Leadership (LDRSP) 2020-301: Foundations in Leadership
Spring 2021
University of Utah Asia Campus
Tuesdays and Thursdays from 3:00pm to 4:20pm
Classroom – U301

Instructor: Kevin D'Arco, Ed.D.
Email: kevin.darco@utah.edu
Email expectations: My goal is to answer all course related e-mails/Canvas messages within 24 business hours. If an e-mail is sent on the weekend or during a holiday, I will reply by end of business on the day after the break. I rarely check my university e-mail after business hours. Please plan accordingly.
Office Hours: My door is always open, but it's best to make an appointment to make sure I'm available. I am available to meet in-person or via Zoom; let me know your preference when setting up the time.
Office Location: U805
Zoom virtual office *(different link than classroom)***:** https://utah.zoom.us/j/6723553263

Zoom Expectations
If Korea is at Level 3, our class will transition to the Zoom platform.
Zoom Classroom for IVC: https://utah.zoom.us/j/93187604746
Meeting ID: 931 8760 4746
Passcode: 2020LDRSP

The University of Utah Asia Campus requires that all students turn on their cameras during the entire course and post their full name in English. If a student has financial difficulty obtaining the appropriate equipment for online courses, the UAC can help provide resources.

Students in LDRSP 2020 will be expected to unmute themselves throughout breakout group conversations in order to simulate in-person class discussion. Zoom sessions will not be recorded.

Required Materials
All readings will be available via the course Canvas page. No textbooks are required for this course.

Course Description
The purpose of this course is to facilitate learning opportunities and experiences that provide students with the knowledge, mindset and skills to assume leadership roles on campus and within the community. Through the use of texts and various readings, activities, and presentations, students will increase their effectiveness as a leader both at the University and in the community. In addition, students will learn about themselves, their peers, and the University of Utah Asia Campus.

Course Objectives
The goal of this course is to increase student awareness and development of leadership skills. Students will gain a greater understanding of and appreciation for the theory and practices of leadership.

By the end of this course, students will have:

- Gained a greater understanding of and appreciation for the theory and practices of leadership
- Increased their awareness and development of the process and practice of leadership

Course Fee

A course fee of $39 will be applied for LDRSP 2020 students. This fee covers the cost of the Intercultural Effectiveness Scale (IES) assessment and the StrengthsFinder assessment. These tools will be used for you to better understand your leadership style and will add to robust classroom discussion.

Teaching and Learning Methods

This course will include a variety of methods to engage with course content and peers including but not limited to classroom discussion, small group discussion, paired discussion, readings, videos, written reflection, and presentations. Classroom discussions and written reflection will be a frequent occurrence. I will also seek your input throughout the semester to ensure the course design meets your learning needs.

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UNIVERSITY AND COURSE POLICIES

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1. ***The Americans with Disabilities Act***. The University of Utah Asia Campus seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the UAC Office of the Dean of Students – randy.mccrillis@utah.edu. The UAC Office of the Dean of Students will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the UAC Office of the Dean of Students.
2. ***Sexual Misconduct.*** Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the UAC Office of the Dean of Students – randy.mccrillis@utah.edu. For support and confidential consultation, contact the UAC Mental Health Counseling, 3052 Multi-complex Building, 032-626-6142.
3. ***Student Code of Conduct***. All students are expected to maintain professional behavior in the classroom setting as outlined in the Code of Student Rights and Responsibilities, Policy 6-400 of the University Regulations Library (http://www.regulations.utah.edu/academics/6-400.html).
4. ***Wellness Statement.*** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah Asia Campus. For helpful resources, contact the UAC Mental Health Counseling Center; asiacampus.utah.edu/mental-health-counseling-center/; 0326266142. You can make an appointment using this link: https://appointmentwithjan.as.me/schedule.php.
5. **Language Policy.** The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and to all members of the University community, including faculty, staff, and students. English is recognized as the

official language of instruction, assessment, and curriculum. In addition, English is the official language for all administrative and business related matters of the University.

