Indiana University School of Public and Environmental Affairs
Syllabus for Leadership & Creativity in Environmental Policy
E400, Sect. 30347 / V450, Sect. 30397 (Topics Course)

I. COURSE INFORMATION
Fall 2010
Instructor: Carolyn Waldron
Tuesday & Thursday 9:30-10:45 AM
Swain Hall East, Room 240
Office: 812-855-2808
Swain Hall East, Room 240
Office: 812-855-2808
Lewis Bldg. Rm. 212
Office Hours: By appointment
Oncourse: https://oncourse.iu.edu
E-mail: waldronc@indiana.edu

Leadership & Creativity in Environmental Policy E400, Sect. 30347 / V450, Sect. 30397 (Topics Course)
Pre-requisite: This topics course is designed for upper-level undergraduates.

Course Summary: The key to a competitive advantage in today’s professional world is to have the leadership capacity to build relationships and staff teams capable of creating the ideas, know-how, innovation, knowledge, and expertise to solve complex environmental problems (Bennis and Pink). This course is designed to introduce you to successful leadership principles and practices that offer a decisive difference for success.

Course Description: What leadership competencies will you need to direct staff groups and guide organizations to effectively address complex [environmental] problems in a radically changing world? The world is increasingly unpredictable and complex and your career will require you to function and succeed in expanded ways. You will be challenged to remain relevant and competitive in creating solutions to old and new problems, in an interconnected world that shares a global marketplace and is coping with a fragile biosphere. Your SPEA training has well prepared you with sophisticated analytical skills and proficiency in reductive thinking (you are ‘left-brain’ fit). This course will bridge your management, policy analysis, or other training with enhanced knowledge and practice of your right-brain capabilities: inventive, creative, empathetic and conceptual thinking.

Required Texts:

   Riverhead (Penguin Group Inc.)
   ISBN: 978-1-59448-171-0

2. *On Becoming a Leader* by Warren Bennis

3. *Please Understand Me II: Temperament, Character, Intelligence* by David Keirsey
   ISBN: 1-885705-02-6
4. **Reserve Readings:**
   There will be additional assigned readings throughout the semester. These assigned readings will be made available in the resources section of Oncourse or as E-Reserves at Indiana University Wells Library.

   ✓ **Oncourse**: [https://oncourse.iu.edu](https://oncourse.iu.edu)
   **An Important Note About Oncourse**: Students are responsible for checking your Oncourse dashboard for this course on a regular basis and 24-hours before class for announcements, handouts, and other class-related materials. I have combined the E400 and V450 sections for this course and it is named “FA10-BL-SPEA-E400-C16802.” You will automatically be directed to this site if you enter through the E400 or V450 sites on your dashboard.

   ✓ **E-Reserve at Indiana University Wells Library**:
   Password for E-Reserves is: leadership

**Recommended Text:**
I have been using this little book since Professor Lynton K. Caldwell recommended it in graduate school. It was first published in 1935; there are many editions—please use the one listed.

- **The Elements of Style**
  By William Strunk, Jr. and E.B. White
  (Fourth edition) Longman, New York

  “It’s as timeless as a book can be in an age of volubility.” *(New York Times)*

  “…Should be the daily companion of anyone who writes…” *(Greensboro Daily News)*

  “This work remains a nonpareil: direct, correct, and delightful.” *(New Yorker)*

**An important notice about assigned readings and class participation**: Please be prepared to participate in class. You are required to bring the assigned reading for each day’s class work and a pen and writing paper or notepad. You may use any form of the required text (hard copy or downloaded e-file).

**Contact Information of Team Members/Classmates**: You will be working with an assigned team in class and for your project. You also may want to collaborate with your peers. Therefore, you may find it useful to have contact information for your team members.

List the names and e-mail addresses of your team members here; for now, list this contact information for at least two classmates:
II. COURSE GOALS AND LEARNING OUTCOMES

The course is intended to help you to develop your potential for success. The learning outcomes are designed to give students a career jump-start for flourishing in the new Conceptual-Age that values emotionally-astute and creatively-adroit thinkers and leaders (Pink).

