HESI 217 Course Description

The study and practice of leadership carries social, political, and cultural relevance that is inescapable in today’s diverse, global, and evolving world. This course will survey the study and practice of leadership and provide students with a variety of experiences to wrestle with large leadership questions. What is leadership? Who can be a leader? How is leadership an important aspect of understanding self and others? Students will respond to these questions by developing their own leadership philosophies throughout the course of the semester.

Learning Outcomes

As a result of completing this course students will be able to:

Explore and critique leadership theories, philosophies, and practices from intrapersonal (self) and interpersonal (self and others) contexts

Recognize how leadership is affected by history, society, culture, and politics

Demonstrate an effective application and evaluation of leadership theories (i.e. the Relational Leadership Model and the Five Practices of Exemplary Leadership) through a collaborative/culminating leadership project

Demonstrate an ability to embody leadership philosophies while effectively collaborating and working with others

Course Logistics

HESI 217 will meet on TTH from 2:00 pm-3:15 pm in Cambridge Comm. Ctr. Rm. 1115

Course Materials


Continued on page 2
Course Materials continued


ISBN: 978-0-470-65172-8

Any supplemental course readings will be available on the HESI 217 ELMS course space.

Course Philosophy

This course will be taught from the standpoint of leadership as a process. You will be active participants in this process engaging in dialogue and experiences that will challenge and/or confirm your views on leadership. The goal with this course is not to just talk about leadership but more importantly to recognize, showcase, and practice relational leadership.

HESI 217 Attendance Policy

University policy excuse the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond a student’s control. Students who miss a single class for a medical reason must make a reasonable effort to contact the instructor in advance, and upon return to class present a self-signed note which acknowledges that the information provided is accurate. For subsequent medical absences the student must submit a note from their health care provider. Should you need to miss class for a religious observance please notify the instructors of this in advance of the class meeting date you will miss. Students are responsible for material covered during missed class meetings. See page 19 for more specifics.

Course Progress Meetings with Instructor

As your instructor for this course, it is important that I effectively model the core principles of Relational Leadership. With this being said, you will be asked to meet with your instructor at the mid-point of the semester to assess how you are impacting and being impacted by this course,

- This will be a short 15 minute meeting with the instructor to discuss how this course is or is not helping you to understand and practice leadership.
- For completing the Course Progress Meeting you will earn 10 points toward your final participation grade.

Prepping for your Course Progress Meeting

- Review learning outcomes on page 1 of syllabus. To what extent are the learning outcomes for this course thus far being or not being achieved for you?
- Review the Learning Assessments. What questions might you have about upcoming assignments or projects?
- Think about how you see yourself applying relational leadership to the roles you perform in your life (i.e. son or daughter, college student, sibling)

