

## **ALA 170 Foundations in Leadership**

Fall 2021

### **Class DESCRIPTION**

Who is a leader? How do we lead ethically in times of uncertainty and crisis? How do we lead in an increasingly complex, interdependent world? What skills and tools do we need to collaborate with others? How do we maintain focus in the age of distraction?

To lead, we must know ourselves and collaborate with others. In this course, we will survey leadership theories, social justice literature, diversity research, case studies, and contemplative practices to develop a holistic view of leadership. Ongoing reflection, individual feedback, and collaborative teamwork will provide multiple opportunities for introspection and experiential learning. Further, you will define your personal leadership philosophy while developing a 'toolkit' of interpersonal and leadership skills and practices that incorporate the Mindful Mindset, mindfulness practices, group exercises, speaker presentations, and a self-designed team project that will allow you to practice and reflect on key leadership roles.

### **Learning OBJECTIVES**

As a student in this course, you will have the opportunity to:

1. Creatively explore your own leadership identity
2. Familiarize yourself with various theories of leadership and explore the important interplay between leaders and followers
3. Learn about the importance of leading a group or workplace that is diverse, equitable, and inclusive
4. Work with a group to identify important issues, brainstorm small win solutions, implement ideas at a small scale, and improve your ideas
5. Engage stakeholders and collect evidence about your chosen topic through leadership experiments that test your ideas against the world
6. Learn and practice daily meditation and other mindfulness practices to help foster your capacity to lead with excellence and critically engage the world
7. Build a leadership "toolkit" that is based on your skills, ability, vision, and personal style

8. Reflect on your leadership identity, actions, and habits to continuously improve your leadership learning and development

## Course **REQUIREMENTS**

*Attendance:* This course is designed to be active, engaged, and participatory; because of this, attendance and participation are necessary for both the understanding and practice of course materials. You are expected to attend all meetings of the course, though you can miss one session without penalty. Missing more than one session may result in a lower grade. Any absences and class conflicts--including arriving late or leaving early--should be communicated in writing to the course instructors in advance. Repeated late arrivals and early departures will result in a lower grade.

### *Religious/Cultural Observance*

If you have any religious or cultural observances which conflict with this class, please inform the instructors by the Friday PRIOR TO the holiday so that we can discuss appropriate arrangements.

*Participation:* You are expected to actively contribute to group work, class discussions and activities, in addition to completing course readings and individual and team deliverables.

We are committed to the principle of *universal learning*. This means that our virtual *and* physical spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning. Active, thoughtful, and respectful participation in all aspects of the program will make our time together as productive and engaging as possible.

### *Time Commitment*

You are expected to dedicate approximately 9 hours of work outside the classroom, in addition to the 3-hour weekly class meeting - 12 hours per week in total. Once the project portion of the course commences, you should plan to meet with your team each week to complete action items for your project. In addition to group deliverables, you are expected to complete independent reading assignments and written personal leadership reflections.

### *Course Grading*

Your total grade is based on the following assignments. Points and grading structures are included below:

1. Class Participation & Discussion	10pts
2. Weekly Assignments/Deliverables	15pts
3. Team Project Design & Implementation	25pts
4. Final Team Project Presentation	15pts
5. Multimodal Leadership Portfolio	25pts
6. Take-Home Midterm Exam	10pts

BLI's grading structure is: A=94-100; A-=90-93; B+=87-89; B=84-86; B-=80-83; C+= 77-79; C=74-76; C- 70-73; D=67-69

### *Peer Facilitators*

BLI Peer Facilitators are undergraduate student leaders who have successfully completed a six-week training program. These students will serve as mentors for team projects, facilitate small group activities, and provide feedback.

### Course **READINGS & DELIVERABLES**

The course will consist of a series of weekly deliverables that include individual and team project work, required readings, reading discussion posts, several short reflection papers (1-2 pages), and/or the application of a contemplative practice related to the week's theme and readings.

All weekly readings and activities must be completed prior to each session. Late or missed assignments/deliverables will result in a one point deduction each day the submission is late. Readings and deliverables will be posted on the Canvas site in advance of the class meeting.

