

## LDR 2002 Intermediate Foundations of Leadership

**2 credit hours**

Interdisciplinary Studies  
University of Central Florida

### COURSE SYLLABUS



Instructor:	<b>Stacey Malaret</b>	Term:	<b>Spring 2019</b>
Office:	<b>Student Union 312/FC 168</b>	Class Meeting Days:	<b>Thursday</b>
Phone:	<b>(407) 823-3677</b>	Class Meeting Hours:	<b>12:30 pm-2:20 pm</b>
E-Mail:	<b>stacey.malaret@ucf.edu</b>	Class Location:	<b>LEAD Scholars</b>
Website:	<b><a href="http://lead.sdes.ucf.edu/">http://lead.sdes.ucf.edu/</a></b>	Office Hours:	<b>By appointment</b>

## I. University Course Catalog Description

An intermediate study of the practices of leadership as they relate to translating a leadership vision into organizational effectiveness through an understanding of self-awareness and social change model of leadership. PR: LDR 2001; Must be a LEAD Scholar or have a current declaration of an undergraduate certificate or minor in Leadership Studies.

## II. Course Overview

This course will involve the study of leadership and the application of leadership theories, concepts and skills. In this second level of studying and learning about leadership, students will gain a more in-depth understanding of major leadership theories, principles, and effective practices. The components and qualities of what is required in effective and exceptional leadership such as communication, group behavior, problem solving and decision making, conflict management, ethics and values will all be explored. Students will also become aware of and develop personal leadership potential through individual and group values exploration, direct service and independent and group projects.

## III. Learning Outcomes

By the end of this course through independent research, self-reflection, group discussions, projects, service learning, and graded assessments, students will be able to:

- Compare and contrast leadership effective behaviors and contemporary theories
- Apply leadership practices and behaviors to successful functioning of groups and organizations
- Formulate a leadership vision into a specific action plan
- Assess the successes and failures of groups and organizations and their activities
- Examine the ethical impacts of personal and group decisions as they relate to leadership
- Express diversity and inclusiveness topics as they relate to leadership

## IV. Course Prerequisites

LDR 2001. Must be a LEAD Scholar, have a current declaration of undergraduate certificate, or minor in Leadership Studies.

## V. Course Credits

2 credit hours

## VI. Required Texts and Materials

*Leadership for a Better World: Understanding the Social Change Model of Leadership*, Komives, Susan & Wagner, Wendy 2017 (Provided by LEAD Scholars Academy)

## VIII. Basis for Final Grade

<b>Culture Audit Project</b>	
Vision/Mission & Overview of the Organization	50
Interview/Focus Group	150
Espoused/Enacted Values	100
Project Presentation/Recommendations	150
Group Member Evaluation	50
<b>Syllabus Quiz</b>	<b>5</b>
<b>7 C's Group Presentation</b>	<b>125</b>
<b>Academic Planning Meeting</b>	<b>45</b>
<b>Verification of Service Hours (minimum of 15)</b>	<b>25</b>
<b>Leadership in Current Events Presentation</b>	<b>100</b>
<b>Final Exam</b>	<b>100</b>
<b>Attendance and Participation</b>	<b>75</b>
<b>Total Points:</b>	<b>1000 pts.</b>

Grades of A-F will be assigned during each semester in leadership minor courses. Grades will be based upon such activities as tests, papers, class participation, attendance, and assignments. Each faculty member is responsible for determining the respective percentages of course grade weighted for each activity. Therefore, while you may find assignments similar across sections of this course, individual faculty members determine their grading policies for

their courses. Final grades (based on an approximate 10% scale of points, as indicated below) for the course will result in one of the following unless you withdraw from the course:

A	900- 1000
B	800-899
C	700-799
D	600-699
F	500-599

## IX. Grade Dissemination

Per instructor policy (i.e.: Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time by checking grades in Webcourses in the myUCF portal. Please note that scores returned mid-semester are unofficial grades. If you need help accessing, please contact your professor.

## X. Course Policies: Grades

Per instructor policy i.e.:

### Class Policies and Expectations:

1. All papers must be typed. 12-point Times New Roman font, with 1 inch margins on all four sides of paper, in APA format. Additional guidelines will be given in class.
2. There will be graded assignments. If you miss class, it is best to contact a class member to see if an assignment has been given. You are responsible for obtaining and knowing the assignments given in class and turning them in on time. All assignments must be turned in by the given date and time. You will lose point's equivalent to 1 letter grade if your assignment is late and one letter grade per business day for assignments turned in any time after the next class period.
3. If a submitted assignment does not meet requirements, it will be graded accordingly. If you have any questions regarding an assignment, contact me via phone or e-mail ASAP.
4. Grades are non-negotiable.
5. Class assignments and topics are subject to change as needed. Students will be given adequate notice of altered due dates.
6. Late Work Policy: There are no make-ups for writing assignments, presentations, or projects, however exceptions may be granted by the instructor in extreme circumstances.
7. Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.
8. Rewrite Policy: the instructor on an individual basis may grant Rewrites.
9. Group Work Policy: Everyone must take part in a group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

