LDE 312 - Leadership & Relationships

Instructor:
Office:
Office Hours:
Phone:
Email:

Course Description

Examines leadership as a relational process. Critical analysis of authentic leadership, positive psychology, conflict, mediation, and team dynamics. Explore how personal relationships shape the leadership process, value different talents that team members contribute to the group process, and increase skill in navigating conflict.

Learning Outcomes

As a result of actively participating in this course, you will…

- **understand the connection between personal relationships and leadership** by reading about theories and practices of leadership that center connection, communication, and personal relationships; reflecting on the impact of relationships on one's own life and leader identity; and working collaboratively with classmates to discuss and facilitate leadership development.
  (UULO: Communication; Inquiry and Critical Thinking)
- **articulate the value of diverse strengths in groups and teams** by discussing one's own and others' CliftonStrengths for Students Top 5 themes of talent, reflecting critically on the intersections of identity and Strengths-Based Leadership, and writing about the effect of strengths on the development of effective relationships and teamwork.
  (UULO: Global/Multicultural Knowledge and Awareness, Communication)
- **increase conflict competence** by reading about and discussing the nature of conflict, practicing productive conflict management, reflecting on humble inquiry skills, and applying knowledge to a case study of conflict.
  (UULO: Communication, Inquiry and Critical Thinking)
- **interrogate the concept of authentic leadership** by reading about models of authentic leadership, critically reflecting on definitions of authenticity, and exploring individual and systemic barriers to authenticity in leadership contexts.
  (UULO: Inquiry and Critical Thinking, Global/Multicultural Knowledge and Awareness)
- **demonstrate effective facilitation skills** by reading about and discussing effective facilitation, and designing and co-facilitating a leadership peer education workshop
  (UULO: Communication, Intellectual Breadth and Lifelong Learning)
- **refine your personal philosophy of leadership** by revising previous reflection papers and adding a critical understanding of theories including Strengths-Based Leadership and Authentic Leadership.
  (UULO: Intellectual Breadth and Lifelong Learning, Global/Multicultural Knowledge and Awareness)

Instructional Methodology

Because of the interactive nature of this course, a variety of instructional methodologies may be used, including but not limited to: Lecture, group discussion, group activities, guest speakers, exploration activities, small group work, and in-class assignments.

Missed Class(es)

As a general rule, a student missing a class or assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the first week of class to be assured of this opportunity. Note: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es). Accommodations will only be made in accordance with the official UNLV policies for students away for an official UNLV event with prior notification, or for a documented medical emergency.

Attendance Policy
- ➔ 3 unexcused absences = drop a letter grade (e.g., A to B)
- ➔ 4 unexcused absences = drop two letter grades (e.g., A- to C-)
- ➔ 5 or more unexcused absences = F
- ➔ 6 or more total absences (i.e., total excused and unexcused) = F
- ➔ Tardies (late to class or leaving early) = 1/3 absence

If you have a recurring challenge that might be an issue for this attendance policy, please see the instructor right away to discuss options.

Respect Differing Views

Students should be respectful of differing views. At times we will discuss sensitive and challenging issues or current topics. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual will not.

Class Participation

It is expected that each student will be adequately prepared for class, participate in large group and small group discussions, and provide evidence of having read the assigned materials through class discussions and by turning in weekly chapter questions. For most class sessions, preparation shall consist of completing the assigned readings and chapter questions. Students are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings, the in-class discussions, and guest speakers on selected topics.

To develop and establish a learning community, active participation is vital. Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; and (4) completion of assignments and activities.

Required Text
1. Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.

2. Schein, E. H. (2013). *Humble inquiry: The gentle art of asking instead of telling*. San Francisco: Berrett-Koehler Publishers.

3. Additional readings posted to WebCampus.

Assignments, Projects, and Class Contributions

Grade Breakdown
- In-Class Assignments (8) - 160 points, 16% of total grade
- Reading Discussion Facilitation - 40 points, 4% of total grade
- Self-Awareness Exercises (3) - 75 points, 7.5% of total grade
- Reflection Papers (4) - 400 points, 40% of total grade
- Leadership Workshop Facilitation - 200 points, 20% of total grade
- Leadership & Relationships Paper - 125 points, 12.5% of total grade

Grading Scale
Grades will be based on total points possible (1000):

950-1000 = A	800-839 = B-	680-699 = D+
900-949 = A-	780-799 = C+	640-679 = D
880-899 = B+	740-779 = C	600-639 = D
840-879 = B	700-739 = C-	below 600 = F

Late Work
Assignments submitted after the due date will be docked 10 points per day.

