

CSUS 322 – *Leadership for Community Sustainability*

Spring Semester 2018
Tuesday/Thursday 2:40 – 4:00 pm
155 Com Arts Building

Instructor: Dr. Rick Foster
Department of Community Sustainability
Michigan State University
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Office Hours: Tuesday and Thursday 11:00 am – 1:30 pm or by appointment (308 NR)

Course Description: CSUS 322 – *Leadership for Community Sustainability* - brings the basic elements of leadership theory, practice and reflection to bear on the challenges of facilitating community change and leadership engagement to assist communities as they strive for greater effectiveness and sustainability in the 21st century. For this course leadership is broadly defined and not limited to formal or hierarchical authority. Emphasis is placed on leadership theory, practice, and reflection, with a focus on building transformational leadership and decision-making skills in the context of supporting sustainable community development.

Course Goals - During this course the student will explore and have a better understanding of the following leadership aspects:

- Leadership Approaches and Theories
- Transformational Leadership
- Servant Leadership
- Leadership and Personality Preferences
- Team Leadership
- Cultural Aspects of Leadership
- Gender and Leadership
- Principle-based Leadership
- Sustainability issues that will define communities in the 21st century;
- Problems Vs Predicaments,
- Community Resiliency
- Personal Leadership Assessment and Development

CSUS 322 student will also explore and have a better understanding of the following community sustainability aspects:

- Elements of sustainability – social, economic, environmental, cultural;
- Cities that work - case studies of sustainable cities – domestic and global;
- Elements of community change;
- Decision-making and leadership structures within communities;
- Creating Community Vision, Mission and Values;
- Working across organizational self-interests to community best-interests;
- Addressing issues of trust, racial justice, culture, and social and economic disparities;
- Forming community partnerships and coalitions; and
- Community youth leadership engagement

CSUS 322 Course Learning Outcomes

Students will be able to describe and self-reflect on leadership by:

- Identifying their baseline leadership qualities;
- Describing personal leadership attributes;
- Determining personal leadership traits;
- Determining personal leadership styles;
- Stating their personal position on leadership through a reflective process;
- Demonstrating dialogue and presentation techniques that support positive leadership practice;
- Apply Transformational, Servant, Authentic, and Team Leadership to a mini-practicum; and
- Apply leadership approaches and theories in the context of sustainable community development.

Students will also develop competencies essential to understand and facilitate change in communities by:

- Application of leadership concepts that foster change in people and communities;
 - Application of organizational leadership needed to build strong working relationships;
 - Development of coalitions where effective communication and responsive leadership occur among a variety of audiences; and
- Analysis of effective and responsive leadership practices related to ones personal leadership Path as it intersects with people and places around them.

Michigan State University Learning Goals

CSUS 322 – Leadership for Community Sustainability supports the MSU core learning goals of:

Analytical Thinking: You will learn to critically analyze complex information and problems through courses and experiences at MSU and by applying what you learn both in and out of class.

Cultural Understanding: You will learn to deepen your understanding of global and cultural diversity by interacting with others in and outside our diverse campus community and reflecting on your own culture and that of others.

Effective Citizenship: You will learn to be an effective citizen by engaging in opportunities for involvement both inside and outside the classroom.

Effective Communication: Spartans communicate to diverse audiences using speech, writing, debate, art, music, and other media. You will learn how to communicate effectively through your interactions with peers, faculty, staff, and community members at MSU, your coursework, and your reflection on how you've changed as you progress toward graduation.

Integrated Reasoning: You will learn to make decisions through integrated reasoning by observing the example set by your fellow Spartans—faculty, professional staff, your peers and student leaders, and our 500,000 Spartan alumni—who are advancing knowledge and transforming lives in innumerable ways. MSU provides you with the space and support to make decisions learn from them and use them to inform your values.

Department of Community Sustainability Competencies

CSUS 322 – Leadership for Community Sustainability supports the Department of Community Sustainability core competencies of:

Critical thinking: Students will interpret, analyze and evaluate information generated by observation, experience, reflection, reasoning, and communication as a guide to formulate and defend responses to complex sustainability problems.

Boundary-crossing: Students will identify their own assumptions and biases, recognize new perspectives, and demonstrate the ability to collaborate with individuals and groups whose norms, assumptions and biases are different from their own.

Civic engagement: Students will develop the knowledge, skills, values, and motivation to participate in civic life.

Leadership: Students will develop, demonstrate and evaluate leadership practices that contribute to sustainability.

Initiative and practical skills: Students will demonstrate initiative, including the ability to self-direct and solve problems individually and as participants in larger group efforts.