## XI. Course Policies: Methodology

We will use various learning methods to achieve the course objectives including:

- Selected readings from course text

- Leadership Inventories results
- Case studies and articles
- Class discussions and experiential learning
- Additional readings/Other assignments
- Community Engagement
- Service Project
- Presentation

## XII. Course Policies: Student Expectations

**Course Accessibility Statement:** The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons, 7F, Room 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

**Attendance and Participation:** Class contributions are based on your active, quality participation in the class. Students will be evaluated on their contribution to class discussions. Each student is expected to attend class on time and stay for the full class. Lateness or early departure from class severely decreases your participation grade. Attendance is not equal to class participation. In order to receive a good grade for class participation, you must actively and regularly contribute in class discussions and activities. When you read this, email me your favorite gif. Attendance at all classes is required. You are allowed one excused absence (but you are still responsible for any assignments and material on all days you miss class Absences after your first excused absence will be reflected in your final grade. Only documented medical and family emergencies are not considered in evaluating attendance (Student Health Center notices not accepted). **Students who put in effort will be successful in this class.**

**Professionalism Policy:** Per university policy and classroom etiquette; mobile phones, *etc.* **must be silenced** during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned may suffer a reduction in their final class grade. **Be respectful of others in the class- both their opinions and comments. Approach each class with a positive attitude and an eagerness to learn.**

**Academic Conduct Policy:** Academic dishonesty in any form will not be tolerated. If you are uncertain as to what constitutes academic dishonesty, please consult *The Golden Rule*, the University of Central Florida's Student Handbook (<http://www.goldenrule.sdes.ucf.edu/>) for further details. As in all University courses, *The Golden Rule* Rules of Conduct will be applied. Violations of these rules will result in a record of the infraction being placed in your file and receiving a zero on the work in question AT A MINIMUM. At the instructor's discretion, you may also receive a failing grade for the course. Confirmation of such incidents can also result in expulsion from the University.

**University Writing Center:** The University Writing Center (UWC) is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://uwc.cah.ucf.edu/> or call 407.823.2197.

## Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, we will all need to work together. Everyone should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Familiarize yourself with evacuation routes from each of your classrooms and have a plan for finding safety in case of an emergency. (Insert class-specific details if appropriate)
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left). (insert class specific information if appropriate)
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert", fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- If you have a special need related to emergency situations, please speak with me during office hours.
- Consider viewing this video (<https://youtu.be/NIKYajEx4pk>) about how to manage an active shooter situation on campus or elsewhere.

**Deployed Active Duty Military Students:** If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

**Service-Learning Statement:** This course is a UCF sanctioned service-learning class. Students will spend a minimum of 15 hours over the course of the semester on a service-learning activity. This activity will address a need in our community, support our course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. We'll spend time reflecting on our service-learning experience through class conversations, online discussions, within your committees, and other graded assignments. While there is a 15 hour minimum for service to pass the course, your service-learning efforts will be the core of much of the learning in the course. Therefore your "grade" for service-learning will come from the tangible class-related projects that come out of it rather than simply from completion of the hour minimum.

Our service-learning work in this course will include developing and executing a community service experience based on the social change model. This will allow students to work with a real world audience and will ensure that the significant time you put into your class project leads to meaningful results. The service learning/community service will begin with a signed agreement among the students, the agency contact person, and the instructor. If any student has a valid objection to a proposed service-learning project or placement, he or she must let me know during the first week of class or before the drop/add deadline so we can discuss other options.

### **XIII. Important Dates to Remember**

The University academic calendar can be found at <https://calendar.ucf.edu/2019/spring>  
Course dates and assignments are tentative, and can be changed at the discretion of the professor.