Course Progress Meeting Appointments will be scheduled in early October.
<table>
<thead>
<tr>
<th>Class Meeting Date</th>
<th>Instructional Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., August 30</td>
<td>Introductions Review Course Syllabus Experience with Leadership Survey The Leadership Challenge</td>
<td>None</td>
<td>None</td>
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<tr>
<td></td>
<td>Team Formation Mixer</td>
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<tr>
<td>Thurs., September 1</td>
<td>Overview of the Five Practices of Exemplary Leadership ALL ABOUT GROUPS Group Development Group Roles Group Dynamics Group Decision Making Team Formation Mixer</td>
<td>Exploring Leadership Chapter 1 Team Formation Mixer Part II Select Group Leadership Practices</td>
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<tr>
<td>Tues., September 6</td>
<td>Leadership Myths Major Theories of Leadership Leadership Theories</td>
<td>Exploring Leadership Chapter 2</td>
<td>Did You Read The Syllabus Quiz?</td>
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<tr>
<td></td>
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<td></td>
<td>(complete online through ELMS)</td>
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<td></td>
<td>Team Formation Mixer</td>
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<tr>
<td>Thurs., September 8</td>
<td>Exemplary Leadership Practice #1: Modeling The Way Part I</td>
<td>Leadership Challenge Chapters 2&amp;3</td>
<td>Leadership Mission Statement (in-class activity)</td>
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<td>Team Formation Mixer</td>
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<tr>
<td>Tues., September 13</td>
<td>Exemplary Leadership Practice #1: Modeling The Way Part 2</td>
<td>Leadership Challenge Chapters 2&amp;3</td>
<td>Team Contract due</td>
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<tr>
<td>Thurs., September 15</td>
<td>Outdoor Challenge Course</td>
<td>None</td>
<td>REPORT TO CHALLENGE COURSE JUST BEHIND EPPLEY REC CENTER</td>
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<tr>
<td>Tues., September 20</td>
<td>Sustainability and Leadership Introduction</td>
<td>Online Posted on CANVAS</td>
<td>None</td>
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<tr>
<td>Thurs., September 22</td>
<td>Relational Leadership Model</td>
<td>Exploring Leadership Chapter 3</td>
<td>Challenge Course Participation and Reflection Survey</td>
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<td>Team Project Plan due</td>
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<tr>
<td>Tues., September 27</td>
<td>Exemplary Leadership Practice #2 Inspiring A Shared Vision Part I</td>
<td>Leadership Challenge Chapters 4&amp;5</td>
<td>Team Project Plan due</td>
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<tr>
<td>Thurs., September 29</td>
<td>Exemplary Leadership Practice #2: Inspiring A Shared Vision Part II Guest Speaker: Food Recovery Network</td>
<td>Leadership Challenge Chapters 4&amp;5</td>
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<tr>
<td>Tues., October 4</td>
<td>EXAM #1</td>
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<td>EXAM #1</td>
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<td>Thurs., October 6</td>
<td>NO CLASS</td>
<td>None</td>
<td>Food Recovery Network Survey</td>
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<tr>
<td>Tues., October 11</td>
<td>Sustainability Advisor Visit Diversity and Leadership</td>
<td>Exploring Leadership Chapters 8&amp;9</td>
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<tr>
<td>Thurs., October 13</td>
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<td></td>
<td>Sustainability Quiz (in class as group)</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Tues., October 18</td>
<td>Exemplary Leadership Practice #3: Challenging The Process Part I</td>
<td>Leadership Challenge Chapters 6&amp;7</td>
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<tr>
<td>Thurs., October 20</td>
<td>Exemplary Leadership Practice #3: Challenging The Process Part II</td>
<td>Leadership Challenge Chapters 6&amp;7</td>
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<td>Carbon Footprint</td>
<td><a href="http://www.nature.org/greenliving/carboncalculator/index.htm">http://www.nature.org/greenliving/carboncalculator/index.htm</a></td>
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<td>Tues., October 25</td>
<td>Real Time Group Processes Observations</td>
<td>Coach K/Coach Knight Article/Case Study</td>
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<tr>
<td>Thurs., October 27</td>
<td>Character, Talents, Strengths, &amp; Leadership Guest Speaker: College Park Mayor Patrick Wojahn</td>
<td>Exploring Leadership Chapter 4</td>
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<td>Team Status Report #1 due</td>
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<td>VIA Character Strengths Assessment</td>
<td><a href="https://viacharacter.org/Survey/Account/Register">https://viacharacter.org/Survey/Account/Register</a></td>
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<td>Tues., November 1</td>
<td>EXAM #2</td>
<td>Exploring Leadership Chapter 5</td>
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<tr>
<td>Thurs., November 3</td>
<td>The Presidential Race Ethical Leadership Misleadership Behavior Leading with Moral Courage</td>
<td>Exploring Leadership Chapter 6</td>
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<tr>
<td>Tues., November 8</td>
<td>Presidential Leadership Analysis Debate</td>
<td>Brush up on your candidate</td>
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<tr>
<td>Thurs., November 10</td>
<td>Exemplary Leadership Practice #4: Enabling Others To Act Part I Strengths Quest Assessment</td>
<td>Leadership Challenge Chapters 8&amp;9</td>
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<td>Strengths Quest Assessment</td>
<td><a href="http://strengths.gallup.com">http://strengths.gallup.com</a></td>
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<tr>
<td>Tues., November 15</td>
<td>Exemplary Leadership Practice #4: Enabling Others To Act Leadership Practices Inventory</td>
<td>Leadership Challenge Chapters 8&amp;9</td>
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<td>Leadership Practices Inventory (LPI)</td>
<td>Take in-class</td>
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<td>Thurs., November 17</td>
<td>Exemplary Leadership Practice #5: Encouraging The Heart Guest Speaker: Wise Guy</td>
<td>Leadership Challenge Chapters 10, 11, &amp; 12</td>
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<td>Team Status Report #2 due</td>
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<td>Tues., November 22</td>
<td>NO CLASS</td>
<td>THANKSGIVING WEEK</td>
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<tr>
<td>Tues., November 29</td>
<td>Relational Leadership in Action Presentations</td>
<td>None</td>
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<tr>
<td>Thurs., December 1</td>
<td>EXAM #3</td>
<td>None</td>
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<tr>
<td>Tues., December 6</td>
<td>Group Presentations</td>
<td>None</td>
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<tr>
<td>Thurs., December 8</td>
<td>Group Presentations</td>
<td>None</td>
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<td>Post-Presentation Reflection to be completed and submitted on ELMS by Monday, December 12 @ 11:59 pm</td>
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</table>
SUSTAINABILITY PRACTICES
WE WILL DO OUR BEST TO ADHERE TO THROUGHOUT THIS COURSE

- Walk or Bike to class
- Use sunlight to light classroom
- Bring only reusable water bottles to class
- Submission of assignments electronically vs. hard copy
- Electronic vs. Paper Handouts
- Renting vs. Buying Textbooks
- Get to know a new classmate every week

Course Related Policies for University of Maryland Undergraduate Students

- Academic Integrity
- Code of Student Conduct
- Sexual Misconduct
- Discrimination
- Accessibility
- Attendance, Absences, and Missed Assignments
- Student Rights Regarding Undergraduate Courses
- Midterm Grades
- Complaints about Course Final Grades
- Final Exams and Course Evaluations
- Copyright and Intellectual Property
- Official UMD Communication
- Campus Resources

http://www.ugst.umd.edu/courserelatedpolicies.html
## Grading By The Numbers: Achieving Your Leadership Potential!

