



OGLETHORPE

UNIVERSITY

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Course Description

Course: Leadership: Global Theory & Practice

This course will expose students to leadership and personal development through the lens of Spain's history and culture. Students will explore the core principles of ethical and authentic leadership and the Social Change Model through our text, historical examples and local guest speakers. Included in the course are site visits to locations that will deepen our understanding of factors that have influenced individuals' leadership approaches. In addition, through the exploration of the city and strategic activities, students will gain a deeper understanding of themselves and their strengths. In the final project, students will identify their personal leadership philosophy, vision, values and strengths and formulate it into an action plan that they can implement upon their return.

Overall Structure of Course and Methods of Instruction

Our classes will be a mixture of lecture and group discussion. There will be regular reading and writing assignments. What you get from this course and how well you do in it depends on the time you devote to preparing for class and the thoughtfulness with which you approach the material. To succeed in this course, you not only need to do the assigned written work, you must also actively engage yourself with the material and come to class prepared to participate fully in class discussions.

Course Learning Objectives:

As a result of this course, students will:

- Gain an understanding of traditional and emerging leadership theories and practices.
- Analyze the core characteristics of successful leaders through case studies and speakers.
- Investigate how leaders maintain, gain or lose their influence in the face of trials.
- Develop a foundation for leading yourself through self-awareness and emotional intelligence.
- Create a personal leadership in action plan for your life.

LeadAbroad Mission & Values

LeadAbroad is committed to leveraging the international experience for a student's personal growth and development. Each course is specifically designed to challenge students, expose them to the local culture and help them become more globally minded citizens. During class and

throughout the program, our expectation is that students will be gracious guests in the host country, which means

- Being polite to the locals
- Providing a kind salutation when entering a building with a guard or front desk attendant on duty
- Attempting to use the local language for requests, salutations and thanks
- Being patient with different customs and traditions

During the program we will also touch on these five core values of LeadAbroad

- *Breaking through boundaries* abroad and at home
- Creating *trusting relationships* with those from different cultures
- Identifying your *purpose and path* while abroad
- *Serving* others abroad and at home
- *Maximizing your potential* by taking what you learned back home

Classroom Ethos:

- Respect yourself and one another in the classroom. The obvious aim of this course is to provide an opportunity for you to engage in some of the most stimulating and controversial questions and issues that exist within our every increasing globalized world. A classroom environment that is conducive to such learning must be one in which each person is able to freely express his/her thoughts, to ask questions, to make mistakes, to disagree in a non-combative way, and to learn from and with one another. In short, use neither disrespectful speech nor any other form of disrespectful behavior towards one another.
- Cell phones and all other electronic devices (laptops, tablets, music devices, etc.) may NOT be used in the classroom unless specifically requested by the professor.
- Do not leave the room during class unless it is absolutely necessary. Leaving the room while class is in session is disruptive to your learning and to the learning of others.

Methods of Assessment

All grades for Assessment Methods utilize the following grading scale:

- A = 93-100%
- A- = 89-92%
- B+ = 87-89%
- B = 83-86%
- B- = 80-82%
- C+ = 77-79%
- C = 73-76%
- C- = 70-72%
- D+ = 67-69%
- D = 60-66%
- F = 0-59%

Rubric

Assignment	Points
Introduction	25
Leadership Autobiography	50
Participation	75
Course Workbook Reflections	75
Personal Vision Paper	125
Final Paper	150
TOTAL	500

Course Expectations

Late assignments: Late work will be accepted for a 5% grade reduction for each day it's late; work later than one week will **NOT** be accepted. If there is a special circumstance, please come talk to me *prior* to the due date to discuss differing arrangements.

Formal Papers: Typed assignments should be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins. Please submit these papers in word format (*not* PDF) so that we can provide feedback through track changes; submit papers and assignments to **LEAD Barcelona via google classrooms**.