At the end of this course, students will have gained awareness, knowledge, and skills for how to lead and manage in this emerging world. Together, we will achieve these core outcomes:

- Gain self-knowledge (in the context of others) and greater confidence for fully and freely expressing yourself (Bennis). This includes examining your own temperament and character type and assessing how to accentuate your strengths and compensate for your weaknesses. We will unpack the basic tool kit for creating success in your professional (and personal) life. This will facilitate your self-motivated drive and life-long learning to increase your emotional competence (credited for two-thirds of success).
- Obtain a jump-start in your ability to frame and execute projects in order to solve problems (i.e., achieve policy goals). You will gain experience in solving a policy dilemma with a focus on relationship management.
- Become a better writer and presenter and understand the importance of re-writing and practice to communicate in a clear, concise, coherent, and conversational style. Recognize that one’s ability to engage and persuade matters a lot.

Premise: The new world order is turbulent and complex, not linear or sequential. Simple answers don’t exist, things don’t happen according to plan, and solutions are not reduced to models. Lifelong learning is integral to a leader’s ability to achieve her/his goals. Creativity, diversity, innovation, and risk are essential for attainment of outstanding results. Learning from mistakes and failure is fundamental to becoming a leader.

The course assessment will evaluate your individual and team performance by these key performance indicators:

- Via a team project: Examine an environmental dilemma and recommend a viable approach or strategy that focuses on the “social/political” aspect of policy analysis. Persuade the decision-maker with critical thinking and effective communication to invest in your team’s recommended course of action for solving the problem. Analyze relationship management (including self, project team, affected community, and decision-maker) as a determinant factor in achieving a viable remedy or outcome.

- Via class participation, class assignments, and an open-book final examination: Articulate your conceptual understanding and critical thinking about leadership principles, characters and values, and the practices of exemplary leadership. Analyze your performance and your team’s performance in the context of Goleman’s emotional intelligence competencies and Keirsey’s Temperment and Character Types. Examine your self-knowledge (in the context of others) and reflect ways to change and adapt to others’ styles. Assess and articulate what is required to effectively gain cooperation from others in order to solve problems and attain professional goals and objectives.
Course Objectives: The course goal and assessment outcomes will be directed by specific objectives:

1. Providing you with a framework for conceptual and strategic thinking about the role of leadership in policy-making with an emphasis on synthesis and cross-boundary approaches for solving problems.
2. Examining leadership qualities and capacity that create a competitive advantage.
3. Considering your leadership style and the importance of self-inquiry.
4. Enhancing your self-knowledge and emotional intelligence, because “becoming a leader is becoming yourself and having the guts to be self-expressive.” (Bennis).
5. Increase your leadership capacity to collaborate, coach for excellence, and “become a connoisseur of talent” (Tom Peters, *Circle of Innovation*).
6. Imparting a greater understanding of adaptive and change management.
7. Improving your writing and expression of ideas.
8. Reducing your fear of writing and presenting while increasing your ability to persuade and communicate with purpose and meaning to achieve your objectives.
9. Practicing decision-making by framing the problem correctly.
10. Considering the complexities of the human dimension in policy analysis.
11. Appreciating the importance of the “social/political” component in making policy choices as a differentiator in the achievement of viable, lasting remedies to [environmental] dilemmas.

Student Requirements: Life is all about showing up. Woody Allen claimed that “eighty percent of success is about showing up”; if you ‘show up’ in this class you will succeed. Balance sustains life: you will use your right brain and your left brain to think, strategize, and do what’s important. Participate—do the readings and engage in class to discuss and learn from the writings of today’s great thought leaders and from each other.

Thinking, teamwork, writing and presenting are core learning approaches in this class. The classes will be interactive to provide you with the space for self-reflection and the benefits of working with your peers. Students will work in teams because collaboration is essential and practice is useful. Directed learning activities will guide interactive, in-class work.
III. GRADING: CONDUCT OF COURSE, ASSIGNMENTS AND GRADING

Grading Standards and Criteria

- **Attendance and Participation – ongoing- 45 points total**

  Students will be expected to attend class, arrive on time, and stay throughout class period. Students will be required to read the assigned readings as preparation for fully participation in class discussions and directed learning activities. Students will receive 3 pts. for each class they attend (no attendance/ participation pts. will be given for taking the final exam). If the student is late or leaves early he/she will receive 1 pt. If you miss class, you are responsible for getting the notes and/or handouts from another student. You will not be able to make up in-class work assignments that earn additional points.

  **An important notice about assigned readings and class participation:** Please be prepared to participate in class. You are required to bring the assigned reading for each day’s class work and a pen and writing paper or notepad. You may use any form of the required text (hard copy or downloaded e-file).