<table>
<thead>
<tr>
<th>Learning Assessment/Grading Event</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did You Read The Syllabus Quiz?</td>
<td>*applied to class participation points</td>
</tr>
<tr>
<td>15 Minute Course Progress Meeting with Instructor</td>
<td>*applied to class participation points</td>
</tr>
<tr>
<td>Challenge Course Participation and Reflection Survey</td>
<td>*applied to class participation points</td>
</tr>
<tr>
<td>Presidential Leadership Analysis Debate</td>
<td>100</td>
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<tr>
<td>Relational Leadership in Action Activity</td>
<td>100</td>
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<tr>
<td>Leadership Participation</td>
<td>100</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>300</td>
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<tr>
<td>Scholarship in Practice Group Leadership Sustainability Project</td>
<td>400</td>
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<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

### Grading Scale:

- **A+** 100%-97%
- **A** 96.9%-94.0%
- **A-** 93.9%-90.0%
- **B+** 89.9%-87.0%
- **B** 86.9%-84.0%
- **B-** 83.9%-80.0%
- **C+** 79.9%-77.0%
- **C** 76.9%-74.0%
- **C-** 73.9%-70.0%
- **D+** 69.9%-67.0%
- **D** 66.9%-64.0%
- **D-** 63.9%-60.0%
- **F** 59.9%-0.0%

All assignment grades will be posted on the ELMS HESI 217 Course Site.
HESI 217 Learning Assessments

ALL LEARNING ASSESSMENTS FOR THIS COURSE WILL BE POSTED ON THE ELMS CANVAS COURSE SITE.

This project will assess students’ ability to: (1) facilitate and communicate knowledge of leadership philosophies and theories, (2) critically evaluate the use and utility of leadership theories, and (3) understand how effective planning, modeling, preparing, critiquing, revising, and perfecting can bring about a successful outcome. Groups will teach each other about leadership, demonstrate the use of the Relational Leadership Model and 5 Practices, and use leadership theories to develop reflective, innovative, and creative ways to interpret select situations and events.

Scholarship in Practice Semester Long Group Sustainability Project

This is an applied assessment in which you will work in groups of five to conduct an in-depth study of one of the five exemplary practices of leadership as it is practiced through the field and theme of sustainability. The project will be on-going throughout the semester and consist of the following components:

- Team Processes
- Team Accountability
- Team Culture
- Oral Group Presentation
- Write Group Paper
- Post Presentation Reflection

Specifics about this assignment can be found on pages 17 through 19 of course syllabus.

Challenge Course Participation and Reflection Survey

For our September 15th Class Meeting, we will visit the Outdoor Recreation Center and participate in the Low Ropes/High Ropes Challenge Course. This is an opportunity to engage in the observation, reflection, and processing of leadership in an external setting to our classroom. The Challenge Course is located behind the Eppley Recreation Center. You must sign a waiver to participate in the course that will be provided to you by the class meeting before the course. After completing the course go to the link below to complete a reflection survey on the experience: Mid-Semester Class Participation 10 points

http://ter.ps/ropessurvey
Relational Leadership in Action Activity (100 points)

KEY COMPONENTS OF THIS ASSIGNMENT:
- Participate in a Relational Leadership Event
- Create a promotional flyer of the experience communicating how you practiced and applied the Relational Leadership Model
- Present your flyer to the class and share how you contributed to the event and were impacted by the experience

Steps and Instructions for completing this assignment:

1. Identify a social cause or social change issue that you are passionate about. The links below provide sample lists of social causes or issues to get you thinking:
   - Hearts & Minds: List of Issues for Social Change
     [http://heartsandminds.org/issues/index.htm](http://heartsandminds.org/issues/index.htm)
   - Philanthropedia: List of International and National Social Causes
     [https://www.myphilanthropedia.org/top-nonprofits/](https://www.myphilanthropedia.org/top-nonprofits/)
   - University of Maryland Social Problems & News Topics

2. Research non-profit organizations whose mission represents the social cause or social change issue you have selected. Do key word searches using the links below to complete this step:
   - Idealist
   - Volunteer Match
   - Better World Handbook

3. Review the website of the organization you have selected to learn about any experiences for engaging in Relational and Social Change Leadership. Examples of volunteer experiences previous HESI 217 students have engaged in are listed below:
   - Days End Farm Horse Rescue
   - Boo! Run for Life
   - Food for All DC
   - Kids Enjoy Exercise Now
   - Kid Power Inc.
   - A Wider Circle
   - Community Forklift
   - The Friendship Circle
   - American Red Cross
   - St. Francis Xavier Head Start Program
   - Easter Seal
   - Our Daily Bread
   - ConKerr Cancer
   - Food Recovery Network
   - The Friendship Circle

Complete the short survey at this link to communicate to the instructor the organization you will be working with for this assignment: [http://ter.ps/edcp217](http://ter.ps/edcp217)

4. Prep by familiarizing yourself with the Relational Leadership Model Chapter 3 in the Exploring Leadership text.

5. Volunteer as a Relational/Social Change Leader with the event or organization you have selected. See Guidelines and Expectations:

   **Guidelines & Expectations for this Assignment**
   - There is no time commitment requirement for this assignment. You are not required to put in a certain number of hours with the social change event/organization that you have selected. Focus on Quality over Quantity. Be sure though that at the conclusion of the experience you are able to articulate how you applied or engaged in the relational leadership components and the 7 Cs of Social Change Leadership.
   - If you are a member of an organization that is participating in a relational leadership/social change event this Fall you may use this experience to fulfill this requirement. Be sure the event relates to a social cause or issue provided in the Step #1 links.
   - You are welcome to partner up or work in small groups for this assignment if you like. In other words, you and a classmate can chose to participate in the same relational leadership event/experience. However, you must each create a promotional flyer that is unique to your own experience. Therefore, your promotional flyers should be distinctive in terms of content and design.