Course Assignments

Introduce Yourself (25pts) – Due 5/1

You will create a short video (less than 1 minute and 30 seconds) introduction yourself. This video will be able to be seen by myself, the program director, as well as your peers who will also be on LEAD Barcelona! The purpose of this is just to introduce yourself so I can get to know you a bit better and we can all begin to put faces with names. For this introduction video, please answer the following questions:

- Tell us your first & last name
- What is your major?
- What school do you attend?
- What is one thing you are excited to see/do/eat/ or experience in Barcelona?

For this introduction video, you will need to download the *FLIPGRID* app, you will create a user log in. After you've created a log in, you will either go to flipgrid.com/deanscott3717 or use the Flip Code below to enter the discussion. There is a password as well, it is also listed below.

You will then

Flip Code: deanscott3717

Password: Spain2020

You will see that 25 points have been allotted for this assignment. You will be graded by completion of the assignment (did you do it & answer all the questions) and did you complete it by May 1st. No need to be creative with this assignment, simply use a smart phone or computer

to record yourself talking for 1 minute and 30 seconds or less. The app allows you to rerecord before you submit if you make a mistake while recording.

Digital Story: Leadership Autobiography (50pts) – Due 5/1

You will create a 3-5 minute digital story about yourself, your previous leadership experiences, and your desired outcomes of participating in study abroad. The purpose of this assignment is to provide you an opportunity to explore your own experiences and insights. This assignment is due *prior to* the trip, so there are no expectations that you incorporate class materials. This assignment is intended to be a reflective and creative assignment. You will not be graded on the technical aspects of the digital story – rather, you will be graded based on creativity and depth in the story. Have fun with this assignment! Creating a digital story can be time-consuming – please do not attempt to make it technically perfect – the reflection is the most important part of this assignment.

Use the following questions to guide your reflection (you will be graded on the depth of your response to these questions):

- What does leadership mean to you?
- What leadership experiences have you had thus far?
- What influenced your decision to study abroad?
- What do you hope to learn about leadership during *this course* – and what do you hope to learn *on this trip*?

Please submit the digital story as a YouTube link in **LEAD Barcelona via google classroom**. You can use any medium you want – ppt, moovly, or any other platform that allows you to create videos that can be uploaded to YouTube. You can use photos, digital voice over, or any other creative means you would like. The purpose, however, remains the depth of responses is what is important and where the majority of points are allocated.

Please set your YouTube clip to **unlisted – so that only those with the direct link can view the video.

Class Participation (75pts) – This will be graded at the end of the trip

You are expected to be actively engaged in this course. Full participation points will be allocated to you based on (1) your participation in class discussions that demonstrates thoughtful reflection and understanding of the subject matter; (2) the level of respect you offer to your colleagues and to me; and (3) your submission of assignments on the deadlines noted in this syllabus, regardless of whether they are graded.

Use of cell phones and other devices, including text messaging and on-line chatting, is unacceptable. Do not use the vibrate option as it can be equally disruptive. In the rare occasion when personal needs requires you to take a call, please keep the ringer off and let me know that you may need to leave the room to take a call.

Course Reflections (125pts) – Due weekly on Fridays (5/15; 5/22; 5/29)

Throughout your workbook, space is provided for journaling and creative reflections. The prompts provided are based upon class discussions, readings, fieldwork, tours and experiences on the ground. The journals are not intended to be a stream of consciousness, but are designed to challenge you to think critically about each day. You will be graded on your critical thinking which includes: clarity, accuracy, precision, relevance, depth, breath, logic, significance, and fairness – review the reading on critical thinking for further explanation.

Each reflection should be 600-800 words, reflect on the following questions each week, and be submitted to **LEAD Barcelona via google classrooms**.

Week One – DUE 5/15

- What are two things you've learned about yourself as a leader? This could be related to the exemplary leadership model, your core identity, the quest for belonging, or leadership theories.
- What are two things that makes you – as a woman – uniquely suited to be a good leader? Make sure to draw upon your uniqueness and relate those to the readings and class discussions.

