

**School of Integrative Studies**  
**Applied Leadership Context and Practice -17968-INTS 375-001**  
**Thursday 4:30 – 7:10**  
**Course Credits: 4.000**  
**Robinson Hall Room B220**  
**23 Jan, 2017 – 17 May, 2017**  
**Rob, Holder, Adjunct Professor**  
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**Office hours by appointment**

**Creative Purposes & Objectives:**

This course is designed to provide a thorough understanding of leadership applications across a multitude of sectors (Business, Government, Non-government, Military and Non profit). Through the use of case studies, guest speakers and role playing, we will break down the various aspects of leadership under numerous contexts and situations. We will apply the Strengths Based Leadership principles and Positive Psychology to gain a true and complete understanding of the type of leader you are and how to best use your talents and strengths in numerous leadership situations. In class written and oral presentations will be used to allow you to grow out of your "comfort zone" and take on new challenges that best compliment those hidden yet to be discovered leadership traits. The class is high energy and very interactive. Come prepared to uncover the LEADER within you. Questions central to the investigation of leadership as examined in this course will include:

- What is the difference between Leaders and Leadership?
- What are the key elements of Leadership?
- What is the purpose of Leadership?
- Start with the Why of Leadership?
- What influences Leaders?
- How do gender, culture, power, and authority relate to Leadership?

At the conclusion of this course, you should have a firm understanding of the nature of leadership. You should also be able to explain your current leadership style and goals and how these fit into leadership studies more broadly.

**Required Reading: Handouts Documents and PowerPoint slides are posted on Blackboard**

**Text: None Required**

## **Course Assessment**

### **Participation 25%**

Collaborative learning is an important feature of the School of Integrative Studies learning communities. The Professor will evaluate students for individual contributions to the collective classroom experience. Students are expected to attend class, participate actively, responsibly, and respectfully, to hand in all assignments when due, and to support other students in the learning process. A quality learning experience in this course rests on a high degree of interaction and exchange of ideas among students and Professor. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be considered when determining final grades. There may be various assignments that will be graded as a component of participation.

### **Quizzes(multiple)/Midterm/Final 25%**

These in class tests are directly linked to your ability to take comprehensive notes and participation in class. You will not do well on these evaluations if you miss class or take poor notes.

### **Leadership (Case Study) Papers and Homework Assignments 10% due at various times throughout the Semester**

These papers and assignments are designed to enable you to provide creative thought to the concepts learned in class. You will be asked to expand on those concepts and seek a deeper meaning from your own perspective. If you merely provide back what was offered in class you will not do well. You must endeavor to provide your own thought leadership to the lesson that was taught. Papers will be 2 – 4 pages.

### **Transforming Leadership Group Project 20%**

You will work in a group as a team to help redesign the application process of the National Capital Business Ethics Awards (NCBEA), an ethics organization based in the Washington, D.C. area. The emphasis of the transforming leadership project is both a process and desired outcomes. The purpose of this project is to equip you with the practical experience of leading significant projects that have an effect on your metropolitan business community. Groups will be assigned a section of the application process to focus on, and are expected to work together to produce the best possible outcome. Groups will present their polished finished product, including relevant and appropriate visual aids and handouts, to the class during the penultimate (next to last) class session. Final presentations should be 10-15 minutes in length and will be evaluated on the content, creativity, teamwork, learnings from group process and how the group incorporated elements of leadership learning from the course. Each team will establish a team method of communications i.e. blog, email, group chat, or group documents. This method will be communicated to the TA and instructor no later than the third week of class (**February 9<sup>th</sup>**). The method should be used to track attendance, task assignments, meeting minutes, and so forth as well as be used as a place for discussion, questioning, and reflection for the project. The first draft outline of content is due on (**February 23<sup>rd</sup>**). This must include what you are doing, why you are doing it, how you plan to do it and the intended end result. This first draft is due on (**March 30<sup>th</sup>**). At this point you should be real close to Final with just a couple of minor adjustments required. The Final Product and Presentation is due on (**April 27<sup>th</sup>**). It is important in these documents to note which responsibilities were assigned to which group member, so that an

accurate depiction of the distribution of the group work is illustrated. The team grade will be based on my grade of the final work product and the weighted average of the groups assessment of each individual team member.