- **Assignments and Grading –ongoing— Pts. as assigned in this syllabus**

  - *In-class Directed Learning Activities:* Students are expected to complete individual in-class activities and contribute to in-class team work. Individual and team assignments that accrue points toward your final grade will be collected and graded (scored with points) and are indicated in this syllabus.

  - *Reading and Homework Assignments:* Students are expected to turn in completed reading/homework assignments. All will be reviewed, some will be graded and earn points. Assignments that do not accrue points may be collected. Those homework assignments—both individual and/or teamwork—that accrue points toward your final grade will be collected and graded (scored with points) and are indicated in this syllabus.

- **Grading Criteria for Writing Assignments and Team Project Oral Presentation**

  Those who write and present well, advance more quickly and policy solutions are distilled in written and oral presentation. An important learning outcome of this course is improvement of your communications skills, both written and oral. Writing well is a learned skill. Writing is a craft that improves with practice and good writing requires editing and re-writing. Presenting is a skill that requires practice and great presentations are so practiced they look effortless.

  Effective professional practice requires an ability to write and present in a clear, concise, coherent, and conversational style. The ability to communicate information accurately and persuasively is essential to success in business. For these reasons, in this course, writing assignments and a team project presentation will be evaluated both for the content and ideas presented and for the clarity of the presentation. The ability to engage the reader (“interesting to the expert and accessible to the layperson” - Andy Robinson) or persuade the ‘decision-maker’ are important aspects of the evaluation.
Writing Tutorial Services: Students experiencing writing difficulties are advised to seek assistance from Writing Tutorial Services in Ballantine Hall room 206. Please call 855-6738 to schedule an appointment, or drop by the office to pick up some of the written handouts available.

Writing Assignments that are graded (scored for points) will be based on the following criteria:

1. Presentation and Appearance
   a. Neatness
   b. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense)
   c. Spelling
   d. Punctuation
   e. Correct usage of APA style

2. Organization
   a. Structure and format of the writing assignment
   b. Logical sequencing and continuity of ideas
   c. Clarity of expression
   d. Conciseness

3. Content (as indicated by specific assignments)
   All written assignments will be typed, double-spaced, and paginated. APA\(^1\) style is to be used, including in-text references and the bibliography. APA manuals are available at the bookstore and would be a valuable resource in your library.

Team Project Group Presentation: A handout will be provided that describes all of the details for the group presentation including the grading standards and criteria used for its evaluation.

\(^{1}\) APA style - detailed in the Publication Manual of the American Psychological Association, apastyle.apa.org
Major Assignments: Due Dates and Grading (Sections D., E. and F.)

Writing Assignments

1. Individual Writing Assignments – (40 pts. total)
   - Short Story (5 pts.) 9/9/10 - Write a 50-word short story (in-class assignment)
   - Short Story Revision (5pts.) 9/16/10 – Edit and rewrite the short story to apply the criteria for writing assignments described on page six above.
   - Summary of Your Keirsey Temperament Sorter II Type and Opposite Type (0 pts.) 9/28/10
     This assignment is foundational to your class participation, teamwork, and group project. It will not be scored for credit (pts.) and is considered a major assignment.
   - Case Study Problem Statement (10 pts.) 10/7/10 - Write a 2-3 page memo framing the problem presented in your case study (as assigned) and distill the area of focus for the preferred remedy.
   - Journal Entry (20 pts.) 12/2/10 - Write a journal entry (maximum 3 pages) that assesses your emotional competencies including an examination of your strengths and how you will accentuate these strengths and an examination of your weaknesses and/or blind spots and how you will compensate for them.

2. Team Writing Assignments – (45 pts. total)
   Each team will be assigned a case study.
   - Problem Statement (15 pts.) 10/19/10 - Prepare and write a project summary (2 pages) to frame the problem and to clarify the preferred strategy or approach that will be the basis of your proposed remedy.
   - Group Decision Memo (15 pts.) 11/2/10 - Prepare and write a group 2-3 page decision memo or proposal that distills your recommendation for successfully addressing the policy dilemma presented in the case study.
   - Revised Group Decision Memo (15 pts.) 11/23/10 - Rewrite your group’s decision memo or proposal (2 pages) to clarify your proposal and persuade the decision-maker(s).

Team Project Group Presentation Credit – 50 pts.
Students will tackle a real environmental problem as a case study for practicing and applying an integrated framework of leadership and creativity. A handout will be given with all details regarding the team group project.

- Team Presentation of Group Project 11/9 and 11/11/10 (as assigned) - Present your team’s problem and solution in an oral presentation and a two-page decision memo.

