



HESI 318E: Exploring Strengths and Values for Effective Leadership

Course Information

Term: SUMMER 2021

Format: ONLINE

Course Times: Mon & Wed
10:30a - 12:30p ET

Professor: Noel Kuriakos

Pronouns: he/him

Email: nkuriako@umd.edu

Office Hours: By Appointment

Course Description and Format

Students will explore strengths and values of individuals and teams to better understand how to engage in effective, collaborative leadership. Tools such as the Gallup Organization's CliftonStrengths Assessment will be used with a critical lens. Themes of teamwork, problem-solving, diversity and inclusion, coaching others, and conflict resolution are woven throughout the course.

This is a seminar-style online course with both synchronous and asynchronous components. This means we will have regular “live” class meeting times via video conference, as well as assignments and discussions to engage in using various online tools outside of our live class meetings. Through the reflection and discussion processes, students will be expected to articulate connections between course material, their personal experiences with leadership, and their previous study of leadership if applicable.

Course Objectives

Through engaging in this course, students will:

- Understand leadership as a relational, process-based phenomenon, beyond person-centric conceptions
- Explore personal and group strengths and values, and how these influence our understanding and practice of leadership.
- Practice effective collaboration and dialogue with diverse others
- Explore the purpose of leadership as making positive change in organizations and communities

Required Resources and Technology

- [*Exploring Leadership: for College Students Who Want to Make a Difference*](#) (3rd Ed., 2013). Available online for free via the UMD library.
- A Clifton Strengths assessment code, to be purchased individually by each student on the [StrengthsQuest website](#). Choose the option titled “CliftonStrengths for Students Top 5” for \$11.99. (NOTE if you purchase a NEW copy of the *Exploring Leadership* text, you will receive a CliftonStrengths code inside of that book and will not need to purchase a code separately).
- [ELMS Access and Proficiency](#): You will use ELMS (elms.umd.edu) to retrieve additional readings and other course materials, submit assignments, and find any changes to the course schedule. It

is imperative that you have a clear understanding of how to use ELMS, and it is your responsibility to check it regularly without prompting from the instructors.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like those listed below. Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Course Guidelines

Atmosphere and Participation

This course provides students with a full semester of credit condensed into three weeks. The workload over the course of three weeks is designed to match that of a regular 3-credit hour course. As such, students will appropriately feel that they are engaged in the course each day of the term, which may be different than how they regularly engage in a semester-long course. Students should be prepared to “hit the ground running” and stay actively engaged throughout the entire three weeks.

It is expected that student participation in the course will be characterized by meaningful and honest discussion. Leadership learning in the areas described in the course objectives is maximized by frequent and active participation by all students. In both live meetings and asynchronous activities, it will be clear to the instructor who is and who is not actively engaged in the course, as well as which students have read and understand the material.

Communication with Instructor

If you need to reach out and communicate with me, please email me or message me through ELMS. Please do not email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. I will send important information and announcements via ELMS. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss anything. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt

to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Names/Pronouns and Self-Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Written Assignment Format

Unless otherwise instructed, written assignments should be submitted in .doc or .docx format, and should use APA style for formatting and citations/references. In addition to the latest APA Manual (7th edition), resources such as the APA style blog and Purdue University's [OWL at Purdue](#) website can be of great help. We also encourage using the UMD writing lab for writing assistance as needed. Any variations in formatting for certain assignments will be communicated in individual assignment descriptions and/or via ELMS.

Tips for Success in an Online Course

- **Participate.** Discussions and group work are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
- **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
- **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts. You may need to log in multiple times a day when group submissions are due.
- **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
- **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
- **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me, and your classmates, for support.

Major Assignments

In this condensed three-week course, students have reading and activities due each day. These various assignments take on the following formats:

Live Class Engagement (40%)

Your engagement in discussion and activities in our live class sessions is crucial for creating a learning experience that is worth everyone's time and effort. There are no traditional lectures in this course. Live class time is spent in conversation, dialogue, and activities that demand your preparation in advance by completing assigned readings. Participating in live class sessions can take on many forms, including but not limited to: participating in conversation both verbally and via the chat function, proactively participating in breakout room activities, eye contact and facial expressions when video is enabled, following the conversation and asking relevant, timely, and helpful questions. Additional norms for live class sessions will be generated by students and the instructor collaboratively at the beginning of the term.

Reading Reflections and Assignments (40%)

These assignments will take many different forms, including but not limited to: written reflections, worksheets, case study analyses, online discussion boards, and assessments/inventories. Generally, the purpose of these assignments is to demonstrate that you read the assigned material and that you can apply course concepts and ideas to other contexts and your own experience. Instructions for specific activities and assignments are provided on ELMS.