6. Create a promotional flyer on your Relational Leadership Event that includes the following:
   - The name of the organization you worked with, Your name, HESI 217, Fall 2016, Relational Leadership in Action, How this experience addressed the components of Relational Leadership: Purposeful, Inclusive, Empowering, Ethical, and Process Oriented. **Promotional Flyer Samples:**

Links to excellent samples of HESI 217 student flyers are listed below:

- Sample #1: Boo Run for Life
  [http://ter.ps/edsc17fly1](http://ter.ps/edsc17fly1)
- Sample #3: Kids Enjoy Exercise Now
  [http://ter.ps/edsc17fly3](http://ter.ps/edsc17fly3)
- Sample #2: Food for All DC
  [http://ter.ps/edsc17fly2](http://ter.ps/edsc17fly2)
- Sample #3: Kids Enjoy Exercise Now
  [http://ter.ps/edsc17fly3](http://ter.ps/edsc17fly3)

Access the following link for specifics about this assignment as well as a Grading Rubric:
[http://ter.ps/relnational](http://ter.ps/relnational)
Exams (100 points each)

There will be three exams consisting of multiple choice, true and false, and short answer questions to assess your understanding of leadership behaviors, practices, and theories. The exams will be highly applied in nature meaning the items will focus on practical applications of concepts to typical college student experiences and settings. Each exam is worth 100 points or 10% of your final grade in this course.

Presidential Candidate Leadership Analysis Debate (100 points)

For this assignment you will conduct a Leadership Analysis of one of the four US Presidential Candidates addressing key concepts from the readings and classroom discussions up to this point in class. Details about this assignment will be provided one week in advance of the assignment due date which is 11/8/16. For our Election Day Class Meeting on November 8th you should come to class prepared to discuss your candidate’s leadership analysis as well as engage in some healthy debate.

Carbon Footprint

This exercise is to help you develop a sustainability mindset as it applies to your TEAM Project. Go to the following link http://www.nature.org/greenliving/carboncalculator/index.htm and calculate your Carbon Footprint based on your family’s home or your off-campus residence if not living in an on-campus residence hall. Your Carbon Footprint will provide an assessment as to how much carbon dioxide and greenhouse gases your daily routine and habits create each year. At our Tuesday, October 18th class meeting you will be asked to bring up your Carbon Footprint on your Smartphone, Lap Top, or other electronic device.

Sustainability Advisor Visit

A Sustainability Advisor from the UMD Office of Sustainability will visit our class on Tuesday, October 11th @ 2:30 pm to educate us on the basics of sustainability. The information they provide should give your group some guidance and direction as to important topics and themes relative to sustainability you may want to research for your final group presentation and project.

Sustainability Quiz

To assess your team’s general knowledge of sustainability, as a group you will complete an assessment on SUSTAINABILITY Living during our October 13th class meeting. This in-class group quiz that is open note will apply to your Team.
## Fall 2016 HESI 217 Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>Tuesday, September 6</td>
<td>Did You Read The Syllabus Quiz? (online through ELMS) *must be</td>
<td>completed by 1:59 pm on 9/6/16</td>
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<tr>
<td>Tuesday, September 13</td>
<td>Team Contract due (submit on ELMS)</td>
<td><a href="http://go.umd.edu/hesi217teamcontract2">http://go.umd.edu/hesi217teamcontract2</a></td>
</tr>
<tr>
<td>Thursday, September 22</td>
<td>Challenge Course Participation and Reflection Survey due</td>
<td><a href="http://ter.ps/ropessurvey">http://ter.ps/ropessurvey</a></td>
</tr>
<tr>
<td>Tuesday, September 27</td>
<td>Team Project Plan due (submit on ELMS)</td>
<td><a href="http://go.umd.edu/HESI217teamprojectplan">http://go.umd.edu/HESI217teamprojectplan</a></td>
</tr>
<tr>
<td>Tuesday, October 4</td>
<td>Exam #1</td>
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<tr>
<td>Thursday, October 13</td>
<td>Sustainability Quiz (complete in class as a group)</td>
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</tr>
<tr>
<td>Tuesday, October 18</td>
<td>Carbon Footprint due</td>
<td><a href="http://www.nature.org/greenliving/carboncalculator/index.htm">http://www.nature.org/greenliving/carboncalculator/index.htm</a></td>
</tr>
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<td>Thursday, October 20</td>
<td>Team Status Report #1 due</td>
<td><a href="http://go.umd.edu/nesi217statusreport">http://go.umd.edu/nesi217statusreport</a></td>
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<td>Thursday, October 27</td>
<td>Team Self-Assessment due</td>
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<td>Tuesday, November 1</td>
<td>Exam #2</td>
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<tr>
<td>Tuesday, November 8</td>
<td>Presidential Leadership Analysis Discussion/Debate</td>
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<td>Thursday, November 10</td>
<td>Strengths Quest Assessment due</td>
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<td>Thursday, November 17</td>
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<tr>
<td>Tuesday, November 29</td>
<td>Relational Leadership in Action Flyer/Presentation due</td>
<td>Leadership Practices Inventory (in class assessment)</td>
</tr>
<tr>
<td>Tuesday, December 1</td>
<td>Exam #3</td>
<td></td>
</tr>
<tr>
<td>Tuesday, December 6</td>
<td>Group Project Presentation</td>
<td></td>
</tr>
<tr>
<td>Thursday, December 8</td>
<td>Group Project Presentation/Group Paper</td>
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</tbody>
</table>
Leadership Assessments

There are several Leadership Assessments you will complete that will be applied to your Final Class Participation Grade for this course.