- Team Project Assessments 11/11, 11/16 and 11/18/10 - Individual, team, and class assessments of the team projects (conducted in class)
  a. Team Assessment: evaluate your individual performance in the team project and your team members’ performance.
  b. Class Assessment: class review and assessment of all team project presentations to share lessons learned

Important Notice about Team Project Assignments: Students must be present in class on 11/9, 11/11, 11/16 and 11/18/10 to be eligible for credit/points. Attendance also will affect your ability to participate in subsequent in-class work and assignments.
All teams should have a contingency plan in the event a team presenter(s) does not attend class for the team project group presentation. If a student is not present for her or his group presentation, except in an emergency, he or she will receive 0 points. If the student has an emergency, she/he will need to present a note from a M.D. or other professional. If a note is presented, arrangements will be made with the professor to make up the presentation; this will require cooperation from group project teammates.

- **Final Exam - 70 pts**

The final exam will be an open-book, essay examination. A handout will be given with all details regarding the final exam. December 9 and December 16 are important dates to remember:

- 12/9/10 - A review session will be held during the regular class session.
- **Place, Date and Time of Final Exam for V400, Sect. 30347 / V450, Sect. 30397:**
  - **DATE:** Thursday, December 16, 2010
  - **TIME:** 10:15 a.m. - 12:15 p.m.
  - **PLACE:** Room to be announced

- **Make-up Policy for Missed Exams, Quizzes, or Homework Assignments**

A student may make up an exam or homework assignment in the case of an emergency (for example, illness). A note from a M.D. or other professional must be presented to be eligible for the make-up exam. If no note is given to the instructor, the student may make-up the exam or homework assignment but 20% of the assigned points will be taken off of the exam or homework assignment. You will not be able to make-up in-class quizzes or work assignments that earn additional points.

- **Course Withdrawals Policy**

Students who stop attending class without properly withdrawing from the class may receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

No withdrawal forms will be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from SPEA Student Services. Instructions for completing it are given on the form.

<table>
<thead>
<tr>
<th>Withdrawal Deadlines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course deleted from record, no grade assigned, 100% refund (Advisor signature <strong>IS NOT</strong> required)</td>
<td>Week 1 (last day)</td>
</tr>
<tr>
<td><strong>Withdrawal with automatic grade of W</strong> (Advisor signature <strong>IS</strong> required)</td>
<td>Week 2 – Week 7 (regular session) Week 2 – Week 3 (summer session)</td>
</tr>
<tr>
<td><strong>Withdrawal with grade of W or F</strong> (Advisor and instructor signatures <strong>ARE</strong> required)</td>
<td>Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)</td>
</tr>
</tbody>
</table>
● Incompletes

A grade of incomplete (I) indicates that a ‘substantial portion’ of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at http://www.indiana.edu/~registra/Registration/genreginfo.html#inc, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an ‘F’ if the work is not completed within the allotted timeframe established by the instructor.

Course Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>246-250</td>
</tr>
<tr>
<td>A</td>
<td>229-245</td>
</tr>
<tr>
<td>A-</td>
<td>222-228</td>
</tr>
<tr>
<td>B+</td>
<td>215-221</td>
</tr>
<tr>
<td>B</td>
<td>207-214</td>
</tr>
<tr>
<td>B-</td>
<td>200-206</td>
</tr>
<tr>
<td>C+</td>
<td>192-199</td>
</tr>
<tr>
<td>C</td>
<td>183-191</td>
</tr>
<tr>
<td>C-</td>
<td>175-182</td>
</tr>
<tr>
<td>D+</td>
<td>167-174</td>
</tr>
<tr>
<td>D</td>
<td>158-166</td>
</tr>
<tr>
<td>D-</td>
<td>149-157</td>
</tr>
<tr>
<td>F</td>
<td>148 or below</td>
</tr>
</tbody>
</table>
IV. IMPORTANT COURSE AND ACADEMIC POLICIES

(Indiana University and SPEA Academic Policies IR, rev 8/1/04)

A. Academic Dishonesty

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the IUB Code of Student Rights, Responsibilities, and Conduct, which can be accessed at http://dsa.indiana.edu/Code/ so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he/she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

B. Communication Between Faculty and Students

Students are expected to actively engage in ongoing communications between the professor and other students enrolled in the course, and to communicate with other SPEA or University staff as needed or required. Students are expected to conduct themselves with civility (see policy statement IV. C. Civility) and to respect the opinions and feelings of other students, instructors, and guest speakers, even though they may differ from their own. When using electronic communication, Internet etiquette is expected.