### Class **SCHEDULE**

#### **WEEK 1:**

Social Identity and Leadership

- Recognize how identities and events influence individual leadership development
- Introduce leadership toolkit

- Set expectation for individual final project and team project

*Readings:*

- A selection of leader profiles that are diverse and represent a number of different social identities
- Selections from Leadership in the Age of Complexity, Margaret Wheatley with Debbie Frieze ©2010
- Selections from Leadership Theory: Facilitator’s Guide. Dugan, John P., et al. John Wiley & Sons, Incorporated, 2017.
- Selected chapters from Dare to Lead, B Brown (2018)

**WEEK 2:**

The Mindful Leader

- Introduction to popular leadership and followership theories
- Apply leadership and followership theories to case studies
- Introduction to mindfulness and contemplative practices
- Review of the BLI Habits and Mindful Mindset, a series of contemplative practices that contribute to mindful leadership

*Readings:*

- Selections from Leadership & Followership Theories: An Overview
- Selections from Followership: How Followers Are Creating Change and Changing Leaders. B. Kellerman. Harvard Business Press, 2008.
- BLI Leadership Habits
- Mindful Mindset, Ram Mahalingam, 2019
- Introduction to Leadership Case Studies
- Select chapters from The Mindful Leader, Carroll (2008)

**WEEK 3:**

The Critically Conscious Leader

- Reflect on how our social locations influence what we consider to be “normal”
- Understand how developing a deeper awareness of self, others, and social issues is necessary for transformational leadership
- Recognize power dynamics in perspectives considered “common sense” or “common knowledge”

- Reflect on and challenge commonly held perspectives on poverty and welfare
- Identify skills for critical consciousness and create a plan for cultivating them

*Readings:*

- “Critical Whiteness Studies”, Anoop Nayak. 2007.
- “Leadership Theory: Cultivating Critical Perspectives” Chapter 10 - Toward A Justice Based Leadership Model. John P. Dugan
- The #GlobalPOV Project: ["Who is Dependent on Welfare"](#) With Ananya Roy. YouTube Video.
- Other current readings related to developing a critical consciousness

**WEEK 4:**

Start Where You Are | Build A Team | Value Differences

- Explore BLI BIG questions and form a team

*Readings:*

- Little Bets, Chapter 3, "Failing Quickly to Learn Fast" by Sims
- Video: ["Want to help someone? Shut up and listen!"](#)
- Lean Startup, Chapter 4 by Ries
- “Scratching” by Tharp

**WEEK 5:**

Stakeholder Mapping

- Map stakeholders related to your project using a visual process.
- Identify what is already happening/avoid recreating the wheel
- Learn and apply Tara Yosso’s community cultural wealth model to individual projects
- Seek and receive feedback through cross-functional teams

*Readings:*

- Whose Culture Has Capital, Yosso (2005)
- Chpt 25: Stakeholder Analysis, Allen & Klivington (2009)

**WEEK 6:**

Build A Team | Engage the World | Always Ask

- Discuss and set team expectations

- Learn about productive team dynamics through case studies, trust-building, and communication exercises

*Readings:*

- Chapter from Breaking Through Gridlock, Jay, J & Gant, G (2017)
- PDF Lencioni, P. (2002). The Five Dysfunctions of a Team.
- [Blending Together The Right Team: Understanding Social Styles](#) and Merrill-Reid Social [Personality Styles In The World Of Work Self Questionnaire](#)
- Chapter 6: How to Apply Positive Leadership in Organizations. Practicing Positive Leadership by Kim Cameron. Published by Berrett-Koehler Publishers, 2013
- Video: ["What Happens When an NGO Admits Failure"](#)

**WEEK 7:**

Mid-Point Check-In and Portfolio Work

- Review portfolio assignment
- Discuss what makes narratives impactful
- Create a visual narrative of your life and share with others (River of Life activity)
- Review examples of excellent storytelling
- Work in teams
- Seek out and give feedback through peer evaluations

*Readings:*

- Creating a multimodal portfolio
- Selections from Re:Imagining Change: How to Use Story-Based Strategy to Win Campaigns, Build Movements, and Change the World. Doyle Canning and Patrick Reinsborough (2010)
- “Why and How Visioning Works”, ZingTrain; other select readings on visioning

**WEEK 8:**

The Curious Leader

- Understand the concept of critical consciousness and how it can be developed
- Explore the relationship between critical consciousness and leadership
- Understand how developing a deeper awareness of self, others, and social issues is necessary for transformational leadership
- Recognize how backstory/origin story influences context