COURSE POLICIES

Attendance and Participation

You are expected to attend each scheduled session of our course. However, you will be granted two freebies because you are an adult and life happens– no questions asked, just let me know you won't be there and I don't need to know why. Knowing, helps in planning for copies and activities.

If you are absent from class for an excused absence (as defined in the Student Code) you are encouraged and allowed to make up any missing work or content from the class period missed.

Official Excused Absences – Official excused absences can be obtained with proper documentation through the Assistant Dean of Students (kevin.darco@utah.edu).

COVID-19 Statement

If you have COVID-19 symptoms, including fever or respiratory symptoms such as cough, phlegm, sore throat, and nasal congestion, you should notify your instructor immediately, call the KCDC for testing guidance, and stay home based on the KCDC's directive. You can return to class if you are clear from COVID-19 symptoms. In order to be excused from your courses, you will need an official medical certification.

Self-quarantine Statement

The University of Utah Asia Campus expects regular attendance at all class meetings. Given the current situation with COVID-19, we have created the following guidelines.

1. If a student has completed less than 50% of the course and is required to self-quarantine, we suggest that the student withdraw from the course. In this situation, all tuition will be refunded with appropriate medical documentation
2. If a student has completed 50-75% of the course and is required to self-quarantine, the Assistant Dean of Students Office will work with the faculty and student to determine the best scenario. If the decision is to withdraw from a course, all tuition will be refunded with appropriate medical documentation.
3. If a student has completed over 75% of the course and is required to self-quarantine, the student and faculty will work together to ensure that the student is able to complete the course. If the student is unable to finish all coursework during the course, a student may receive the mark "I" (incomplete) and work to complete all remaining coursework in consultation with the instructor.

Attendance (20%) and participation (20%) are worth 40% of your grade.

Assignments and Points

- *Reflections* (4 separate papers to turn in, at 5 points each = 20 points total) – includes the Initial reflection on leadership definitions, Leadership Philosophy Paper, Leadership Challenge reflection, and the Final Reflection Paper.   Full prompts will be made available in Canvas two

weeks prior to the assignment's due date. Reflections must be turned in on Canvas. Reflections turned in late lose one point per day they are late.

- *Attendance & Participation* (40 points) – attending class regularly and exhibiting engagement in course content and learning is expected.

- *Facilitator of the Day* (10 points) – each student will be assigned a reading or video to review for the class, create 3-4 discussion questions, and facilitate the conversation for that specific reading. The Facilitator of the Day rubric and schedule will be posted on Canvas.

- *Final Project* (30 points) – design a leadership education experience – a rubric will be provided later in the semester.   The written component of this project will be worth 20 points and the in-class presentation will be worth 10 points. The written paper must be turned in on Canvas.

Assignment	Points
Four Reflection assignments (5 points each)	20
Attendance	20
Participation	20
Facilitator of the Day	10
Final Project (Paper – 20/Presentation – 10)	30
Total	100

Grading Scale

A	93%- 100%	C	73%-77%
A-	90%-92%	C-	70%-72%
B+	88%-89%	D+	68%-69%
B	83%-87%	D	63%-67%
B-	80%-82%	D-	60%-62%
C+	78%-79%	E	59% or below

Course Schedule

*Assignment dates could change, but I will always give you notice as far in advance as possible. If I do not communicate these changes during a class session, I will utilize our course Canvas page to alert you of any changes.

Week of Semester/Date of Class	Topic	Reading(s) and Assignment(s)
Week 1	Leadership definitions	
Tuesday, 2/23/21		Welcome to class, Facilitator Guidelines/Sign-ups Facilitation Practice, Leadership definitions
Thursday, 2/25/21		Video – Dudley "Everyday leadership" Kanungo, R. N., & Mendonca, M. (1996)
Week 2		
Tuesday, 3/2/21		Kellerman, B. (2012) Northouse Ch. 1 (2007)
Thursday, 3/4/21		Komives, S., Lucas, N., & McMahon, T. (2007). *Understanding Yourself* - Ch. 4, p. 119-136. Video – Cain "The Power of Introverts"
Week 3	Leadership & You	
Tuesday, 3/9/21		Komives, S., Lucas, N., & McMahon, T. (2007). *Understanding Yourself* - Ch. 4, p. 136-145. ***Reflection #1 due by 23:59***
Thursday, 3/11/21		**No class meeting** – complete MBTI by 11:50 and prepare to discuss it on March 16
Week 4	Identity and Leadership	
Tuesday, 3/16/21		Meyers-Briggs Type Indicator (MBTI) Facilitation