1. An Important Notice about Electronic Devices in the Classroom: Students may use laptop computers, e-readers, or similar electronic devices in class for the purposes of taking notes or reviewing course reading assignments for in-class work. No other electronic device or form of electronic communication will be allowed in the classroom: No headphones, cell phones, text messaging, internet surfing, or other e-communications will be tolerated. You are expected to ‘silence’ all electronic devices during class as a courtesy. Please honor yourself and others by abiding this policy.

If you have an emergency, please leave the classroom to place a cellular call or to send a text message in the hallway or building lobby. Students may be asked to leave the class and forfeit any points or grades associated with the session’s class work if he/she violates this policy.

2. An Important Notice about Oncourse: Students are responsible for checking your Oncourse dashboard for this course 24-hours before class for announcements, handouts, and other class-related materials. Oncourse url: https://oncourse.iu.edu A new site combines the E400 and V450 sections: FA10-BL-SPEA-E400-C16802
3. **An Important Notice about E-mail Communication:** In order to verify the identity of all parties involved, effective September 1, 2004, all e-mail communication from current SPEA students to SPEA staff must originate from an Indiana University e-mail account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (i.e., Oncourse). This policy applies to current students only. Instructions for forwarding your IUB e-mail to another account can be found at [http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30](http://kb.indiana.edu/data/beoj.html?cust=687481.87815.30)

The information provided herein is from part of a notice on page 73 of the Enrollment and Student Academic Information Bulletin:

The University reserves the right to send official communications to students by e-mail, with the full expectation that students will receive and read these e-mails in a timely fashion. Official University e-mail accounts are available for all registered students. Official University communications will be sent to student’s official University e-mail addresses. For IU Bloomington, this is the @indiana.edu address. **Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with university-related communications.** Students who choose to have their e-mail forwarded from their official university e-mail address to another address do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access to e-mail forwarded to any other address, and any such problems will not absolve students of their responsibility to know and comply with the content of addresses. Instructions on setting up or canceling the forwarding of e-mail may be found by visiting [http://itaccounts.iu.edu](http://itaccounts.iu.edu).

C. **Civility**

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy, and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition, which may result in disciplinary action including possible suspension and/or expulsion from the University.

D. **Americans with Disabilities Act Policy**

Any special learning needs related to a student’s ability to successfully complete the course should be discussed in the first two weeks of class. If, at any time, you have concerns, reactions, or difficulties in the course, please contact the instructor right away. Indiana University has a variety of
student services and assistance programs available and the instructor can assist you in locating an appropriate resource. For example, those experiencing writing difficulties can contact the Writing Tutorial Services office at Ballantine Hall room 206 or call 855-6738.

E. Final Exam Policy

(SPEA Academic Policies: IR, rev 8/1/04)
If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar’s website at http://www.indiana.edu/~registra/Calendars/4048finex.html for the final exam week schedule.

F. Course and Instructor Evaluation

Consistent with the School’s academic policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

G. Revision of Syllabus Disclaimer

The professor retains the right to revise this syllabus in consultation with the class as a whole. Revisions will be made, only if needed, to enhance the learning experience and outcomes for students enrolled in the course.

H. Additional Resources and Information for Other Indiana University Policies

Appendix B provides several other academic policies and resources.
V. Course Calendar

Academic Calendar: http://registrar.indiana.edu/time_sensitive/offcalen4108.shtml

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thanksgiving recess begins after last class</td>
<td>Tu Nov 23</td>
</tr>
<tr>
<td>Thanksgiving recess ends; classes resume at 8 a.m.</td>
<td>M Nov 29</td>
</tr>
<tr>
<td>Free Week (see Final Examination Policy)</td>
<td>M Dec 6- Su Dec 12</td>
</tr>
<tr>
<td>Last day of classes (including second eight-week classes)</td>
<td>Sa Dec 11</td>
</tr>
<tr>
<td>Final examination period (including second eight-week classes)</td>
<td>M Dec 13 - F Dec 17</td>
</tr>
</tbody>
</table>

Sequence of Course Topics, Reading Assignments and Due Dates

8/31/10 Introduction: Overview of the Concept of Leadership
- Review syllabus, establish ground rules as a group, complete student assessment

9/2 An Introduction to the Principles of Becoming a Leader
Adopt ground rules, assign teams, examine syllabus in relationship to concept of leadership

Reading Assignment:
On Becoming A Leader by Warren Bennis
- Chapter 1 Mastering the Context

Syllabus, Carolyn Waldron

9/7 Whole Brain Thinking and IQ /EQ
- Introduction of Whole Brain Thinking (Pink)
- The Rise of the Creative Class (Richard Florida)

Reading Assignment:
A Whole New Mind by Daniel H. Pink
- Introduction
- Chapter One: Right Brain Rising
- Chapter Two: Abundance, Asia, and Automation
- Chapter Three: High Concept, High Touch
9/7 cont’d.  