### **About the National Capitol Business Ethics Awards Organization:**

*Established in 2001, the National Capital Business Ethics Awards (NCBEA) are presented annually by the National Capital Chapter of the Society of Financial Service Professionals. These Awards recognize businesses outside the financial services industry which exemplify a strong commitment to business excellence and to the highest standards of civic and social responsibility, integrity and ethical conduct.*  
(Copyright © Business Ethics Awards 2011 All Rights Reserved).

The application process is broken up into the following sections:

#### **1) The Application Experience:**

- Revise application questions
- Create a new system/workflow for completing the application
- Write the guide/procedures for students to interact with and support the nominees in completing the application

#### **2) The Role of the Nominator:**

- Determine the role of the nominator in the application process. This should be more active than writing a name. E.g. Mentor to student? Liaison between student and applicant?
- Write a job description for the nominator so they clearly understand their role in the application process.
- Create a process and procedures guide for the nominee.

#### **3) Judges Packet:**

- Convert the traditional binder into an online solution.

#### **4) Marketing/PR:**

- Research currently unaffiliated associations in the DC area with similar advocacy goals for potential partnership
- Create promotional materials:
  - i. Why Statement; why be a nominator? why be a sponsor? why be an applicant?
  - ii. Social Media Plan: energize nominators, applicants, sponsors, and event attendance (on campus resources like GMU business council, SFSP website, GMU web boards, as well as local resources through channels like LinkedIn).

#### **5) Sponsors:**

- Identify large companies in the area that outwardly promote ethics and have an ethics department, and any potential headline sponsors.

### **A Week of Compassion Assignment 10 % Due April 13<sup>th</sup>**

Compassion is an important trait of effective leadership and group communication. Sometimes compassion just happens, other times acting compassionately often requires deliberate action. **Select a week during the semester in which you will act as compassionately as possible.** For each day, you will **keep a journal** about

your acts of compassion (no matter how small- hopefully there will be big ones too). You will chronicle the acts, how you feel about them- before and after, and the responses you got from others around you. **Also include any times you wish you would have or could have acted compassionately, but did not and why. The journal should be narrative- not bullet points. Please include the journal as an attachment to the paper.**

At the end of the week, write a 2 -4 page paper answering these questions:

- How did you define compassion and in general who were the recipients of your efforts?
- If your behavior was different than normal, which person did you like more: the "Week of Compassion you" or the "normal you"? If you preferred the "Week of Compassion you," What are the psychological factors that prevent this "you" from coming out?
- How did others respond to your compassion? Do you think they noticed the difference in your behavior? What attributions did people make for your behavior, and why?
- What was easy and what was hard about the Week of Compassion?
- If you were to predict your behavior one month from now, do you think it will be changed in any way as a result of participating in the Week of Compassion? If so, how? If not, why not?
- What themes or patterns emerged during the week?
- How will these reflections impact actions you will take as a leader or as a member of a group?

Exercise adapted from: <http://www.socialpsychology.org/teach/compassion.htm>

### **Leadership Action Plan 10% Due April 20<sup>th</sup>**

**Reflect on what you learned during the semester about leadership, with a focus on using theory to enhance practice.** Write your leadership action plan and include the following sections (3 to 5 pages):

- How has what you've learned complicated and simplified your understanding of leadership?
- What observations of various leadership and participant roles that you and your classmates played in class and group projects (styles, difference, team and groups effectiveness, what worked, what didn't, and why).
- Your plans to pursue the Relational Leadership Model.
- What questions are raised for you as you consider what you learned?
- How do you plan to apply certain leadership theories and concepts to developing your own leadership style?