**Last Day to Drop/Swap:** January 10  
**Add Deadline:** January 11  
**Deadline for Academic Engagement:** January 11  
**Mid – Term Examination week:** March 4  
**Withdrawal Deadline:** March 20  
**Final Examination Week:** April 22

*\*All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz academic activity by the end of the first week of classes or as soon as possible after adding the course, but no later than January 11<sup>th</sup>, 2019. Failure to do so may result in a delay in the disbursement of your financial aid.*

## XIV. Schedule

Week and Date	Content	Assignments/Homework
Week 1 1/10	<b>ONLINE</b> Syllabus	*Online Service vs Philanthropy Module
Week 2 1/17	Introductions Discuss class Introduction to Group Theory and Group Development, Team building Discussion of the Social Change areas of focus for service Select Groups or Teams	<b>Read</b> Komives & Wagner (2009) pg. 195-225 Collaboration
Week 3 1/24	NO CLASS - MLK Day	
Week 4 1/31	Social Change Model of Leadership: <b>Collaboration</b> Stages of Group Development (Forming)	<b>Read</b> Komives & Wagner (2009) pg. 149-189 Controversy with Civility
Week 5 2/7	Service Day	Work on project
Week 6 2/14	Group Dynamics Social Change Model of Leadership : <b>Controversy with Civility</b> Stages of Group Development (Storming)	<b>Read:</b> Komives & Wagner (2009) pgs. 263-292 Citizenship  <b>ASSIGNMENTS DUE:</b> Vision/Mission & Overview of Org
Week 7 2/21	LEADERSHIP Week	
Week 8 2/28	Social Change Model of Leadership : <b>Citizenship</b> Stages of Group Development (Norming)	<b>Read:</b> Komives & Wagner (2009) pgs. 335-364 Congruence
Week 9 3/7	<b>MIDTERM WEEK (online)</b> <i>Work on Projects</i>	<b>ASSIGNMENTS DUE:</b> Interview/Focus Group
Week 10 3/14	<b>Spring Break</b> <b>No Class</b>	
Week 11 3/21	Social Change Model of Leadership: <b>Congruence</b> Stages of Group Development (Performing)	<b>Read:</b> Komives & Wagner (2009) pgs. 365-389 Commitment

<b>Week 12</b> 3/28	Social Change Model of Leadership <b>Commitment</b> Stages of Group Development (Adjourning)	<b>Read:</b> Komives & Wagner (2009) 237-259 Common Purpose
<b>Week 13</b> 4/4	<b>Service day</b>	<b>ASSIGNMENTS DUE:</b> Espoused/Enacted Values
<b>Week 14</b> 4/11	Culture Audit Presentations Social Change Model of Leadership: <b>Common Purpose; Pechu Kucha: Jordan, Jessica, Dylan K., Arsalan, Kyle, Simon; The Fantastic Four and Second Harvest Culture Audit.</b>	<b>ASSIGNMENTS DUE:</b> Academic Planning and Co-Curricular meeting should be completed
<b>Week 15</b> 4/18	Culture Audit Presentations: Group 8; RJCJ; TBA; Life Savers; Pecha Kucha: Matthew, Logan, Anna, Ryan, Ashlea, Gabriel	<b>ASSIGNMENTS DUE:</b> 15 hours verification Group Member Evaluation Culture Audit Presentations
<b>Week 16</b> 4/25	No class	<b>Final Exam Online-due by 5/1</b>

**\*\* Note: The Schedule is subject to revision**

## **XV. Essay and Project Assignments**

Due dates and rubrics will be distributed in a timely manner for all papers and presentations.

GRADED ASSIGNMENTS:

### **Class Participation**

**Attendance and Participation (75 points):** Class contributions are based on your active, quality participation in the class. Students will be evaluated on their contribution to class discussions. Each student is expected to attend class on time and stay for the full class. Lateness or early departure from class will affect your participation grade. Attendance is not equal to class participation. In order to receive a good grade for class participation, you must actively and regularly contribute in class discussions and activities. Attendance at all classes is required and you are still responsible for any assignments and material on all days you miss class. Absences will be reflected in your final grade. Only documented medical and family emergencies are not considered in evaluating attendance (Student Health Center notices not accepted). **Participation will be awarded based on completed feedback form; therefore it is imperative that class members provided thoughtful feedback to classmates. Points will not be awarded if feedback is not substantial.**

### **Culture Audit (Minimum 15 service hours):**

In their teams, students will conduct an organizational culture audit. Students should examine the espoused mission/values of the organization (the ones they have on paper), as the ultimate objective of the project is to determine if the espoused and enacted values (the ones they actually do) match.



Students will do this by communicating with employees/members of the organization to gauge their level of understanding of and commitment to the mission of the organization. Objectives of the project include:

- Students should have a clear understanding of what an organizational culture audit is and how to conduct one
- Students should examine and understand the mission/values of their chosen agency/organization
- Students should ultimately be able to determine the match level of the organization's espoused and enacted values
- Students should be able to provide the organization with a set of feedback regarding the findings of their study
- Students should understand the importance of working with a group and how that process helps effectiveness

**Vision/Mission & Overview of the Organization (50 pts) 1-2 pages:**

The purpose of this assignment is to definitively identify your culture audit agency. You will provide an overview of your organization and include the answers to the following questions in essay form.

1. What is the stated vision of the organization?
2. What is the stated mission of the organization?
3. Why did your group choose this organization?
4. What kind of service will your group be doing with this organization?

