, Room 221 NR)

ACADEMIC MISCONDUCT:

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on

[Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

(See also <https://www.msu.edu/~ombud/academic-integrity/index.html>). **There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.**

ACCOMODATIONS:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

BEREAVEMENT:

Students seeking a grief absence should be directed to the Grief Absence Request Form found on the RO home page (<https://reg.msu.edu/>) under 'Student Services – Grief Absence Request Form' OR to StuInfo (<https://stuinfo.msu.edu/>) under 'Academics - Enrollment Information and Services – Grief Absence Request Form.' Per policy, graduate students who should see their major professor and notify course instructors are directed to do so when they access the form.

DROP AND ADD:

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **February 5, 2016** The last day to drop this course with no refund and no grade reported is **March 2, 2016**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

COMMERCIALIZED LECTURE NOTES:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

DISRUPTIVE BEHAVIOR:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

CAMPUS EMERGENCIES:

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu or www.acadgov.msu.edu).

E-LEARNING POLICIES:

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Everett will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.

- Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Everett will NOT answer email which:
 - Poses questions answered in the course information sections of the course D2L site
 - Poses questions answered in the course syllabus.
 - Lacks a subject line clearly stating the purpose of the email and the course number (CSUS322).
 - Raises an inappropriate subject.
- Dr. Everett will answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.
- CSUS322 Turnitin Policy
 - Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.
 - Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.