**Strengths Finder**
- Access Code on inside back cover of Exploring Leadership text
- 30 minute online assessment
- Customized Report that lists your top five talent/strength themes
- [http://strengths.gallup.com](http://strengths.gallup.com)

**VIA Character Strengths Survey**
- 120 Questions
- 15 Minutes
- Measures 24 Character Strengths
- [https://www.viacharacter.org/Survey/Account/Register](https://www.viacharacter.org/Survey/Account/Register)

**Leadership Practices Inventory**
- Measures the 5 Practices of Exemplary Leadership
- Utilizes 360-degree feedback model
- 10-15 minutes to complete any of the 30 item assessments
- Hard Copy to be distributed and taken in class
HESI 217 Guest Speakers!

Throughout this course you will get to hear from several guest speakers who engage in and practice Relational/Social Change Leadership or possess expertise in an area of leadership that pertains to the course readings and classroom lessons. Profiles of these speakers are listed below and it is expected that students come to class prepared with questions to ask the guest speakers. Guest Speaker information will also be posted on ELMS.

Food Recovery Network was founded in Fall 2010 by Camila Pascual and several other University of Maryland students. Three students from different campus organizations came together to form the Food Recovery Network (FRN) at Maryland. They put together a team, got student groups to volunteer one night a week, and worked with Dining Services to start recovering leftover food. Camille Pascual, a co-founder of this organization, will visit our class on Tuesday, September 29th to discuss how this organization uses Relational Leadership to accomplish positive social change. [http://foodrecoverynetwork.org](http://foodrecoverynetwork.org)

WiseGuy.com was founded by a group of University of Maryland alumni who wanted to help create a more collaborative and interactive learning environment for college students. With large lecture halls and thousands of other students it’s easy to feel like you have to go the road alone. Wiseguy’s vision is to create university centric online communities that empower students to build meaningful peer relationships and help each other succeed academically and beyond. On Thursday, October 29th, Wiseguy will visit our class to discuss how they practice relational leadership to achieve their organization’s mission and vision. [http://wiseguy.com](http://wiseguy.com)

Patrick Wojahn was elected Mayor of College Park, Maryland in November 2015, and served on the College Park City Council for 8 years prior to that. Mayor Wojahn has extensive experience in public service, having helped found the College Park Community Foundation and serving on the boards of directors of several non-profits and advocacy organizations, such as Equality Maryland and the College Park Food Bank. Patrick has also served as a leader in transportation policy at the national and local level. In 2014, Patrick served as Chair of the National Capital Region Transportation Planning Board, the Metropolitan Planning Organization for the Washington, DC metropolitan area, and Patrick currently serves as chair of the National League of Cities Transportation and Infrastructure Service Policy Committee. Patrick works full-time as Director of Government Relations at Rails-to-Trails Conservancy. In that role, Patrick advocates in Congress for continued funding for trails and bicycle and pedestrian networks, and works with state and local governments around the country to support efforts to build out the networks bicyclists and pedestrians need to safely get where they need to go. Born and raised in Wisconsin, Patrick received his law degree from Georgetown University Law Center in 2002.
Classroom Conduct and Expectations

Electronic Device Policy

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered all of the valid arguments for permitting laptop and tablet computers in the classroom. However, in my experience the reality is that they present an irresistible distraction and detract from the cooperative learning environment. For this reason the use of computers and phones will not be permitted during class meetings. If a computer is required to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you. I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. If I find myself or other students to be distracted by your behavior I will ask you to leave the room.

University of Maryland Code of Academic Integrity

The University of Maryland is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, the Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, the Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

Definitions:
ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

1. CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of the Code of Academic Integrity.
4. PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Honor Pledge: On every examination, paper, or other academic exercise not specifically exempted by the instructor, the student shall write by hand and sign the following pledge:

I pledge on my honor that I have not received any unauthorized assistance on this examination or assignment.

The entire University of Maryland Code of Academic Integrity can be found at the following link:
http://www.president.umd.edu/policies/docs/Ill-100A.pdf

Mutually Derived Expectations

You, as a student, have the right to expect that:

- All work is evaluated by reasonable, objective and transparent criteria intended to assess learning.
- All students are treated with equality, professionalism and respect.
- I will, when possible, integrate contemporary examples, videos, and activities to reinforce learning.
- I will be available to assist with coursework and offer referrals to campus resources upon request.
- I will read and respond to your emails within 24-48 hours on weekdays.
- I will do my best to answer any questions you have, and if I don’t know the answer, I’ll do my best to work with you so we can find it (in other words, I won’t just make stuff up).

I, as an instructor, have the right to expect you will:

- Devote the necessary time and energy to master the course material.
- Take personal responsibility for ensuring that your coursework is completed and submitted well before any established deadlines.
- Conduct yourself as a young professional, including (and especially) when communicating in writing. Visit http://ter.ps/email for some friendly guidance to ensure your writing represents you appropriately.
- Monitor your email and Canvas announcements at least several times per week.
- Adhere to all course and university policies, deadlines, requirements, and grading criteria.
- Treat your classmates with the same respect that you would expect from me.
- Seek assistance when you need it and see that your questions are answered to your satisfaction.
Policy on Students with Documented Disabilities: If you have a documented disability please communicate this to the instructor immediately following the first class meeting. Disability Support Services will assess what academic accommodations you are eligible for based on the documentation you provide to them. DSS is part of the Counseling Center and housed in Room 01016 of the Shoemaker Building. http://counseling.umd.edu Email: dissup@umd.edu Phone: 301-314-7682

Learning Assistance Services: Learning Assistance Services (LAS) is located in the Counseling Center, Shoemaker Building just behind The McKeldin Mall and offers a variety of services for students in need of educational or psychological assistance. Writing, math, study, and time management resources are also available through LAS. http://

HESI 217 ELMS Canvas Course Site:

This course will utilize the University of Maryland’s ELMS Canvas electronic (online) learning management tool. A module has been created for each week of the semester and each module includes readings, visual aids, and assignments pertaining to the weekly class meetings. There will also be several discussion forums posted on ELMS that relate to your To access the HESI 217 Course Site log onto ELMS with your Directory ID at the following link: http://elms.umd.edu

Please note: This syllabus is subject to change at any time during the course of the semester. You will be notified in writing of any changes that occur. Class session topics may need to be adjusted to accommodate guest speaker availability.