**\*\*\*Late Work. Papers and other assignments are to be turned in to the instructor at the beginning of class on the due date. Late Work will be reduced one letter grade when turned in late. No work will be accepted over one week late without a valid written medical excuse or notice of death in the family. Please do not plan to turn work in to your instructor's mailbox unless you have prior permission to do so. Unless specifically stipulated, work must be submitted by the student in person in class in hard copy format, emailed and faxed material is discouraged.**

**Commitment to Diversity Statement:**

New Century College is an intentionally inclusive community that celebrates diversity and strive to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability.

### **Honor Code:**

When you enrolled in this course you agreed to abide by the University's Honor Code. The Honor Code does not preclude collaborative work, such as informal discussions and studying in the communities. Nor does it preclude assigned group work. The Honor Code does require that you work, as an individual, turn ultimately be the product of your own individual synthesis or integration of ideas, and that the work a group turns in ultimately be the products of the group's collective ideas. If you are uncertain of the line between collaborations and cheating, see your instructor. As always, cite your sources (when in doubt, cite). If you do not, it is plagiarism. Plagiarism means lifting someone's else's ideas or words and presenting them as your own without proper attribution of the source, items need to be word-for-word use to be considered plagiarism. This refers to all sources, including the internet. Use and approved citation method, such as MLA,APA, etc.

### **Student Support:**

On-Line Writing Guide <http://classweb.gmu.edu/nccwg/>. This guide will help you achieve success as a write during your learning experience in New Century College and beyond. Integrative Studies courses involve learning and writing from multiple perspectives and disciplines and negotiating knowledge boundaries. Your ultimate goals as a New Century College student is to use writing to make meaning of the knowledge you are acquiring, but also to integrate and connect what you are learning across disciplinary boundaries. Use this resource to aid you in achieving this goal

GMU Writing Center <http://writingcenter.gmu.edu/>. The Writing Center offers writing support to George Mason students, faculty, staff, and alumni. No matter what your writing abilities are, writing specialist can help you develop the skills you need to become a successful writer. Walk-in appointments are sometimes available, but is generally best to schedule appointments ahead. The main office is located in A 114, Robinson( phone 703-993-1200), and tutoring is available in Enterprise Hall 040 and Johnson Center 134H

Disability Resource Center <http://www.gmu.edu/student/drc/>. Any student with documented learning differences or other conditions that may affect academic performance should register with the Disability Resource Center (phone 3-2474) and furnish information to his or her professor so that reasonable accommodations can be provided. Please not that faculty cannot legally provide accommodation to students with learning differences or physical conditions that may affect academic performance without appropriate documentation.

### **Grading Scale:**

<b>A+</b> 100-98	<b>A</b> 97-93	<b>A-</b> 92-90
<b>B+</b> 89-87	<b>B</b> 86-83	<b>B-</b> 82-80
<b>C+</b> 79-77	<b>C</b> 76-73	<b>C-</b> 72-70
<b>D+</b> 69-60	<b>F</b> 59-0	

### **WRITTEN ASSIGNMENT GRADING STANDARDS**

#### **Format for Assignments**

All assignments are due, in person, at the beginning of class as noted in the daily schedule and must be typed using 12-point font and one-inch margins, double spaced, and stapled. You must correctly and consistently use a recognized citation style, such as MLA, APA, Chicago Manual, etc. as in all classes, you should keep a copy of all work submitted for possible use in your graduation portfolio (if applicable). Keep in mind you want me to read and grade for content. If the mechanics of your writing distracts from the content, your grade will be impacted.

#### Grade of A: Superior

Addresses the topic fully and explores the issue thoughtfully.  
Shows substantial depth, fullness and complexity of thought.  
Demonstrates clear, focused, coherent, and logical organization.  
Is fully developed and detailed.  
The point is clear and well stated.  
Good introduction with clear thesis statement, and an effective conclusion. Evidences superior control of dictions, syntactic variety, and transitions between paragraphs; only a few minor flaws.  
Integrated evidences from texts to support ideas and arguments.  
Proper citation of texts using a standard citation method.