Description of Assignments:

In-class Assignments (8) - 160 points, 16% of total grade
- These in-class activities are designed to assess your comprehension of assigned readings and encourage synthesis of course material. Examples of assignments might include journal entries, case studies, role plays, and group quizzes.
- Each of the 8 In-class Assignments is worth 20 points.

Reading Discussion Facilitation - 40 points, 4% of total grade
- Early in the semester, each student will sign up to facilitate a group discussion based on course readings. You will engage deeply with the reading, author critical discussion questions, and facilitate a 30-minute in-class group discussion.
- You will turn in typed discussion questions—with specific citations from the assigned text—on the day of your facilitation.

Self-Awareness Exercises (3) - 75 points, 7.5% of total grade
Developing self-awareness is a continual and ongoing practice. Three class activities this semester will challenge you to reflect deeply on your lived experiences and formative relationships. Artifacts of these activities, which will be described in-class on the dates below, will be turned in for 25 points each.
- Strengths Development Timeline Exercise (conducted on Wednesday, September 19th)
- Social Perspective-Taking Exercise (conducted on Wednesday, October 3rd)
- Defining Experiences Exercise (conducted on Monday, October 22nd)

Reflection Papers - 400 points, 40% of total grade
Throughout the semester, you will write four Reflection Papers, each worth 100 points.
Papers should be double-spaced with 1" margins in 12pt Times New Roman typeface.

- Strengths-Based Leadership Reflection (100 points; due Monday, September 24th)
  - After reading *Strengths-Based Leadership* by Tom Rath and Barry Conchie, you will write a critical response to the text. This paper encourages you to reflect on the benefits and challenges of employing a strengths-based lens in the leadership process. How might the Strengths framework *empower* effective relationships and teamwork, and how might it *inhibit* them? *[6-7 pages in length*]

- Conflict Case Study Reflection (100 points; due Monday, October 8th)
  - Drawing from readings and class discussions about conflict competence and the value of Controversy with Civility, you will respond to a case study of conflict. What might it look like to transform this situation? What can individuals in this scenario do to contribute to the resolution of conflicts in their teams and groups? *[4-5 pages in length]*

- Humble Inquiry Reflection (100 points; due Monday, October 22nd)
  - Following your reading of *Humble Inquiry* by Edgar H. Schein, you will reflect on humble inquiry as a leadership skill and practice. Considering personal *and* cultural inhibitors to the practice of humble inquiry, you will discuss the ways you can personally continue to develop and employ communication skills that contribute to positive relationships and better organizations. *[5-6 pages in length]*

- Authentic Leadership Reflection (100 points; due Monday, November 19th)
  - Based on your engagement with course texts and activities, this paper will implore you to author your own critical conceptualization of Authentic Leadership. What does it mean to be an authentic leader? How does identity shape who is "allowed" to be authentic? And how might we acknowledge and dismantle individual and systemic *barriers* to authenticity? *[6-7 pages in length]*

Leadership Workshop Facilitation - 200 points, 20% of total grade
For your Final Project, small groups will be assigned a leadership theory or practice from the class (Strengths-Based Leadership, Conflict Transformation, Humble Inquiry, Authentic Leadership, etc.). You will produce a workshop to facilitate learning about your topic. This includes a Rationale, a workshop Outline, a Visual, and a 30-minute in-class Workshop.
- Rationale (75 points; due Monday, December 3rd)
  - Each group will write a Rationale, explaining the theory that informs their workshop and detailed descriptions of how each activity and/or discussion relates to the assigned leadership topic. This is a group paper to which every group member is expected to contribute. *[5-7 pages in length]*
- Outline (25 points; due Monday, December 3rd)
  - You will create a step-by-step outline of your workshop, including two-to-three learning outcomes, and descriptions of activities, discussions, etc.
- Visual (25 points; due Monday, December 3rd)

- Each workshop will feature a visual component (PowerPoint slides, video, handout or worksheet, etc.).
  - Workshop (75 points; in-class on Monday, December 3rd & Wednesday, December 5th)
    - Students in groups who are not presenting are expected to attend class and participate fully in peer workshops.
  - More specific expectations for each component will be shared when groups are assigned in class on Wednesday, November 7th.

Leadership & Relationships Paper - 125 points, 12.5% of total grade
  - Throughout the semester, we will employ critical perspectives to engage several leadership theories and practices. Your final paper positions you as a leadership theorist. Reflect on the ways in which the leadership theories and practices you studied this semester support, challenge, and/or dialogue with your personal philosophy of leadership. What concepts from the course most resonate with you? What critiques do you have? What questions still remain? *[6-7 pages in length]*

University Policies

Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy,

https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

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Rebelmail
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Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

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Tutoring and Coaching
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The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

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UNLV Writing Center
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One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

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Diversity Statement
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As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of

view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

Course Schedule

The instructor reserves the right to amend this syllabus. Any changes will be announced and/or distributed in class and WebCampus. It is your responsibility to keep abreast of changes.