Submitting Assignments and Policy on Late Assignments

Course Requirements

All assignments unless otherwise noted by the instructors should be submitted and uploaded on ELMS. Writing assignments should be typed, double spaced, and include a Title Page with the following: HESI 217, Section 0101, Your Name, and Date. All Late Assignments will result in a grade of zero. A late assignment is defined as an assignment not submitted by the deadline date and time as posted on ELMS. Assignments must be uploaded and submitted on ELMS by 12:30 pm on the assignment due date. Assignments that are to be submitted in class must be submitted within the first 15 minutes of class in order to avoid a late grade penalty of zero points.

How to Prevent Earning Zero Points for a Late Assignment:

- Develop proactive behavior and begin working on assignments well in advance of the due dates.
- Mark all assignment deadlines on your calendar at the start of the semester.
- Log into the ELMS Course Site on a regular basis. Assignment due dates are posted here.
- Have a back-up plan for the unexpected. (i.e. computer crashes)
Grading Rubrics

Team Collaboration (Processes, Accountability, and Climate/Culture) Performance Guidelines

http://go.umd.edu/hesi217teamcollaboration

Relational Leadership in Action Activity (Flyer and Presentation)

http://ter.ps/relational

### Group Presentation Performance Metrics

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content 25 Points</strong></td>
<td>-clearly defines and articulates the leadership practice researched</td>
<td>-leadership practice is not clearly defined</td>
<td>-leadership practice is not defined</td>
</tr>
<tr>
<td></td>
<td>-covers at least three sustainability topics/themes</td>
<td>-covers two sustainability topics/themes</td>
<td>-cover one or no sustainability topics/themes</td>
</tr>
<tr>
<td></td>
<td>-effectively communicates how the leadership practice is being carried out through the field of sustainability</td>
<td>-struggles somewhat to effectively communicate how the leadership practice is being carried out through the field of sustainability</td>
<td>-ineffectively communicates how the leadership practice is being carried out through the field of sustainability</td>
</tr>
<tr>
<td></td>
<td>-content is properly cited on slides</td>
<td>-not all facts and knowledge properly cited on slides</td>
<td>-no facts or knowledge are cited in presentation</td>
</tr>
<tr>
<td><strong>Presentation and Delivery 25 Points</strong></td>
<td>-is interesting and engaging</td>
<td>-somewhat interesting and engaging but some dull moments</td>
<td>-bring and uninteresting delivery</td>
</tr>
<tr>
<td></td>
<td>-no slang or filler phrases such as &quot;um&quot;, &quot;like&quot;, or &quot;you know.&quot;</td>
<td>-a few slang of filler phrases such as &quot;um&quot;, &quot;like&quot;, and &quot;you know.&quot;</td>
<td>-many slang and filler phrases such as &quot;um&quot;, &quot;like&quot;, and &quot;you know.&quot;</td>
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<tr>
<td></td>
<td>-presenters have energy and are passionate about topic</td>
<td>-presenters lacking a bit in energy and passion for topic</td>
<td>-presenters have little to no energy</td>
</tr>
<tr>
<td></td>
<td>-speaking roles are well balanced</td>
<td>-speaking roles somewhat unbalanced</td>
<td>-speakers roles are very unbalanced</td>
</tr>
<tr>
<td></td>
<td>-presentation flows and has continuity</td>
<td>-presentation lacking in flow and continuity</td>
<td>-presentation has no flow or continuity</td>
</tr>
<tr>
<td></td>
<td>-not just reading slides</td>
<td>-one or more presenters are just reading slides</td>
<td>-majority of presenters are just reading the slides</td>
</tr>
<tr>
<td><strong>Style and Design 25 Points</strong></td>
<td>-use of visuals provides a high level of professional appeal</td>
<td>-haphazard use of graphics/visuals</td>
<td>-no visuals or images</td>
</tr>
<tr>
<td></td>
<td>-design matches theme</td>
<td>-graphics are not congruent with slide content</td>
<td>-no consistent theme is used to connect content</td>
</tr>
<tr>
<td></td>
<td>-slides not too much text but rather short bullets</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Effect 25 Points</strong></td>
<td>-presentation shows positive effort, professionalism, and a high level of regard for topic</td>
<td>-presentation has a few holes or gaps in the level of effort, professionalism, and regard for topic</td>
<td>-presentation conveys little to no effort, professionalism, or regard for topic</td>
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</table>

**TOTAL POINTS**

<table>
<thead>
<tr>
<th></th>
<th>100</th>
<th>75</th>
<th>50</th>
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<tbody>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>100</td>
<td>75</td>
<td>50</td>
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</tbody>
</table>
Leadership Participation Points!

