HDF 290: MODERN LEADERSHIP ISSUES

URI Minor in Leadership Studies, Center for Student Leadership Development
3 Credit Hours - Introductory Course for the Leadership Studies Minor
J-term 2022 | Blended (mix of In-person, Virtual, & Asynchronous content)
TWR 9:30am-11:30am & Asynchronous Content

Instructor Information

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MEd, Higher Education Administration, University of Massachusetts, May 2006
Office: Center for Student Leadership Development, 204 Memorial Union
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Course Overview

Welcome to HDF 290! Modern Leadership Issues is one of two introductory courses in the minor in Leadership Studies. It is a leadership lab as much as it is a leadership class, for it seeks to create a constructivist environment, that is, an environment in which the instructors model effective, inclusive leadership, and the content and reach of the class is driven by the current collective knowledge of the students.

We will be studying leadership from a theoretical point of view, and then applying leadership to several salient areas in which effective leadership is crucial to our society today: small businesses, local politics, and local community service agencies/groups; education, families, and diversity in the workplace. Guests from such areas will give a real life insight into the contemporary leadership issues in their field.

The assignments in this class are designed to make all of us – students and the instructors – analyze, criticize, synthesize, and utilize many different leadership ideas, philosophies, concepts, opinions, etc. The assignments will be conducted so that you experience a variety of modes, some of which you will need to develop, some of which you will need to strengthen, and some in which you are already proficient. You will experience constructivism and synthesis, prepare individual and group presentations, engage in reflective discussions through Brightspace, conduct interviews, participate in peer teaching, prepare individual papers and case studies, and you will have an opportunity for extra credit. All assignments will be made available to you through Brightspace, complete with goals, descriptions, and detailed grading rubrics.

Students will be asked to purchase a new access code to the Gallup’s CliftonStrengths assessment and may do so in one of two ways: purchase just a code from the StrengthsQuest website or purchase a copy of any Strengths-based Gallup text that has a new/unused code within it. Suggested texts include: Strengths Based Leadership, CliftonStrengths for Students, Living Your Strengths, Strengths Based Parenting, Teach with your Strengths, Living Your Strengths Catholic Edition, Strengths Based Selling, StrengthsFinder 2.0

Intellectual Property

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Course Objectives

1. To assist students in the process of leadership development through self-development using numerous leadership theories and models as a common foundation, and the Leadership Development Inventory as a guide.
2. For students to analyze a range of modern leadership issues and roles through research, shared discussion, presentations and written work.
3. For students to experience both challenge and support, as well as a range of teaching/learning styles, including: visual, auditory, kinesthetic and experiential approaches.
4. For students to learn from a variety of sources, including instructor, class members, journals, newspapers, articles, interviews, guest speakers, www, etc.
5. For students to demonstrate knowledge of their learning process as well as evidence of specifically learning outcomes relevant to this course.

Course Learning Outcomes

1. Students will demonstrate competence in information literacy including information analysis, criticism, synthesis, and application through verbal presentations and written assignments.
2. Students will demonstrate learning via the Leadership Development Inventory and the self-selected learning outcomes.
3. Students will demonstrate knowledge of leadership theory and application to the areas of business/politics/community organizations, educational institutions, family life, and the workplace.
4. Students will demonstrate the ability to conduct and relay information from an interview.
5. Students will demonstrate knowledge of effective communication through persuasive and informative public speaking techniques and participation in small group experiences.
6. Students will demonstrate knowledge of inclusive and empathetic decision making, as well as problem solving, utilizing a consultant perspective.
7. Students will demonstrate knowledge of participatory learning and peer accountability.
8. Students will demonstrate knowledge of time management, and organization skills.
9. Students will demonstrate multicultural competencies and knowledge of global responsibilities through analysis of case studies and real world issues regarding diversity in the workplace.

Assignment Descriptions, Evaluation & Grading

<table>
<thead>
<tr>
<th>Class Engagement</th>
<th>Brightspace Discussions</th>
<th>Students will complete Brightspace discussions based on content covered during each unit.</th>
<th>100 pts.</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>Students will complete all assigned course work on time, as assigned, and are expected to be contributing members during class discussions and group work</td>
<td>50 pts.</td>
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</table>

Presentations

<table>
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<tr>
<th>Theory Presentation</th>
<th>Students will deliver content on an assigned leadership theory including historical context, where it is applied, pros &amp; cons, etc. Speeches will be between 4 &amp; 6 minutes long.</th>
<th>50 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>Students will discuss an issue regarding inclusive leadership. A 4-6 minutes group presentation will be given. You must use at least five</td>
<td>100 pts.</td>
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</table>
different sources, and you must provide an outline and references at the end of your presentation. Visual aids are required. Specific details on rubric.