**Interview/Focus Group (150 pts):**

The purpose of this assignment is to identify a full-time staff member or volunteer who works within the organization (Feel free to identify more than one individual). Your group will conduct an interview or focus group in order to gauge the culture of the organization through that individual (s). Your objective is to inquire about that individual's experience with the organization, taking special note of whether or not their experience aligns with the mission and values of the organization.

Your group will provide a descriptive transcription of your interview/focus group. In other words, in this paper your group will provide the interview questions used, and the answers given by the interviewee. The transcription does not have to be verbatim but should be thoroughly descriptive.

Potential interview/focus group questions:

- What do you interpret to be the mission/values of the organization?
- What is the purpose of your organization?
- What is the communication style between the leader and employees/members like?
- How are decisions made? Hierarchical or consensual?
- What is the approach taken for getting work done?
  - Group collaboration vs. individual achievement? More attention to methods or to results?
- Why is the work you do important?
- What would you like to see changed?

**Espoused/Enacted Values (100 pts) 2-4 pages:**

The purpose of this assignment is to analyze the results of your interview/focus group and critically compare that to your findings about the organization's mission/values. Your group will compare the organization's espoused values (what is written on paper and on their website) to their enacted values (how the mission/values are actually lived out) in a comprehensive essay. You will use the information gathered from your interview/focus group as the basis for your enacted values. In your essay, you should address the following questions:

1. Did the enacted values gathered by the staff member coincide with the espoused values of the organization?
2. Does the organization, overall, seem to align their values with their actions? Why or why not?
3. Were there any specific styles of leadership unveiled during your interview/focus group?
4. Which of the 7 Cs, if any, did you see revealed through the work of the organization?

Students may also include any of the following to serve as additives to help enrich the assignment:

- Tour of facility
- Photographs
- Videotaping

### **Project Presentation/Recommendations (150 pts):**

The purpose of presentation is to serve as a summative piece to the culture audit. Students are to give a 15-20 minute presentation about their culture audit experience. Students should detail the

1. Vision/Mission of the organization
2. The espoused vs. enacted values of the organization
3. Recommendations you would offer the organization for improving the alignment of their values.
4. The overall experience pursuing this endeavor.

Students will submit their final presentation to Canvas. Each group will be graded on the delivery and thoroughness of their presentation, as well as, how engaging they are with the class. A rubric for the presentation will be provided.

### **Service Project Group Member Evaluation (50 pts):**

Group evaluations must be submitted by each group member and must be submitted at the conclusion of the project. The Peer Evaluation consists of two sections. The first section, you should evaluate your own contribution to the project according to the given scale, discuss your specific role, and identify your personal strengths and limitations during the project. In the second section, you will evaluate each member in your group. You will evaluate their contribution according to the given scale, discuss the group member's role in the project, and identify their personal strengths and limitations during the project. All sections must be completed and all group members must be evaluated for credit. The evaluation will be provided to you.

### **Social Change Model Group Presentation (125 pts):**

Each service group is responsible for presenting on one of the 7 C's represented in the Social Change Model. Presentations should contain several parts: presentation of information, class discussion, and a class activity. The presentation as a whole should take 45-60 minutes. Be creative and have fun with it!

### **Leadership in Current Events Pecha Kucha (125 pts):**

All students will present on an example of leadership in a current event occurring over the past year. Topics are not limited to any particular subject, including politics, sports, local news, international events, etc... Your presentation must reference leadership theories and practices.

Presentations will be given through a Pecha Kucha format. The Pecha Kucha format is a timed powerpoint slide presentation consisting of 20 slides timed at 20 seconds each. The links below provide you with an example of a Pecha Kucha and the steps needed to set-up the presentation settings. Also attached is a sample Pecha Kucha for your review.

A Pecha Kucha about a Pecha Kucha: <http://www.youtube.com/watch?v=jJ2yeplaAtE>

Creating a Pecha Kucha: <http://www.youtube.com/watch?v=I9zxNTpNMLo>

**Service Hours Verification (25 pts):**

All students will need to submit their service hours verification form to the appropriate Canvas tab. Students have to complete 15 hours for this service project. No more than five of those hours can go towards planning the service. All interviews/focus groups should be completed as a group. Any remaining service should be completed at the chosen agency

**Academic Planning Meeting (45 pts):**

All students will be required to meet one on one with their professor or a GA by the end of the semester. This meeting will help students plan their academic schedule as well as connect them to resources on campus. Come prepared to speak about your academic plan and major as well as thoughts on what you want to get involved with during your time at UCF. Please bring completed Academic Planning form found in the assignment in webcourses.

**Syllabus Quiz (5 points)**

**Final Exam (100 points)**