WK	Date	Class Topic(s)	Readings Due	Assignment Due
1	Mon 8/27	Introductions, Expectations, and Curriculum Co-Construction		
	Wed 8/29	Syllabus Revision & Defining Relationships		
Unit 1: Strengths-Based Leadership				
2	Mon 9/3	Labor Day Recess - **No Class**		
	Wed 9/5	Strengths, Trait Theories, and Positive Psychology	*Strengths-Based Leadership*: "Introduction" and "Part One: Investing in Your Strengths" (p. 1-17); "Leading With Your Strengths" (only read the sections for *your* Top 5)	**In-Class Assignment #1**
3	Mon 9/10	Building Teams with Diverse Strengths	*Strengths-Based Leadership*: "Part Two: Maximizing Your Team" (p. 19-76)	
	Wed 9/12	Followership as a Form of Leadership	*Strengths-Based Leadership*: "Part Three: Understanding Why People Follow" and "Conclusion" (p. 79-95)	**In-Class Assignment #2**
4	Mon 9/17	Critical Perspectives of Strengths-Based Leadership		
	Wed 9/19	"Strengths Development Timeline" Exercise		**Self-Awareness Exercise in class**
Unit 2: Conflict Transformation				
5	Mon 9/24	The Nature of Conflict	"The What and Why of Conflict Competent Leaders,"	***Strengths-Based Leadership* Reflection**

			excerpted from *Becoming a Conflict Competent Leader* (posted on WebCampus)	**due**
	Wed 9/26	Conflict Competence	"Developing and Leading Conflict Competent Teams," excerpted from *Becoming a Conflict Competent Leader* (posted on Canvas)	
6	Mon 10/1	Controversy with Civility	"Controversy with Civility," excerpted from *Leadership for a Better World* (posted on Canvas)	**In-Class Assignment #3**
	Wed 10/3	"Social Perspective-Taking" Exercise		**Self-Awareness Exercise in class**
7	Mon 10/8	Humble Inquiry	*Humble Inquiry*: Introduction, Chapters 1 & 2 (p. 1-36)	
	Wed 10/10	Relationship-Building in a Culture of Achievement <mark>Note: Class Cancelled</mark>	*Humble Inquiry*: Chapters 3 & 4 (p. 39-66)	
8	Mon 10/15	Inhibitors of Humble Inquiry	*Humble Inquiry:* Chapters 5 & 6 (p. 69-96)	**In-Class Assignment #4**
	Wed 10/17	Building Inquiry Skills	Humble Inquiry: Chapter 7 (p. 99-110)	**Conflict Case Study Reflection due**
Unit 3: Authentic Leadership				
9	Mon 10/22	"Defining Experiences" Exercise		**Self-Awareness Exercise in class**
	Wed 10/24	<mark>Class Cancelled</mark>	<mark>Reading moved to Monday 10/29</mark>	
10	Mon 10/29	Authentic Leadership	"Authentic Leadership," excerpted from *Leadership Theory and Practice* (posted on Canvas)	**In-Class Assignment #5**
	Wed 10/31	Authenticity & Vulnerability	"Cultivating Authenticity," excerpted from *The Gifts of Imperfection* (posted on Canvas)	***Humble Inquiry* Reflection due**

11	Mon 11/5	Barriers to Authenticity	"Authentic Leadership," excerpted from *Leadership Theory: Cultivating Critical Perspectives* (posted on Canvas)	**In-Class Assignment #6**
	Wed 11/7	Critical Perspectives of Authentic Leadership		Leadership Workshop Facilitation groups assigned in class
Unit 4: Facilitation Skills				
12	Mon 11/12	Veterans Day Recess - **No Class**		
	Wed 11/14	Facilitating Learning		
13	Mon 11/19	Workshop Design		**In-Class Assignment #7** **Authentic Leadership Reflection due**
	Wed 11/21	Thanksgiving Break - **No Class**		
14	Mon 11/26	Facilitation Strategies	"Advanced Facilitation Strategies" Part 1 (posted on Canvas)	
	Wed 11/28	Facilitation Strategies *continued*	"Advanced Facilitation Strategies" Part 2 (posted on Canvas)	**In-Class Assignment #8**
15	Mon 12/3	**All Leadership Workshop Facilitation Projects due In-Class Group Facilitations**		
	Wed 12/5	**In-Class Group Facilitations *continued***		
Finals Week **Leadership & Relationships Paper due on Canvas by Wednesday, December 12th at 5pm**				