Much of your success in HESI 217 rests on your motivation and ability to apply the leadership concepts and principles that comprise the framework for this course. It is one thing to study leadership but applying and practicing leadership is also of great importance. Throughout this course you will be asked to engage in discussion, activities, and exercises that will help you to experience relational leadership in action. You will earn a mid-semester and end of the semester (cumulative) class participation grade.

How you earn your Leadership Participation Points: Maximum 100 Points

-Class Meeting Attendance: You will receive one point for each class meeting you attend. Yes, just showing up and staying the entire class period gets you a point! Unexcused absences do not earn any points. (30 points - 29 Class Meetings plus one FREE point!)

-Course Progress Meeting with Instructor (10 points)

-Did You Read The Syllabus Quiz? (5 points)

-Outdoor Challenge Course Participation & Survey (10 points: must complete both course and survey to earn points)

-Quality and Timely Completion of Assignments (10 points)

-Adheres to Classroom Code of Conduct and Expectations as listed on page 12 of syllabus. (10 points)

--Completion of Leadership Assessments (15 points: three @ 5 points each)

- In-Class Communication & Practice of Leadership (10 points)

TOTAL POINTS = 100 Points

Did You Read The Syllabus Quiz?

To ensure you have read and reviewed the HESI 217 Course Syllabus you will take an online “Did You Read The Syllabus Quiz?” through the ELMS Canvas Course Site. The Quiz is open note meaning you can refer to the syllabus to answer the questions. You will not need to access any external links to answer the Quiz Questions. It will consist of 10 items highlighting information that will be helpful to you in performing successfully in this course. If you respond to all the quiz items and earn a 70% or higher (7 out of 10 items correct) you will earn 5 points toward your leadership participation grade. Greater than three items incorrect earns you zero points.
Sustainability Scholarship in Practice Group Project (400 Points)

This is an oral and written group research project that will serve as the Capstone for HESI 217.

Team Process 50 Points
Team Accountability 50 Points
Team Climate Culture 50 Points
Post-Presentation Reflection 50 Points
Oral Group Presentation 100 Points
Written Group Paper 100 Points
TOTAL: 400 POINTS

Exploratory Questions for this Project:

GENERAL: How is sustainability challenging the process? In what ways is sustainability modeling the way? What specific sustainability practices or initiatives seem to be effective at enabling others to act? How does sustainability inspire a shared vision and vice versa? How does sustainability leadership encourage the heart?

Modeling The Way:
- What actions and values drive sustainability’s “call to action”?
- What role does self-awareness play in the practice of sustainability?
- How do sustainability leaders establish credibility? Why does this matter?
- How is the field of sustainability leading by example?

Inspiring A Shared Vision:
- Why is inspiring a shared vision important to the practice of sustainability? What roadblocks or challenges do you anticipate in implementing these sustainability practices?
- How is sustainability visualizing a brighter tomorrow?

Challenging The Process:
- How, through selecting and implementing specific sustainability practices, does positive change occur?
- How does sustainability seek to make things better?
- How do teams and organizations engage in risk taking in deciding to take on sustainability initiatives?

Enabling Others To Act:
- How do successful sustainability leaders/organizations involve others in planning and decision making?
- How do the sustainability practices/initiatives you have chosen make use of others’ expertise?

Encouraging The Heart:
- How does sustainability recognize the individual contributions of team members?
- How does sustainability reinforce positive performance?
- What role do expectations play in achieving sustainability?
- How does sustainability celebrate values and community?

What are individuals doing to contribute to a sustainability vision? How do sustainability leaders recognize and reward this?

Sustainability DSSP Project Components
Team Process: (50 Points)
- Project Plan
- Status Reports

Team Accountability: (50 Points)
- Sustainability Quiz
- Carbon Footprint
- Team Self-Assessment
- Team Debriefing Process
- Review of Final Team Project/Presentation

Team Climate/Culture: (50 Points)
- Team Time Observations
- Group Paper
- Team Debriefing Process
- Post-presentation Reflection Journal

Sustainability Learning Objectives for this Project
As a result of completing this assignment students will be able to…

- Develop systems thinking skills to better understand how elements within organizations relate to and influence one another to achieve sustainability.
- Conduct an ecological footprint as to how one’s individual and team resource consumption and waste production is impacting earth.
- Define what a sustainable community is and the role of exemplary leadership in creating such communities.

Resources for researching sustainability
Sustainable UMD
http://sustainability.umd.edu/

Sustainability BIG Ideas
http://go.umd.edu/sustainbigideas

Introduction to Sustainability Power Point
http://go.umd.edu/introsustainability

Examples of Sustainability Behaviors

<table>
<thead>
<tr>
<th>Moving from a paper to an electronic filling/reporting system</th>
<th>Developing a Composting Food Waste Program</th>
<th>Biking To Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banning disposable</td>
<td>Conducting regular</td>
<td>Consuming natural</td>
</tr>
</tbody>
</table>
Sustainability Group Project Components and Assignments