Homework Assignment Due:
- Take and score the online emotional intelligence self test:
  “What is your emotional IQ (scientifically validated) “provided online by TestYourself by Psychtests® at [http://testyourself.psychtests.com/testid/2092](http://testyourself.psychtests.com/testid/2092)

After finishing the test, you will receive a Snapshot Report with an introduction, a graph and a personalized interpretation for one of your test scores. Please print and save this “Snapshot Report.”

9/9

Leadership: the Basics
- Understanding and Knowing the Basics

The Power of Storytelling, Design, and Good Writing
- Function and Design
- Tell a Story /Fashion a Compelling Narrative

Reading Assignment:
On Becoming A Leader by Warren Bennis
- Chapter 2 Understanding the Basics
- Chapter 3 Knowing Yourself
- Chapter 4 Knowing the World

A Whole New Mind by Daniel H. Pink
- Part Two: Introducing the Six Senses
- Chapter Four: Design
- Chapter Five: Story (continues in Portfolio)

In-Class Assignment:
- Short Story (5 pts.) - Write a 50-word short story

9/14

A Framework of Emotional Competencies
- The Six Leadership Styles
- Relationship Management
  - Personal Competence: Self-Awareness, Self-Regulation, Self-Motivation
  - Social Competence: Social-Awareness, Social Skills

Reading Assignment:
Oncourse/E-Reserves
- Working with Emotional Intelligence by Daniel Goleman (excerpts)
Using Goleman’s Emotional Competencies Framework
  o Improving Work Performance and Organizational Effectiveness
  o The Importance of Self Inquiry

Reading Assignment:
Oncourse/E-Reserves
  ▪ Working with Emotional Intelligence by Daniel Goleman (excerpts)

Homework Assignment Due:
  • Short Story Revision (5pts.) - Rewrite the short story to apply the criteria for writing assignments.

9/21
Self Motivation, Talent and Diversity

Reading Assignment:
Oncourse/E-Reserves
  ▪ The Circle of Innovation by Tom Peters (excerpts)
  ▪ The Josey Bass Reader on Nonprofit and Public Leadership, ed., James L. Perry
  Chapter Seventeen: “Empowering People to Lead” by Bill George

9/23
Temperament and Character
  o Myers’s Four Groups
  o The 16 Types: An Overview
  o Leading and Intelligence

Reading Assignment:
Please Understand Me II: Temperament, Character, Intelligence
by David Keirsey
  ▪ Chapter 2 Temperament and Character
  ▪ Chapter 9 Leading

Homework Assignment Due (0 pts., not graded):
  • Take and Score Your Keirsey Temperament Sorter II Type

9/28
Temperament, Character, Intelligence
  o The 16 Types: Four Integrated Configurations of Personality

Reading Assignment:
Please Understand Me II: Temperament, Character, Intelligence
by David Keirsey
  ▪ Chapter 1 Different Drummers
    Relevant Sections of Chapters 3-Artisans; 4-Guardians; 5-Idealists; and, 6-Rationals (see below)

Homework Assignment Due (major assignment, not scored -0 pts.)
(continued on next page)
9/28 cont’d.  *Homework Assignment Due* (major assignment, not scored -0 pts.):  
This homework assignment is foundational to your class participation, teamwork, and group project.

- Prepare an Outline and Summary of Your Keirsey Temperament Sorter II Type and Opposite Type

Assess your Temperament Type (see reading assignment):
1. Review the relevant pages in Chapters 3, 4, 5, and 6 that discuss your Type (e.g., ENTJ)
2. Review the relevant pages in Chapters 3-Artisans; 4-Guardians; 5-Idealists; and, 6-Rationals that discuss your Opposite Type (e.g., ISFP)

9/30  
Collaboration and Teamwork

*Reading Assignment:*
*A Whole New Mind* by Daniel H. Pink  
- Chapter Six: Symphony (including Symphony Portfolio)
- Chapter Seven: Empathy
- Chapter Eight: Play

Case Studies Distributed: Assignments and Discussion of Case(s)  
- Students will work in assigned teams to begin to tackle team project assignment. (Teams will analyze the real environmental problem presented in the case study, in order to practice the application of leadership and creativity in policy decisions).