Thursday, 3/18/21		Komives, S., Lucas, N., & McMahon, T. (2007). *Understanding Others* – Ch. 5, pgs. 149-153 and pgs. 156-161. Video – Adichi "The power of a single story"
Week 5	**Identity and Leadership**	
Tuesday, 3/23/21		Komives, S., Lucas, N., & McMahon, T. (2007). *Understanding Others* – Ch. 5, pgs. 153-156. Video - Chamorro-Premuzic "Why do so many incompetent men become leaders?"
Thursday, 3/25/21		Kim, D., Pan, Y., & Park, H.S. (1998). High- versus low-context culture. *Guest Facilitator: Molly Kinder, Program Coordinator, Student Leadership and Involvement*

Week 6	**Identity and Leadership**	
Tuesday, 3/30/21		Intercultural Effectiveness Survey (IES) facilitation *Guest Facilitator: Anna Yacovone, International Programs Coordinator* ***Reflection #2 due by 23:59***
Thursday, 4/1/21	No Class – University closed	
Week 7	**Developing a Leadership Identity**	
Tuesday, 4/6/21		Mid-semester course evaluation Bolman, L. G., & Deal, T. (2001). Intro and Chapter 1. Heider, J. (1997).
Thursday, 4/8/21		Burns, J. M. (1978), Ch.1, p. 18-23

Week 8	Developing a Leadership Identity	
Tuesday, 4/13/21		Kotter, J. (2011)
Thursday, 4/15/21		Final Project Discussion and Brainstorm Writing Learning Objectives
Week 9	Developing a Leadership Identity	
Tuesday, 4/20/21		Komives, S., Lucas, N., & McMahon, T. (2007). *The Relational Leadership Model* - C*h*. 3, p. 73-90
Thursday, 4/22/21		Komives, S., Lucas, N., & McMahon, T. (2007). *The Relational Leadership Model* - Ch. 3, p. 90-113
Week 10	Leadership Process Outcomes	
Tuesday, 4/27/21		Cilente, K. (2009). *Social Change Model of Leadership Development* - Ch. 2 *Guest Facilitator – Lauren Poindexter, Program Coordinator, Residence Life and New Student Programs*
Tuesday, 4/29/21		**No class meeting** – complete StrengthsFinder assessment
Week 11		
Tuesday, 5/4/21	No Class – University closed	
Thursday, 5/6/21		StrengthsFinder Facilitation

Week 12	Connecting with Others	
Tuesday, 5/11/21		Video – Sinek "How great leaders inspire action" Kouzes, J. M. & Posner, B. Z. (2007). *The Five Practices of Exemplary Leadership* – Ch. 1 ***Reflection #3 due by 23:59***

Thursday, 5/13/21		Greenleaf, R. (1977; 2002). *Selected sections (check Canvas)* Komives, S., Lucas, N., & McMahon, T. (2007). *Understanding Others* – Ch. 5, p. 167-175
Week 13	**Vision & Purpose**	
Tuesday, 5/18/21		Final Project Workshop Day
Thursday, 5/20/21		Leadership Studies Minor Leadership and Your Career *Guest Facilitator – John Woo, Assistant Director, Career and Internship Development Center (CIDC)*
Week 14	**Educating Leaders**	
Tuesday, 5/25/21		Croucher, S., et al. (2012) Video – Sinek "Why good leaders make you feel safe"
Thursday, 5/27/21	Final Project Presentations (1/3 class)	***Written Proposal due 5/27/21 by 23:59 for all students, regardless of presentation date***
Week 15	**Educating Leaders**	
Tuesday, 6/1/21	Final Project Presentations (1/3 class)	
Thursday, 6/3/21	Final Project Presentations (1/3 class)	***Presentation materials uploaded on 6/3/21 by 23:59 for all students, regardless of presentation date***
Week 16	**Finals week**	
Tuesday, 6/8/21	No class meetings during finals week.	***Reflection #4 due by 23:59*** *Late assignments for anything in LDRSP 2020 accepted until 6/8/21 by 23:59.*
Enjoy your summer break!		