Week Two – DUE 5/22

- What are your top two strengths that you utilize the most? At least one needs to be related to the Gallup Strengths (both can be if you desire).
- What do you need to work on in order to be a more effective leader and why? This can be related to developing a strength, recognizing or using privilege, or overcoming obstacles – think big picture and specifics.

Week Three – DUE 5/29

- Brené Brown uses BRAVING as an outline for what it takes in order to **trust** others and in self trust. B – Boundaries, R – Reliability, A – Accountability, V – Vault, I – Integrity, N – Non-judgement, G – Generosity. Which of these characteristics comes naturally to you, and what do you struggle with?
- In what ways does your environment, impact your identity? Which identities (at least two) are most salient to as a leader and why?

Personal Vision Paper (125pts) – Due 5/25

Option One:

While in Barcelona you will develop a personal vision statement (less than a paragraph). Additionally, you will utilize photo-elicitation methods to aid in reflection. Photo elicitation is a visual image accompanied by narrative that helps express an idea or thought. One page should have the photo on it and your personal vision statement. The other pages (900-1200 words/4-5 pages) should contain your reflection. Make sure your vision paper includes the following:

- define your personal vision (statement) that guides your life (think about values/beliefs about yourself and others that guide you)

- take a picture of a place or a thing (do not take any pictures of recognizable people) that represents your personal vision statement
- describe how the photo illustrates your personal vision statement
- connect course content (in at least 2 ways) and what you have learned on this program to your vision!
- analyzing how your past, future goals, values and experiences influence your vision

Option Two:

While in Barcelona you will develop a personal vision statement (less than a paragraph). Prepare a one-page infographic (no larger than 11x20) summarizing your personal vision that guides your life. You will also want to think about 5-7 experiences that have led you to this personal vision statement. I encourage you to practice vulnerability in choosing your 5-7 events. Think about moments and situations that have been pivotal in making you who you are and at least one of them needs to be from your time in Barcelona. Your infographic should include:

- define your personal vision (statement) that guides your life (think about values/beliefs about yourself and others that guide you)
- 5-7 major life events and detailed descriptions of each (at least ONE should be from your time here in Barcelona).
- Make sure you detail how each event has shaped your personal vision statement
- Make sure you connect course content, readings, discussions, experiences in TWO ways.

Please be creative with this infographic and make it look *visually appealing*. This is an exercise both in synthesizing information about you and your life and designing a concise handout. Infographics are often done as part of marketing strategies and as part presentations at conferences, workshops, or trainings. See why creating an infographic may be helpful to your learning and the learning of others <http://elearnmag.acm.org/featured.cfm?aid=2556269>. Make sure when you submit your infographic, you save it as a PDF.

Final Paper (150pts) – Due 6/15

The final assignment for the leadership course is a paper (roughly 2,500-3,000/7-10 pages) discussing leadership, your individual leadership style preferences, and making sure to reference class discussions and readings. The following should be included in your final project:

- identify your philosophy or style of leadership (what does leadership mean to you) (1 page)
- which leadership theories support your definition (use materials from the course) (1-2 pages)
- how has your view of leadership changed during your time in Barcelona? (1 page)
- discuss your strengths, personal values, and what you learned from guest speakers/others in Barcelona that shape your beliefs about leadership (1-2 pages)
- areas where you can grow in order to be a more fully developed leader (1-2 pages)
- a leadership timeline for how you will live out your vision and leadership philosophy in the next five years (1-2 pages)
- use at least four references from the readings to support your leadership style (citations)

All components should reference how the experience in Barcelona and the coursework have influenced your view on leadership. The paper is due two weeks after the program ends. Please submit the paper to **LEAD Barcelona via google classroom**.