#### Grade of B: Strong

Clearly addresses the topic and explores the issue.  
Shows some depth and complexity of thought.  
Is effectively organized.  
Easy to follow and understand.  
Is well developed, with supporting detail. Logically coherent.  
Demonstrates control of diction, syntactic variety and transition; may have a few minor mechanical flaws.  
Proper citation of texts using a standard citation method.

#### Grade of C: Competent

Adequately address the topic and explores the issue.  
Shows clarity of thought but may lack complexity.  
Is organized. Can be followed with some difficulty.  
Is adequately developed, with some detail.  
Some logical fallacies or incoherent sentences/paragraphs.  
Demonstrates competent writing; shows flaws in syntax and grammar.  
Proper citation of texts using a standard citation method.

#### Grade of D: Weak

May distort or neglect paths of the topic.  
May be simplistic or stereotyped in thought.  
May demonstrated problems in organizations.  
May have generalizations without supporting detail or detail without generalizations; may be undeveloped.  
Logically flawed, several incoherencies.  
May reveal patterns of flaws in language, syntax or mechanics.  
Improper citation method.

#### Grade of F: Inadequate

Demonstrates serious inadequacy in addressing the topic.  
Fails in its attempts to discuss the topic. Illogical.

May be deliberately off-topic.  
Extremely difficult to follow.  
Is so incompletely developed as to suggest or demonstrate incompetency.  
Is wholly incompetency mechanically.  
Improper citation method.

## **WEEKLY SCHEDULE**

**Some adjustments to the schedule may be made. Students are responsible for staying informed about possible changes and activities or due dates by attending class regularly and frequently monitoring email.**

### **Week 1, January 26<sup>th</sup>, 2017**

Introductions and overview of the course **NCBEA Visitors**

**Reading:** Introduction/The Compound Effect/Holder Presentation

### **January 30<sup>th</sup> - Last Day to Drop without \$\$ Penalty and Last Day to Add class**

### **Week 2, February 02<sup>nd</sup>**

**Reading:** Wooden on Leadership. Team Dysfunction. Masterful Management  
Psychic Income Assignment (How Full is your Bucket)

### **Week 3, February 09<sup>th</sup>**

**Reading:** Commander's Intent (**Assignment**), Role Clarity, RACI and Speed of Trust.

**First Draft Outline of Project Due**

**Groups Formed. Method of Communication Established and Presented to TA**  
**Bucket List Assignment Due**

### **Week 4, February 16<sup>th</sup>**

**Reading:** How to Attract and Hire the Best People  
Compete for Attention. RLM.

**CI Assignment Due**

### **Week 5, February 23<sup>rd</sup>**

Building Winning Teams, Transformational and Transactional Leadership, Boost the Credibility of Your High Expectations

**First Draft Outline of Project Due**

### **February 24<sup>th</sup> - Last Day to Drop**

## **Week 6, March 02<sup>nd</sup>**

Reading: Critical/Crucial Conversations, 7 Responsibilities of Leadership. Moments of Truth and Trade Off

**Reading: Midterm Review**

## **Week 7, March 09<sup>th</sup>**

Midterm

**Reading:** How to Analyze a Case (Handout)

## **Week 8, March 16<sup>th</sup>**

Spring Break

## **Week 9, March 23<sup>rd</sup>**

Midterm review

In Class Ethical Exercise

First Case Study

## **Week 10, March 30<sup>th</sup>**

In class Group Exercise Win as much as you can

First Case Study Due.

Second Case Study Hand-out

## **Week 11, April 06<sup>th</sup> TA Teaches Class**

Yahoo Case Study

## **Week 12, April 13<sup>th</sup>**



Second Case Study Due  
Astrigo Case Study Hand-out  
Week of Compassion Due

### **Week 13, April 20<sup>th</sup>**

Role Playing Exercises "Sister Act Clip"  
Leadership Action Plan Due

### **Week 14, April 27<sup>th</sup>**

**In Class Group Presentations Due**

**Astrigo Case Study Due**

### **Week 15 May 4<sup>th</sup>**

Course wrap-up and review for/hand out take home Final

### **Week 16 May 11<sup>th</sup>**

FINAL EXAM (Hand In)