### Individual Project

| Individual Synthesis Project | Students will submit a 4-6 page paper, from the consultant point of view, addressing all elements noted in the specific grading rubric. This will include an interview with someone in their field, connection to Gallup/VIA strengths, leadership competencies, and a leadership theory of their choice. | 300 pts. |

### Final Assignments

| Leadership Website | Utilizing one of the recommended online websites, students will develop a professional website that showcases their learning in HDF 290. Progress will be monitored throughout the semester. | 200 pts. |
| Leadership Inventory | The inventory is designed to allow students to keep track of their learning and the evidence that supports learning in preparation for the electronic portfolios that will be created in the HDF 492: Leadership Minor Portfolio class. Students must document learning for 30 of the listed outcomes. Inventory and evidence will be submitted on the Leadership Website. | 200 pts. |

### TOTAL POINTS

Final grades will be determined by adding the number of points earned. The total number of points will be translated into a letter grade according to the following scheme.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>B-</td>
<td>800-829</td>
<td>D+</td>
<td>680-699</td>
</tr>
<tr>
<td>A-</td>
<td>900-929</td>
<td>C+</td>
<td>780-799</td>
<td>D</td>
<td>600-679</td>
</tr>
<tr>
<td>B+</td>
<td>880-899</td>
<td>C</td>
<td>730-779</td>
<td>F</td>
<td>0-599</td>
</tr>
<tr>
<td>B</td>
<td>830-879</td>
<td>C-</td>
<td>700-729</td>
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### Course Policies

**Attendance:** Please keep in mind that attendance is required at all scheduled class meetings and is vital to the success of the class. If you expect to miss a class for any reason, please be in contact with your instructor so it does not affect your class participation grade. Student athletes who miss class due to university scheduled matches and events outside of their control must turn in an official schedule to the instructors. Whenever a class is missed for any reason, the student is still responsible for all class material and all assignments are still due on the original dates.

**Assignments:** Presentations must be given on the days assigned and cannot be made up or rescheduled. Written assignments must be submitted through Brightspace – never by email attachment. Assignments that are turned in late will lose 5 points per day, and will not be accepted for credit 72 hours past the due date. Students must turn in all major and minor assignments to receive a final grade in the class. If you have problems with the course materials, please see the instructor before or after class or make an appointment for individual advising. All concerns regarding grading should be put in writing and turned into the instructors in a timely manner.
Academic Enhancement Center (for undergraduate courses): Located in Roosevelt Hall, the AEC offers free face to face and web-based services to undergraduate students seeking academic support. Peer tutoring is available for STEM-related courses through drop-in centers and small group tutoring. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. The UCS160 course and academic skills consultations offer students strategies and activities aimed at improving their studying and test-taking skills. Complete details about each of these programs, up-to-date schedules, contact information and self-service study resources are all available on the AEC website, web.uri.edu/aec.

Disability Services for Students Statement: Your access in this course is important. Please send us your Disability Services for Students (DSS) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DSS, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DSS can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dss@etal.uri.edu. They are available to meet with students enrolled in Kingston as well as Providence courses.

Anti-Bias Syllabus Statement: We respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at web.uri.edu/brt. There you will also find people and resources to help.

Academic Integrity: Written and oral assignments are to be the work of individual students. If you have any questions about what constitutes plagiarism and what are a professor’s explicit duties relative to student cheating, please read sections 8.27.10-8.27.21 of the University Manual at: web.uri.edu/manual/chapter-8/chapter-8-2/.

COVID-19: The University is committed to delivering its educational mission while protecting the health and safety of our students. At this uncertain time, those concerns include minimizing the potential spread of COVID-19 within our community. While the university has worked this summer to create a healthy learning environment for all, it is up to all of us to ensure our campus stays that way.

As members of the URI community, students are required to comply with standards of conduct and take precautions to keep themselves and others safe. Students are required to comply with Rhode Island state laws, including the Rhode Island Executive Orders related to health and safety, ordinances, regulations, and guidance adopted by the University as it relates to public health crises, such as COVID-19.

An addendum on policies and guidelines concerning your obligations during this crisis has recently been integrated into the Student Handbook. These obligations include:
- Wearing of face masks by all community members when on a URI campus in the presence of others
- Maintaining physical distancing of at least six feet at all times
- Following state rules on the number of individuals allowed in a group gathering
- Completing a daily health self-assessment also available through the Rhody Connect app before coming to campus
- Submitting to COVID-19 testing as the University monitors the health of our community
- Following the University’s quarantine and isolation requirements

If you answer yes to any of the questions on the daily health assessment, do not come to class. YOU MUST STAY HOME/IN YOUR ROOM and notify URI Health Services via phone at 401-874-2246 immediately.