Course Reference List (Readings and Videos)

Adichi, C. N. (2009). The danger of a single story. Retrieved from:
https://www.youtube.com/watch?v=D9Ihs241zeg&t=3s.

Bolman, L. G., & Deal, T. E. (2001). *Leading with soul: An uncommon journey of spirit*. San Francisco, CA:
Jossey-Bass, Inc.

Burns, J. M. (1978). Leadership: power and purpose. In J.M. Burns (Eds.), *Leadership* (pp. 18-23). New
York, NY: Harper & Row Publishers.

Cain, S. (2012). The power of introverts. Retrieved from:
https://www.youtube.com/watch?v=c0KYU2j0TM4.

Chamorro-Premuzic, T. (2019). Why do so many incompetent men become leaders? Retrieved from:
https://www.youtube.com/watch?v=zeAEFEXvcBg&t=82s.

Cilente, K. (2009). An overview of the social change model of leadership development. In S.R. Komives,
W. Wagner, & Associates (Eds.), *Leadership for a better work: Understanding the Social Change
Model of Leadership Development* (pp. 43-72). San Francisco, CA: Jossey-Bass, Inc.

Croucher, S. M., Bruno, A., McGrath, P., Adams, C., McGahan, C., Suits, A., & Huckins, A. (2012). Conflict
styles and high-low context cultures: A cross-cultural extension. *Communication Research
Reports, 29*(1), 64-73.

Dudley, D. (2010). Everyday leadership. Retrieved from:
https://www.ted.com/talks/drew_dudley_everyday_leadership.

Greenleaf, R. K. (1977). The servant as leader. In L.C. Spears (Eds.), *Servant leadership: A journey into the
nature of legitimate power and greatness* (pp. 21-61). Mahwah, NJ: Paulist Press.

Heider, J. (1997). Spiritual awareness. In J. Heider (Eds.), *The Tao of leadership: Lao Tzu's* Tao Te Ching
adapted for a new age (pp. 143). Atlanta, GA: Humanics Limited.

Kanungo, R. N., & Mendonca, M. (1996). Introduction and overview. In R.N. Kanungo & M. Mendonca
(Eds.), *Ethical dimensions of leadership* (pp. 1-7). Thousand Oaks, CA: Sage Publications.

Kellerman, B. (2012). Historical trajectory – lessening power. In B. Kellerman (Eds.), *End of Leadership*
(pp. 3-25). New York, NY: Harper Collins Publishers.

Kim, D., Pan, Y., & Park, H. S. (1998). High- versus low-context culture: A comparison of Chinese, Korean,
and American Cultures. *Psychology & Marketing, 15*(6), 507-521.

Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring leadership: For college students who want
to make a difference* (2nd ed.). San Francisco, CA: Jossey-Bass, Inc.

Kotter, J.P. (2011). What leaders really do. In Harvard Business Review (Eds.), *HBR's 10 must reads: On
leadership* (pp. 37-55). Boston, MA: Harvard Business School Publishing.

Kouzes, J. M, & Posner, B. Z. (2007). The five practices of exemplary leadership. In J.M. Kouzes & B.Z.
Posner (4th Ed.), *The leadership challenge* (pp. 3-26). San Francisco, CA: Jossey-Bass, Inc.

Northouse, P.G. (2007). *Leadership: Theory and Practice*. Thousand Oaks, CA: SAGE.

Sinek, S. (2009). How great leaders inspire action. Retrieved from:
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en.

Sinek, S. (2014). Why good leaders make you feel safe. Retrieved from:
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en.