10/5  
Leadership and Creativity  
- Inventive Thinking  
- Self Expression

*Reading Assignments*
*On Becoming A Leader* by Warren Bennis  
- Chapter 5 Operating on Instinct  
- Chapter 6 Deploying Yourself: Strike Hard, Try Everything  
- Chapter 7 Moving Through Chaos

10/7  
Framing the Problem Correctly

*Reading Assignment:*
Oncourse/E-Reserves  
- *The Circle of Innovation* by Tom Peters  
  Chapter 12: “It’s A Woman’s World”  
- Other readings may be assigned

*Homework Assignment Due* (see next page)
10/7 Cont’d.  Homework Assignment Due:
- Case Study Problem Statement (10 pts.) - Write a 2-3 page memo framing the problem presented in your case study and distill the area of focus for the preferred remedy.

10/12  Writing and Presenting to Persuade

Reading Assignment:
Oncourse/E-Reserves
  Chapter Twenty-Two: Seven Communication Tips An Effective Leader Must Have
- Other reading as assigned

10/14  Team Projects

10/19  Communicating with Purpose and Meaning

Reading Assignment:
Oncourse-E Reserves (to be assigned)

Homework Assignment Due:
- Team Writing Assignment – Problem Statement (15 pts.)
  Prepare and write a project summary (2 pages) to frame the problem and to clarify the preferred strategy or approach that will be the basis of your proposed remedy.

10/21  Teamwork/Group Project: Defining the Problem

Reading Assignment:
Oncourse-E Reserves (to be assigned)

10/26  Team Projects
  - Status Update
  - Review Grading Criteria and Address Issues

Reading Assignment:
Review your case study again: think critically, think conceptually, be inventive

10/28  Change Leadership

Reading Assignment:
Warren Bennis, *On Becoming A Leader*
- Chapter 8 Getting People on Your Side
- Chapter 9 Organizations Can Help—Or Hinder
11/2  Change Leadership

**Reading Assignment:**
Oncourse/E-Reserves
Komives, Lucas and McMahan, *Exploring Leadership*
- Chapter 11: Understanding Change

**Homework Assignment Due:**
- **Team Writing Assignment: Group Decision Memo (15 pts.)**
  Prepare and write a group 2-3 page decision memo or proposal that distills your team’s recommendation for successfully addressing the policy dilemma presented in the case study.

11/4  Team Projects / Attend Thomas Freidman Lecture at IU Auditorium

IU College of Arts and Sciences Themester: sustain•ability: Thriving on a Small Planet
Fall 2010 Themester Calendar - [http://themester.indiana.edu/calendar.shtml](http://themester.indiana.edu/calendar.shtml)

11/9 and 11/11  Team Project Group Presentations (as assigned) (50 pts.)
- Present your team’s problem and solution in an oral presentation and a two-page decision memo.

(Note: The Team Project Assessments may begin on 11/11 after all group presentations are completed.)

11/16 and 11/18  Team Project Assessments - Individual, team, and class assessments of the team projects *(conducted in class)*
- Team Assessment: evaluate your individual performance in the team project and your team members’ performance.
- Class Assessment: class review and assessment of all team project presentations to share lessons learned

**Reading Assignment:**
Oncourse/E-Reserves (to be assigned)

11/23  Team Building and Motivating Talent

**Reading Assignment:**
- *The Circle of Innovation* by Tom Peters (excerpts)
  Chapter 4 We are all Michelangelos
  Chapter 11 Becoming a Connoisseur of Talent

**Homework Assignment Due:**
- **Team Writing Assignment – Revised Group Decision Memo (15 pts.)**
  Rewrite your group’s decision memo or proposal (2 pages) to clarify your proposal and persuade the decision-maker(s).
11/25 No Class – Thanksgiving Holiday

11/30 Flexibility and Spontaneity
  o Topic: to be determined

  *No Assignments*: Leaders renew themselves, enjoy your holiday
And please attend class

12/2 An Integrated Framework of Leadership

**Reading Assignment:**
Self-directed (review readings of your choice)

**Homework Assignment Due:**
- *Journal Entry (20 pts.)* - Write a journal entry (maximum 3 pages) that assesses your emotional competencies, including an examination of your strengths and how you will accentuate these strengths and an examination of your weaknesses and/or blind spots and how you will compensate for them.