<i>Date</i>	<i>Topic</i>	<i>Readings Due by Date</i>	<i>Assignments Due</i>
	BEFORE TRIP	BB – Chapter 1 – Everywhere & Nowhere Slimbach, <i>Becoming World Wise: A Guide to Global: Mindful Traveler</i>	Introduction DUE 5/1 Digital Story DUE 5/1
5/12	Intro & Overview	Overview of the Syllabus & Course Ash & Clayton, <i>Standards of Critical Thinking</i> Ash & Clayton, <i>Generating, Deepening, and Documenting Learning</i>	
5/13	Understanding yourself & others	Goleman, <i>The focused leader</i> Kouzes & Posner, <i>The five practices of exemplary leadership</i> Cultural Experiences	
5/14	Values & Identity	BB – Chapter 2 – Quest for True Belonging Gergen & Vanourek, <i>Core Identity</i>	
5/15	History of Leadership	Northouse, <i>Leadership: Theory and Practice, Introduction Ch. 1</i> Storberg-Walker & Haber-Curran – <i>Chapter 6 - Embracing context in leadership theory</i>	Reflections DUE
5/16	Day trip to Costa Brava		
5/17	Free Day		
5/18	Strengths & Emotional intelligence	Sadri, <i>Emotional intelligence and leadership development</i> Komives, Wagner, & Associates, <i>Leadership for a better world: Understanding the SCM of Leadership</i>	
5/19	Reflections on Leadership	BB – Chapter 3 – High Lonesome Park Guell - Afternoon	
5/20	Vision & Influence	Lightfoote & Macura, <i>Using emotional intelligence helps women build trust and grow influence</i> Quy, <i>Using emotional intelligence as a woman leader's secret weapon</i> Gergen & Vanourek, <i>Envisioning the Future</i>	
5/21	Understanding Privilege & Gratitude	BB – Chapter 4 – People are Hard to Hate Up Close Johnson, <i>Privilege, oppression, & difference</i> Camp Nou - Afternoon	
5/22	Overcoming Obstacles	Lopez-Zafra, Garcia-Retamero, & Martos, <i>The relationships between transformations leadership and emotional intelligence from a gendered perspective</i>	Reflections DUE

5/23	Morning Service		
5/24	Free Day		
5/25	Identity & Environment	BB – Chapter 5 – Speak Truth Storberg-Walker & Haber-Curran – <i>Chapter 8 – Capacious model of leadership identities construction</i>	Vision Paper DUE
5/26	Day trip to Montserrat		
5/27	Modeling Authenticity	BB – Chapter 6 – Hold Hands George, et al., <i>Discovering authentic leadership</i>	
5/28	Goals for Change	Bolman & Deal, <i>Reframing organizations (chapter 1)</i> Gergen & Vanourek, <i>Developing Goals</i> Sagrada Familia - Afternoon	
5/29	Application & Returning Home	BB – Chapter 7 – Strong Back Slimbach, <i>Becoming world wise, The journey home</i>	Reflections DUE
5/30	Final Dinner		
6/15	Final Paper DUE		

Participation and Attendance

A portion of your final grade depends on your attendance and participation in this course. In short, to succeed and get the most from this class, you must come to class and you must come prepared, ready to participate in discussions, and ready to engage with scheduled activities and assignments in a serious and meaningful way.

Attendance:

LeadAbroad is committed to the academic integrity of our programs. All students participating in a for credit program (LEAD and GO) will be subject to academic and programmatic consequences for missing class. Excused absences are approved only if the student has

- a doctor's note that includes the diagnosis and confirmation that the student needed to be seen immediately or
- a note from the program staff verifying a medical or personal emergency with the student

Unexcused absences will impact a student's final grade in the course. Refer to your course syllabi for specifics regarding how absences will impact your participation and/or final grade.