*Readings:*

- Chapters 1 and 12, Mindfulness of Race, King (2018)
- Select chapters from Inner Work of Racial Justice, Magee (2019)
- “The Role of Critical Consciousness in Helping Students Dismantle Systems of Oppression”, Stevens [online article]
- Select Chapters from Pedagogy of the Oppressed, Freire (1968)
- Sections from ‘Poetry for the People’, Jordan (1995)

**WEEK 9:**

Start Small | Collect, Combine, Create

- Present learnings from stakeholder interviews
- Reflect on unintended consequences
- Learn about BLI funding, including small grants for projects

*Readings:*

- “Small Wins” by Weick
- BLI Grants and Funding webinar

**WEEK 10:**

Leadership and Followership Challenges

- Understand the role of ethics in leadership
- Discuss how good leadership becomes bad leadership, journaling opportunity about personal experience
- Review case studies from week one and discuss in the context of new learning

*Readings:*

- Short article: Leadership commitment to ethics
- Reading from Bad Leadership, Kellerman
- Reading from Followership, Kellerman
- Re-Introduction to Leadership challenges/failures case studies

**WEEK 11:**

Work to Learn | Expect Challenges

- Discuss course readings
- Engage in peer facilitation (PF) experience

- Seek and receive feedback through cross-functional teams
- Work in teams

*Readings:*

- "Crafting Strategy" by Mintzberg
- "Embracing Solitude" by Michael Erwin
- Chpt from Breaking Through Gridlock, Jay, J & Gant, G (2017)
- Navigating Difficult Conversations, Sofer, OJ (2019)

**WEEK 12:**

Pause and Reflect | Work to Learn | Expect Challenges

- Reflect on project work to date
- Work in teams
- Apply contemplative practices
- Learn from guest speaker or panel with Q&A

**WEEK 13:**

Visioning - Future Leadership Learning

- Share personal leadership narratives
- Showcase multimodal leadership portfolio and toolkit
- Share your leadership visions and receive feedback

**WEEK 14:**

Pause and Reflect

- Present a report of your project work to date, and participate in a poster session

**About BLI**

The Barger Leadership Institute is a flexible leadership program for any Michigan undergraduate. As a community of staff, students, and faculty, we work to create authentic learning experiences where you can cultivate leadership habits and start your lifelong commitment to leadership learning.

We believe leadership:

- is learned through experience, a continuous process of thinking/observing, acting and reflecting;
- includes service to others;



- occurs at all levels, in all fields, positions, and sectors;
- is relational, it requires both leaders and followers;
- is social, situational and cultural; and
- is a developmental, life-long learning process.

Visit our website for more details: <https://lsa.umich.edu/bli>

### Diversity, Equity, & Inclusion **STATEMENT**

The Barger Leadership Institute is an open community for all majors, beliefs, backgrounds, and identities. We are committed to ensuring that the needs of students from all backgrounds are addressed, and all materials and activities respect differences in age, ability, gender, gender expression, sexuality, socioeconomic status, ethnicity, race, and culture. We encourage and appreciate feedback that can help us create and sustain an environment that supports diverse perspectives, experiences, and identities.

### Student **RESOURCES**

#### **Psychological/Physical Health Counseling and Psychological Services (CAPS)**

609 Tappan St. 734.764.8312 caps.umich.edu

Counseling and Psychological Services provides multicultural, multi-theoretical, and multidisciplinary expert and caring mental health support to currently enrolled University of Michigan–Ann Arbor students at no charge. Services include time-limited individual, couples and group therapy, consultations, crisis intervention, online screenings, drop in workshops, outreach presentations, and assistance with referrals. Common reasons students seek CAPS services include: anxiety, depression, relationship issues, academic concerns, and self-esteem/self-confidence. CAPS staff also provide consultation to family members, friends, and U-M staff or faculty members who are concerned about a student. You can follow CAPS on Facebook and Instagram (@umichCAPS), subscribe to the CAPS YouTube channel (@UMCAPS) and download the Stressbusters phone app. Mental Health Resources What to do when you encounter a student who may need mental health support: [umich.edu/~mhealth/faculty.html](http://umich.edu/~mhealth/faculty.html)

#### **Sexual Assault Prevention and Awareness Center (SAPAC)**

Cambridge House, Room 1551 West Quadrangle 734.764.7771 24-hour Crisis Line:  
734.936.3333 [sapac.umich.edu](http://sapac.umich.edu) [sapac@umich.edu](mailto:sapac@umich.edu)

SAPAC is the designated office at the University of Michigan to provide services around issues of sexual assault, interpersonal violence, stalking and sexual harassment. Services include: educational programs; professional training; advocacy for survivors; 24-hour crisis line and in-person outreach services; assistance in dealing with the criminal justice, medical and/or university systems; and professional consultation for individuals working with survivors in particular university contexts. SAPAC's services are confidential and free of charge.