12/7 Synthesis: Tying It All Together

**Reading Assignment:**
*A Whole New Mind* by Daniel H. Pink
  - Chapter Nine: Meaning (continues in Portfolio)
  - Afterward

*On Becoming A Leader* by Warren Bennis
  - Chapter 10: Forging the Future
  - Epilogue to the Twentieth-Anniversary Edition

**Oncourse/E-Reserves**
*Organizing Genius* by Warren Bennis,
  - Take-Home Lessons (pp. 196-218)

12/9 Course review session

12/14 No class - Exam Week

12/16 **Final Exam** - open book (75 pts) - A handout will be given with all details regarding the final exam.

**Place, Date and Time of Final Exam**
FINAL EXAM FOR V400, Sect. 30347 / V450, Sect. 30397:
DATE: Thursday, December 16, 2010
TIME: 10:15 a.m.-12:15 p.m.
PLACE: Room to be announced
APPENDIX A

About the Instructor

This course is taught by Carolyn Waldron, director of the Environmental Law Program at the Indiana University Maurer School of Law and an adjunct professor of the School of Public and Environmental Affairs. Ms. Waldron has 25 years of experience in natural resource conservation at the national, regional and state level. Her work has included collaboration with national and local partners and experts in the social and natural sciences to influence governors, state legislators and U.S congressional representatives, agency heads, and cabinet officials in environmental policymaking. She has led staff teams, board leaders, and volunteers to achieve significant policy outcomes and to protect special places.

Ms. Waldron previously served as vice president with the National Wildlife Federation where she led NWF's southeast region and national wetlands conservation policy program for ten years. Recently, Ms. Waldron led an initiative in Oregon—working with local and national conservation groups, scientists, and communications partners—to develop a new comprehensive, integrated approach for the management of Oregon's marine ecosystem. Ms. Waldron has managed her own environmental consulting firm and also has worked for ICF Incorporated in Fairfax, Virginia, and KERAMIDA Environmental in Indianapolis. As Senior Associate at ICF, she developed policy initiatives and community outreach strategies for the U.S. Environmental Protection Agency. She also helped found three organizations and has served as a board director of several non-profit organizations. Ms. Waldron is a graduate of the Indiana University School of Public and Environmental Affairs with an MPA in Environmental Policy and Policy Analysis. She also holds an AB in Environmental Studies and Fine Arts from Indiana University.
APPENDIX B:
Additional Resources and Information for Other Indiana University Policies
The following information is provided as a courtesy to assist students and is not inclusive.

STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT
The Indiana University Code of Student Rights, Responsibilities, and Conduct, published separately, approved by the University Faculty Council and by the Board of Trustees, and previously known as the Code of Student Ethics. The current version of the code can be found at:
http://www.indiana.edu/~code/

Procedures at IU Bloomington
This version of the Procedures for Bloomington Campus was approved by the Bloomington Faculty Council on April 21, 2009, for implementation in August 2009.
http://www.indiana.edu/~code/bloomington/complaints/index.shtml and
http://www.indiana.edu/~code/bloomington/discipline/index.shtml
If you have any questions regarding this document or the Bloomington campus judicial system, please visit Student Ethics & Anti-Harassment Programs or call the Office of Student Ethics and Anti-Harassment Programs at (812) 855-5419.

Disability Services for Students
For information about support services or accommodations available to students with disabilities:
http://www2.dsa.indiana.edu/dss/

Students Called to Active Duty
SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at http://registrar.indiana.edu/Services/reserves.html

Religious and Civic Observances.
Instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances. For IU policy on religious observances, suggestions for its implementation and forms to be used by students requesting accommodations: http://www.indiana.edu/~vpfaa/welcome/forms.shtml#Forms

Request for accommodation for religious observances form must be submitted by the student to the professor by the end of the second week of the semester
http://www.indiana.edu/~vpfaa/policylocker/religious_observances/RequestforAccomodationsforReligiousObservances.doc

Counseling and Psychological Services. For information about services offered to students by CAPS:
http://www.indiana.edu/~health/departments/caps.html

Emergency Preparedness. To report an emergency, call the IU Police Department at 9-911 from any campus phone or (812) 855-4111 from off campus. For information about campus emergency preparedness: http://emergency.iub.edu/