Ethics: Students will evaluate and analyze diverse ethical positions on practical sustainability challenges.

Recommended Resources, Materials, and Books:

Ulrich and Smallwood (2013), *Sustaining Leadership*, McGraw Hill Education, New York, NY
Northouse, P. G. (2013). *Leadership: Theory and Practice, Sixth Edition*. Sage Publishing: Thousand Oaks, CA.

Other resources as made available by the instructor during the semester.

CSUS 322 Course Syllabus

Class 1 – January 9th

Introductions: Course description, course requirements, course assignments, and instructor and student expectations of this course

Leadership: What is a leader? What is a leadership style? Leadership versus management
Describe your leadership journey – Assignment 1.

Class 2 – January 11th

Community Sustainability: Global issues that will define the 21st century; Problems Vs Predicaments; First and Second Order Change; Community Resiliency; Sustainability – A look at Michigan Cities (HO)

Class 3 – January 16th

Leadership: Leadership styles: What is the change process? Why is change difficult?
How do you facilitate real change in yourself and in communities?

ICE# 1. Leadership and Personality Type using MBTI

Class 4 – January 18th

Leadership: Leadership and power; Leadership and personality type;
Need for diversity of leadership styles in community team building

Community Sustainability - Selection of Term Project City Teams

Due: Assignment 1 – Personal Leadership Assessment and Leadership Journey

Class 5 – January 23rd

Community Sustainability: Citywide systems of sustainability – social, economic, environmental, cultural;
What is the leadership challenge in community change?

ICE #2: City Sustainability Systems (Group Project)

Class 6 – January 25th

Community Sustainability: Cities that work: Case studies of sustainable cities in America;
Role of leadership in sustainable cities

Class 7 – January 30th

Leadership: Forming teams and coalitions; Motivating others to participate and contribute;
Addressing the trust issue; Developing a common agenda

Class 8 – February 1st

Community Sustainability: Why can't communities change? Characteristics of 20th Century U.S. Rural
And Urban communities; What is the leadership challenge for facilitating change?

ICE# 3: Sustainable US Cities Assessment

Class 9 – February 6th

Leadership: How to make really hard decisions that sustain change and leadership?
7 principles of leadership for sustaining really difficult decisions
(Ulrich and Smallwood Preface and Chapter 1)

Class 10 – February 8th

Community Sustainability: Decision-making and leadership structures within communities as agents
of change (Municipal leaders, private business, community, schools, hospitals,
colleges, universities);

Class 11 – February 13th

Leadership: Making Change happen: Simplifying the complex (Ulrich and Smallwood Chapter 2)

Class 12 – February 15th

Community Sustainability: Creating collective mission, vision, and values; The Creative Tension Model

Class 13 – February 20th

Leadership: Making Change Happen: Making the most of the Time available
(Ulrich and Smallwood Chapter 3)

Class 14 – February 22nd

Community Sustainability: Getting community work accomplished through the collective;
Facing community issues of trust; Social, racial justice, culture, and disparity issues

Class 15 – February 27th

Leadership: Making Change Happen: Accepting Responsibility and Accountability
(Ulrich and Smallwood Chapter 4)

Class 16 – March 1st

No Formal Class – Complete Blog 1 and Blog 2 (Due March 15)

Spring Break – March 3-9 – No Classes

Class 17 – March 13th

No Formal Class – Complete Blog 1 and Blog 2 (Due March 15)

Class 18 – March 15th

Community Sustainability: What is green development? The blue economy? Triple bottom Line? The role of technology in sustainable development; Resources to assist community sustainability efforts

ICE-4: Examples of innovative, sustainable development projects (Triple Bottom Line)

Class 19 – March 20th

Leadership: Making Change Happen: Gathering the needed resources around you
(Ulrich and Smallwood Chapter 5)

Class 20 – March 22nd

Community Sustainability: Forming community partnerships and coalitions; the whole is greater than the sum of the parts; working across self-interest to achieve the greater community good.

ICE-5: Identify resources for communities and community leaders to assist in leading sustainable development initiatives

Class 21 – March 27th

Leadership: Making Change Happen: Tracking progress and getting result

(Ulrich and Smallwood Chapter 6)

Class 22 – March 29th

Community Sustainability: Using the power of institutional change, leverage and purchasing power; Addressing systemic change; Integration of systems thinking

Due: Assignment 2 – Community Leader interview paper and learning circle presentations

Class 23 – April 3rd

Leadership: Making Change Happen: Learning and Gaining from Mistakes
(Ulrich and Smallwood Chapter 7)

Class 24 – April 5th

Community Sustainability: Innovation, knowledge systems, technological, and creative approaches to development

ICE-6: Assessment of a global city or metropolitan area for current and long term sustainability

Class 25 – April 10th

Leadership: Making Change Happen: Using emotion and passion to your advantage
(Ulrich and Smallwood Chapter 8)

Class 26 – April 12th

Community Sustainability: Movement building; Establishing a Change Task Force; Framing the Issues; Leadership and Movements.