### **University Health Service (UHS)**

207 Fletcher Street 734.764.8320 [uhs.umich.edu](http://uhs.umich.edu)

UHS is a health care clinic and wellness resource, located in one building on central campus. For eligibility to use UHS, visit [uhs.umich.edu/who](http://uhs.umich.edu/who). Medical services are confidential, and provided by licensed, credentialed health care providers. Most medical services require an appointment, but options are available for urgent concerns. Nurse advice by phone is available day and night, which may save a trip to UHS or the ER. See How to Get Health Care at [uhs.umich.edu/appt](http://uhs.umich.edu/appt). Wellness services include information, referrals, early intervention, support for students in recovery from alcohol and other drug problems, collaboration and consultation to support student success. See Wolverine Wellness for details at [uhs.umich.edu/wolverine-wellness](http://uhs.umich.edu/wolverine-wellness).

### **Office of Institutional Equity (OIE) University Human Resources/Office of the Provost**

2072 Administrative Services Building 734.763.0235

<http://www.hr.umich.edu/working-u-m/workplace-improvement/office-institutional-equity@umich.edu>

The Office for Institutional Equity (OIE), which reports through University Human Resources (UHR) and the Office of the Provost, provides the delivery of programming and services for faculty, staff, students, and management to support diversity, inclusiveness, equal access, equitable treatment, and cultural understanding and competency. The office investigates concerns that the university's discrimination and discriminatory harassment policies may have been violated. OIE also provides training and consultation on achieving and supporting diversity, equity and inclusion in the workplace, on Americans with Disabilities Act issues, and on preventing and resolving discrimination and discriminatory harassment.

### **Services for Students with Disabilities (SSD)**

G-664 Haven Hall, 505 South State Street 734.763.3000

<http://www.umich.ssd.edu>

The mission of SSD is to provide accommodations and access to students with disabilities. The University of Michigan officially recognized the Office of Disabled Student Services in February of 1974 five months after the passage of the Vocational Rehabilitation Act. In 1989, the office changed its name to Services for Students with Disabilities (SSD). Throughout its history, SSD has played a prominent role in advocating for students with disability issues at the state, national and international levels. We were one of the first to establish an adaptive technology computing lab and together with the Provost's office a fund to support mandated accommodations. This fund is one of the first of its kind and has become a model used nationwide.

### **Support for Students Experiencing Food Insecurity:**

Any student who faces challenges securing food, housing, or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students' Office (734-764-7420; deanofstudents@umich.edu 609 Tappan Street) for support. Students are also invited to check out the Maize & Blue Cupboard (<https://mbc.studentlife.umich.edu/>), which provides free food, personal and household supplies, and support.

### University **STATEMENTS**

#### **Course Recordings**

Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact the course instructors the first week of class (or as soon as you enroll in the course, whichever is latest) to discuss alternative arrangements.

#### **Disability Statement**

The University of Michigan is committed to providing equal opportunity for participation in all classes, programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The SSD phone number is 734-763-3000. Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc...).

#### **Mental Health and Wellbeing**

The University of Michigan is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at 734.764.8312 and [caps.umich.edu](https://caps.umich.edu) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at 734.764.8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see <https://www.uhs.umich.edu/aodresources>. For a listing of other mental health resources available on and off campus, visit <http://umich.edu/~mhealth/>

### **Sexual Misconduct Policy**

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at [sapac.umich.edu](https://sapac.umich.edu). Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at [institutional.equity@umich.edu](mailto:institutional.equity@umich.edu)  
[Interim Policy on Sexual and Gender-Based Misconduct](#)

**COVID-19 Policies** can be found using these links:

[Pledge to Take Care of the Maize & Blue](#)

[Addendum to the \*Statement of Student Rights and Responsibilities\*](#)

***Please let us know if you prefer a paper copy of the above policies***