If you are already on campus and start to feel ill, you need to remove yourself from the public and notify URI Health Services via phone immediately at 401-874-2246 and go home/back to your room and self-isolate while you await direction from Health Services.

If you are unable to attend class, please notify your lead instructor via email. We will work together to ensure that course instruction and work is completed for the semester.
# HDF 290: MODERN LEADERSHIP ISSUES
## J-Term 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Component</th>
<th>What’s Due/Required</th>
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<tbody>
<tr>
<td></td>
<td><strong>Week I: LEADERSHIP THEORIES, ETHICAL LEADERSHIP, &amp; STRENGTHS-BASED LEADERSHIP</strong></td>
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</tbody>
</table>
| 1/3  | **Online - Asynchronous** | BS Discussions:  
- Introduction Post |
|      | BS Start Here Module:  
- Review syllabus  
- Introduction post (Intro and define leadership) | |
|      | BS Week 1 Module:  
- Strengths Quest Assessment & Content  
- VIA Assessment & Content |
| 1/4  | **In Person - 9:30am-11:30am** |  |
|      | Welcome & Syllabus Review  
VIA Workshop  
Strengths Workshop  
Leadership Development Inventory Assignment Review  
Individual Synthesis Project Assignment Overview |  |
| 1/5  | **Online - Synchronous 9:30am-11:30am** | BS Assignments:  
- Strengths, VIA, Personal  
  Code of Ethics, and Decision  
  Making Methods Outcomes |
|      | Ethical Leadership Activity  
In class Proficiency Group Presentation Research, Delivery, & Debrief  
- Public Speaking (persuasive and informative), Interviewing,  
  Decision Making, Problem Solving, Leadership Ethics  
- APA Citation Review |  |
| 1/6  | **Online - Asynchronous** | BS Assignments:  
- Theory Presentation Due Friday  
- 10 Leadership Theory Outcomes due Sunday |
|      | BS Week 1 Module:  
- Theory Overview  
Review feedback from Leadership Outcomes |  |
|      | **Week II: LEADERSHIP COMPETENCIES & INCLUSIVE LEADERSHIP PRACTICES** |  |
| 1/10 | **Online - Asynchronous** | BS Discussions:  
- Business Guest Panel Discussion |
|      | BS Week 2 Module:  
- Introduction Leadership Competencies Reading  
- Business Guest Panel Recording |  |
| 1/11 | **In Person - 9:30am-11:30am** |  |
|      | Inclusive Leadership Activity  
Panel Debrief  
Consultant Point of View & Synthesis Chart |
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>1/12</td>
<td><strong>Online - Synchronous 9:30am-11:30am</strong>&lt;br&gt;Strengths &amp; Values Revisit connecting Ethical &amp; Inclusive Leadership Current Issues in Business w/ regard to inclusion Website Overview</td>
<td>BS Assignments:&lt;br&gt;● 5 Personal Leadership or Interpersonal &amp; Organizational Outcomes</td>
</tr>
<tr>
<td>1/13</td>
<td><strong>Online - Asynchronous</strong>&lt;br&gt;BS Week 2 Module:&lt;br&gt;● Diversity &amp; Inclusion Guest Panel Recording</td>
<td>BS Discussions:&lt;br&gt;● Diversity &amp; Inclusion Guest Panel Discussion&lt;br&gt;BS Assignments:&lt;br&gt;● Group Presentation due Friday</td>
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<td>1/17</td>
<td><strong>Online - Asynchronous</strong>&lt;br&gt;BS Week 3 Module:&lt;br&gt;● Family Leadership Reading &amp; Content&lt;br&gt;● Family Leadership Guest Panel Recording</td>
<td>BS Discussions:&lt;br&gt;● Family Guest Panel Discussion</td>
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<tr>
<td>1/18</td>
<td><strong>In Person - 9:30am-11:30am</strong>&lt;br&gt;Legal Issues Integrating Personal Leadership styles</td>
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<td>1/19</td>
<td><strong>Online - Synchronous 9:30am-11:30am</strong>&lt;br&gt;In class work on Individual Synthesis Project</td>
<td>BS Assignments:&lt;br&gt;● Outcome #86&lt;br&gt;● Updated Resume</td>
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<td>1/20</td>
<td><strong>In Person - 9:30am-10:30am</strong>&lt;br&gt;Class Closing Activity</td>
<td>BS Discussions:&lt;br&gt;● Closing Discussion&lt;br&gt;BS Assignments:&lt;br&gt;● Individual Synthesis Project Assignment due Friday</td>
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<tr>
<td>1/23</td>
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<td>BS Assignments:&lt;br&gt;● Leadership Website &amp; Inventory due Sunday</td>
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