Academically, if a student misses class there will be a loss in participation points with each absence as well as consequences to the overall grade. For a traditional class (2 hours/4 days a week) -

- 2nd absence 2.5% deduction from overall grade
- 3rd absence additional 2.5% deduction from overall grade

- 4th absence additional 5% deduction from overall grade
- 5th absence student fails the course

Programmatically, if a student misses 15% of their classes (3 courses in a traditional course) a notification will be sent to them and their emergency contact letting them know that they are on probation. More than 4 absences from a traditional class (20% of program) will result in dismissal and an automatic failing grade.

Personal travel is not an excused absence. Students should review their course syllabi and reach out to LeadAbroad to confirm their class schedule before booking any personal travel

Participation

You are expected to be a regular and active participant in lecture, large class discussions, and small group work and activities and to contribute to these areas of the course in meaningful ways. Not all participation is equal: to say something just to say something is not a meaningful contribution.

Here are some expectations to note regarding participation in this course and how your participation is assessed:

- Making a substantive oral contribution during class lecture or large-class discussion at least once a class (e.g., answering questions posed by the instructor, bringing up related and relevant information, linking classroom discussions to assigned readings).
- Staying on task in dyads, small groups, and activities. When given a task or question to discuss, work to make meaningful and course content-driven contributions, ask group-mates questions, and brain-storm additional ideas. Do not shortchange discussions or activities by finishing early.

Academic Policies

Honor Code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned.

The students, faculty and staff of Oglethorpe University expect each other to act with integrity in the academic endeavor they share. Members of the faculty expect that students complete work honestly and act toward them in ways consistent with that expectation. Students are expected to behave honorably in their academic work and are expected to insist on honest behavior from their peers.

Oglethorpe welcomes all who accept our principles of honest behavior. We believe that this code will enrich our years at the University and allow us to practice living in earnest the honorable, self-governed lives required of society's respected leaders.

Our honor code is an academic one. The code proscribes cheating in general terms and also in any of its several specialized sub-forms (including but not limited to plagiarism, lying, stealing

and interacting fraudulently or disingenuously with the honor council). The Code defines cheating as “the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community’s confidence in the honorable state to which we aspire.”

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Examples of cheating include but are not limited to:

- 1.1** The unauthorized possession or use of notes, texts, electronic devices (including, for example, computers and mobile phones), online materials or other such unauthorized materials/devices in fulfillment of course requirements.
- 1.2** Copying another person’s work or participation in such an effort.
- 1.3** An attempt or participation in an attempt to fulfill the requirements of a course with work other than one’s original work for that course.
- 1.4** Forging or deliberately misrepresenting data or results.
- 1.5** Obtaining or offering either for profit or free of charge materials one might submit (or has submitted) for academic credit. This includes uploading course materials to online sites devoted, in whole or in part, to aiding and abetting cheating under the guise of providing “study aids.” There is no prohibition concerning uploading exemplars of one’s work to one’s personal website or to departmental, divisional, University or professional society websites for purposes of publicity, praise, examination or review by potential employers, graduate school admissions committees, etc.
- 1.6** Violating the specific directions concerning the operation of the honor code in relation to a particular assignment.
- 1.7** Making unauthorized copies of graded work for future distribution.
- 1.8** Claiming credit for a group project to which one did not contribute.
- 1.9** Plagiarism, which includes representing someone else’s words, ideas, data or original research as one’s own and in general failing to footnote or otherwise acknowledge the source of such work. One has the responsibility of avoiding plagiarism by taking adequate notes on reference materials (including material taken off the internet or other electronic sources) used in the preparation of reports, papers and other coursework.
- 1.10** Lying, such as: Lying about the reason for an absence to avoid a punitive attendance penalty or to receive an extension on an exam or on a paper’s due date; fraudulently obtaining Petrel Points by leaving an event soon after registering one’s attendance and without offering to surrender the associated Petrel Point, or by claiming fictitious attendance for oneself or another; forging or willfully being untruthful on documents related to the academic enterprise, such as on an application for an independent study or on a registration form.
- 1.11** Stealing, such as: Stealing another’s work so that he/she may not submit it or so that work can be illicitly shared; stealing reserve or other materials from the library; stealing

devices and materials (such as computers, calculators, textbooks, notebooks and software) used in whole or in part to support the academic enterprise.