**TEAM CONTRACT**
http://go.umd.edu/gesi217teamcontract2

**SUSTAINABILITY QUIZ (Group)**
To be completed during 10/13 class meeting

**CARBON FOOTPRINT/CALCULATOR**
http://www.nature.org/greenliving/carboncalculator/index.htm

**TEAM PROJECT PLAN**
http://go.umd.edu/HESI217teamprojectplan

**STATUS REPORT #1**
http://go.umd.edu/gesi217statusreport

**TEAM SELF-ASSESSMENT**
http://go.umd.edu/gesi217teamassessment

**PEER ASSESSMENT**
http://go.umd.edu/gesi217peerassessment

**STATUS REPORT #2**
http://go.umd.edu/gesi217statusreport

**ORAL GROUP PRESENTATION**

**WRITTEN GROUP PAPER**

**POST-PRESENTATION REFLECTION JOURNAL**

**Collaboration Components for the Scholarship in Practice Group Project**

**TEAM PROCESS (50 Points)**
- Team Contract 10 Points
- Status Reports 10 Points
- Peer Assessment 10 Points
- Team Time In-Class Observations 10 Points

### Team Contract
Your group will develop and sign a Team Contract that spells out the rules and guidelines individual members will uphold to effectively engage and perform as a team. The Team Contract Template to use can be found at this link:
http://go.umd.edu/gesi217teamcontract2

### Team Project Plan
Your group will develop a Project Plan that describes the behaviors, functions, and tasks you will need to perform to make progress toward completing the Team Oral Presentation and Paper. You will also need to The Team Project Plan Template can be found at the following link:
http://go.umd.edu/HESI217teamprojectplan

### Status Reports
Twice during the semester your group will provide a Status Report as to how you are progressing with fulfilling your Project Plan Goals and Tasks. The Status Report Template can be found at this link:
http://go.umd.edu/gesi217statusreport

### Peer Assessment
You will evaluate each of your group members in terms of how they are contributing and not contributing to the team. This to ensure that your group is practicing accountability and holding all members to the same standard. The Peer Assessment can be found at the following link:
http://go.umd.edu/gesi217peerassessment

### Team Time In-Class Observations
Throughout the semester, your group/team will be given in-class time to work on your ongoing group project. Your instructor will observe your team to assess how you are performing with regard to the Team Collaboration performance metrics (i.e. Team Process, Team Accountability, Team Climate/culture)

### Team Accountability (50 Points)

**Group Sustainability Quiz** see page 9

**Carbon Footprint Calculator** see page 9

**Team Self-Assessment:** Each member of your group will complete a Team Assessment as to how the group is doing with regard to upholding the behaviors and standards as agreed upon in your signed Team Contract. The Team Assessment can be found at this link:
http://go.umd.edu/gesi217teamassessment

### Final Group Presentation 100 points
Each team will be responsible for creating a 25 minute oral presentation on the process, outcomes, and findings of their Student Organization Leadership Analysis. Each team or group member must have a speaking role in the presentation. There will also be 5 minutes for questions and feedback from the audience. Your presentation method can be in a Power Point, Prezi, or Video format. The presentation method your group chooses should best allow your team to share information you feel is important for the class to know. See Grading Rubric for Final Group Presentation on Page 15.

### Final Group Paper 100 points
In addition to your Sustainability Leadership Group Presentation, your team will also compose a 10 page written summary report (APA Format not including Title Page) of your process, outcomes, and findings. This report should include the following:
- An overview of the leadership practice your group researched
- The questions you chose to explore with regard to how the leadership practice is carried out through the field of sustainability
- Research Based Evidence to support how the exemplary leadership practice is and perhaps isn’t being implemented within the field of sustainability
- Group recommendations as to the future of this leadership practice being carried out through the field of sustainability

Paper should adhere to APA format and include References/Bibliography.

APA format and Styling Guide can be found at the following link:
https://owl.english.purdue.edu/owl/resource/560/01/

**Post-Presentation Reflection Journal**
Write a short one to two page double spaced reflection sharing your thoughts and insights on the group presentation/collaboration experience. What roles did you perform in the group? How did you impact the team? How did you practice leadership?
Excused Absence Policy

An excused absence is an absence for which the student has the right to receive, and the instructor has the responsibility to provide, academic accommodation. Students are expected to take full responsibility for their own academic work and progress. Students, to progress satisfactorily, must meet all of the requirements of each course for which they are registered. Students are expected to attend classes regularly. Consistent attendance offers students the most effective opportunity to gain command of course concepts and materials. Excused absences must be requested promptly and must be supported by appropriate documentation.

Excused absences do not alter the academic requirements for the course. Students are responsible for information and material missed on the day of absence. Students are within reason entitled to receive any materials provided to the class during the absence. Students are responsible for making provision to determine what course material they have missed and for completing required exercises in a timely manner.

Events that justify an excused absence include:

- Religious observances
- Mandatory military obligation
- Illness of the student or illness of an immediate family member
- Participation in university activities at the request of university authorities
- Compelling circumstances beyond the student's control (e.g., death in the family, required court appearance)

Absences stemming from work duties other than military obligation (e.g., unexpected changes in shift assignments) and traffic/transit problems do not typically qualify for excused absence.

Notification and Documentation

To receive academic accommodation for an excused absence:

1. The student must notify the instructor prior to the class meeting time/start of class. In the case of religious observances, athletic events, and planned absences known at the beginning of the semester, the student must inform the instructor during the schedule adjustment period. All other absences must be reported prior to the class meeting the student must miss.

2. The student must provide appropriate documentation of the absence. See below:

   a. For medically necessitated absences: Students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, students must provide documentation from a physician or the University Health Center, upon request of the course instructor.

   b. For all other absences students must provide verifiable documentation upon request (e.g., religious calendar, court summons, death announcement, etc.).

3. Providing false information to University officials is prohibited under Part 9(h) of the Code of Student Conduct (V-1.00(B) University of Maryland Code of Student Conduct) and may result in disciplinary action.