Partner Case Study (20%)

Students will work in pairs to analyze a leadership case study using the course readings for guidance. Each pair will craft recommendations based on their analysis and share their analysis and recommendations with the rest of the class. Students will then review the analyses and recommendations of other pairs and provide thoughts and feedback. Further details on this assignment will be provided on ELMS.

Grading Structure

Assignment	Percentage %
Live Class Participation & Engagement	40%
Reading Reflections & Assignments	40%
Partner Case Study	20%
Total	100%

Grading Criteria

All assignments will be graded based on the following criteria:

- **Content:** The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.
- **Introspection, Elaboration and Synthesis:** The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.
- **Form:** The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.

Late Work and Extensions

All completed assignments should be uploaded to ELMS by the date and time indicated in the course outline and/or in the Assignments section on ELMS. When submitting assignments online it is your responsibility to ensure confirmation of successful submission. The instructor reserves the right to change due dates as needed and will provide students with ample notice of adjustments. **Late assignments will be accepted only when the student contacts the instructor at least 24 hours in advance of the original due date and time.** If your reason for needing more time is acceptable, I will work with you to determine an alternate submission day and time. Approved extensions will receive full credit based upon the new agreed upon due date. If you turn in an assignment late without contacting me first, you will not receive credit for the assignment, except in the case of extenuating circumstances beyond your control. The instructor reserves the right to give partial credit or no credit at all for assignments that are submitted late without prior arrangements being made.

Final Grade Cutoffs								
+	97.00%	+	87.00%	+	77.00%	+	67.00%	+
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F <60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	-

Course Outline

Schedule is subject to change at instructor discretion. Chapter references are for the main course text *Exploring Leadership for College Students Who Want to Make a Difference*.

3-Week Online Synchronous and Asynchronous

Day	Date		Module	Module	Topic	Assignment
						PreClass work
1	7/12/ Mon	L	Module 1	Working In Groups	Groups & Teams	A Tale of Two Coaches
2	7/13/ Tue	GC		Learning to Learn Ch 1.	Leadership Assumptions	Reading Reflection
3	7/14/ Wed	L		Ch 2.	Changing Nature of Leadership	Reading Reflection Leadership Theory compare/contrast activity
4	7/15/ Thu			Ch 3.	Relational Leadership	Reading Reflection
5	7/16/ Fri			Your Chosen Children's Book	Exploring Relational Leadership Values	Relational Leadership story activity
6	7/17/ Sat			The Strengths of Leadership	Take Strengths Assessment and watch the video "CliftonStrengths for Students: Your Introduction"	Upload your "Strengths Insight Guide" report to ELMS
7	7/18/ Sun			Group work		Async Group work
8	7/19/ Mon	L	Module 2	Ch 4.	Understanding Yourself	Reading reflection Personal Values Clarification activity
9	7/20/ Tue	GC		Ch 5.	Understanding Others	Reading Reflection
10	7/21/ Wed	L		Ch 6.	Leading with Integrity	Reading reflection Ethical Dilemmas activit
11	7/22/ Thu			Assigned Case	Partner/Group Project: Ethical leadership case study analysis and recommendations	Meet virtually with your partner to work on the case
12	7/23/ Fri			Case	Partner/Group Project: Ethical leadership case study analysis and recommendations	Meet virtually with your partner to work on the case. Slide presentation (analysis & recommendations) due 11:59pm
13	7/24/ Sat			Case	Casework	Read and reply to 2 other case study
14	7/25/ Sun			Group work	Casework	Complete by sunday 11:59 pm
15	7/26/ Mon	L	Module 3	Ch 7.	Being in Communities	Reading Reflection Community Mapping activity
16	7/27/ Tue	GC		Ch 8.	Interacting in Teams and Groups	Reading Reflection
17	7/28/ Wed	L		Ch 9.	Understanding & Renewing Complex Orgs	Reading Reflection Organizational Mission, Vision, & Values activity
18	7/29/ Thu			Ch 10.	Understanding Change	TED Talks about Change online reflection
19	7/30/ Fri				Final Written Reflection	Final

Resources & Information

Leadership Studies Program

This course is offered through the faculty and administrators affiliated with UMD's transdisciplinary Leadership Studies Program. For more information on other leadership courses or earning a minor/certificate in Leadership Studies, please visit our website: education.umd.edu/leadershipstudies.

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. We hope you will come talk to us so that we can help you find the right approach to success in this course. Visit [UMD's Student Academic Support Services website](#) to learn more about the wide range of campus resources available to you. Everyone can use help sharpening their communication skills by visiting [UMD's Writing Center](#) and scheduling a consultation. [UMD's Student Resources and Services website](#) is also an excellent resource for a variety of student needs. If you feel it would be helpful to have someone to talk to, visit [UMD's Counseling Center](#) or [one of the many other mental health resources on campus](#).

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit [UMD's Division of Student Affairs website](#) for information about resources the campus offers you and let me know if I can help in any way.

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