- 1.12 Fraudulent interaction on the part of students with the honor council, such as: Willfully refusing to testify after having been duly summoned; failing to appear to testify (barring a *bona fide* last-minute emergency) after having been duly summoned; testifying untruthfully.

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course taken for academic credit:

“I pledge that I have acted honorably.” (Followed by the student’s signature)

The honor code is in force for every student who is enrolled (either full- or part-time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty. Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

Students with Disabilities

In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, all LeadAbroad programs promote non-discrimination of disabled individuals and provide reasonable academic accommodations when appropriate. An academic accommodation is a modification that enables students to participate in a program of study by incorporating adjustments to ensure their rights, access, and privileges are equal to those without disabilities. Some examples of academic accommodations may include extended time on tests and quizzes, testing in a distraction free environment, the ability to tape-record lectures, or note-taking assistance in the classroom.

Any participant who needs academic accommodations in a program of study must contact LeadAbroad at least 90 days prior to the program start date. Please note, LeadAbroad cannot guarantee that late requests will be honored. To initiate the accommodation process, please contact the director of international programming at info@LeadAbroad.com

In order to be approved for accommodations, students will be asked to complete the disabilities form in their student portal and provide documentation that supports registration with the disability services office at their home institution. Once documentation has been received, Oglethorpe’s Disability Services and LeadAbroad will work together to identify accommodation possibilities. Please keep in mind that LeadAbroad will not approve any accommodations that alter the fundamental nature of our curricula. If an accommodation request cannot be fulfilled, LeadAbroad will work with the student to identify other program opportunities. Once approved, the student will receive a Letter of Accommodation (LOA) prior to his or her program start date. From there, it is the student’s responsibility to self-advocate by delivering the LOA directly to his or her instructors. LeadAbroad instructors are accustomed to accommodating

students in the classroom. By delivering the LOA personally, this will alert the student's instructor to initiate a conversation about his or her classroom needs. Finally, the instructor will be responsible for implementing any classroom accommodations, such as recruiting another student in the class to take notes or proctoring an exam for a student that requires extended time.

A student is responsible for providing documentation that supports his or her request for academic adjustments. LeadAbroad requires that the documentation demonstrates the student's current enrollment in a disability services program at his or her home institution, specifies a list of the student's approved accommodations, and has been signed by the school's disability services professional. Please note, the documentation does not need to specify the student's diagnosis given that this type of paperwork has already been supplied to his or her current disability services professional.

Participants should be aware that some LeadAbroad programs involve voluntary activities that require moderate exercise, such as hiking and biking; these activities are voluntary. In addition, some of the site locations may not be compliant with ADA standards of accessibility given their geographic location and different governing systems. Last, accommodations cannot be applied retroactively, accommodations begin in the classroom once the LOA is received by the instructor.

If any program participant feels that he or she is being treated unfairly in any way, please notify the supervising faculty member or LeadAbroad office immediately at info@LeadAbroad.com.

Accommodations: If you have a documented disability or any other special needs and wish to discuss academic accommodations, please contact me and Lead Abroad as soon as possible. Necessary academic accommodations will be made for you based on the recommendations and Lead Abroad policies. I strive to accommodate a wide variety of learning styles through my pedagogies. If there is something that I could do to accommodate your learning style that is outside the range of official university accommodations, please let me know.

Title IX

LeadAbroad faculty and staff are not confidential resources. In accordance with Title IX, any report of sexual misconduct that has occurred during a student's time at a university will be reported back to Oglethorpe University and a student's home university in order to ensure that the student has access to all resources and support needed.