Class 27 – April 17th Bringing it all together – Leadership and Sustainability

Class 28 – April 19th

Assignment 3 Presentations

- Group Presentation #1: _____
- Group Presentation #2: _____
- Group Presentation #3: _____
- Group Presentation #4: _____
- Group Presentation #5: _____

Final exam preparations

Assignment #3 – Written Team Report Due Friday, April 20th – End of Day

Class 29 – May 3rd - Final Exam: 3:00 pm– 5:00 pm (155 Com Arts Building)

Turing in assignments:

Assigned papers must be typed, double-spaced, one-inch margins, 12-point font, and pages numbered (Times New Roman or Arial font). For questions regarding writing style, and reference citations, refer to the American Psychological Association (APA) manual and recent editions. All assignments are due on the class date defined below. All assignments will be due prior to the class period described in the calendar above. Late assignments are subject to a 10% deduction for every business day late.

Course Requirements:

Class Attendance:

Attendance and participation are both critical to successful leadership. In many instances showing up is the most critical part of a job; however contributing to the class is even more important. Attendance and participation points will be assessed at the rate of 5 points for each class and will compose 12% (28 classes x 5 pts = 120 Points) of your overall grade.

Assignments:

In Class Exercises (210 points) - There will be six (6) in class exercises (35 points each) that will be either partially or entirely conducted during class. These assignments will build upon readings and class lectures in leadership and community sustainability. The In Class Exercises will be posted on the class D2L course page and are to be uploaded to the appropriate D2L drop box.

The topics are:

- ICE - 1. Leadership and Personality Type (using MBTI)
- ICE - 2. Sustainable City systems Assignment (In Groups)
- ICE – 3. Sustainable US cities assessment
- ICE - 4. Analysis of innovative sustainable development - Triple Bottom Line Businesses
- ICE - 5. Developmental resources needed to assist sustainable development initiatives
- ICE - 6. Short and long-term sustainability analysis of a global city or metropolitan area

Community and Leadership Blogs (120 points) - There will be four blogs (30 points each) in which you will view TED Talk(s) and report on your perception of their impact on Leadership, Sustainability or both. You should use a formal writing style for each of the blogs (e.g. well-constructed sentences, correct grammar, spelling, etc.). The Blog assignments will be posted on the class D2L course page and are to be uploaded to the appropriate D2L drop box.

Assignment # 1 (100 points total) - Personal Leadership Assessment and Leadership Journey Report

Part 1 (75 pts): Complete the Leadership Self-Assessment and prepare a separate paper to answer the following questions about your own leadership traits, styles and skills (Due January 18th). The paper should answer the following questions:

- Introduction (Who am I as a leader?)
- What are my best personal leadership strengths and attributes?
- What are my best interpersonal leadership strengths and attributes?
- What are my best group/organizational leadership strengths and attributes?
- What are my best community leadership strengths and attributes?
- What leadership skills do I need to improve upon?
- Summarize in a paragraph what you believe are your key overall leadership strengths and key areas for improvement

Part 2 (25 pts): Prepare a one-page synopsis of your personal leadership journey to this point your life.

Turn in the assessment form, answers to the follow-up questions, and the one-page Leadership Journey in hard copy with an electronic copy emailed to Dr. Foster. Clearly use CSUS 322 Assignment 1 in the heading.

Assignment #2 - Community Leader Interview and Report (100)

Identify an individual leader who contributes to the leadership of a community or an organization and obtain an interview appointment. Prepare a list of questions beforehand that solicits information about his leadership traits, skills, and style. Additionally, inquire about the community he/she serves and gain insights into their thinking about how change happens, the barriers to change, and the leadership requirements for making significant change in the organization and/or community.

Prepare a brief report on your observations, and present your findings to the class. Presentations will be within four learning circles. Turn in the list of interview questions and your observations both in hard copy and by uploading your presentations in the D2L drop box for Assignment #2 (Presentation and report due: (March 29)).

The final interview report and presentation should include the following:

- Name or explanation of individual(s) observed;
- Context of observation (time observed, location, conditions, etc.);
- Most significant leadership traits, skills and style of individual interviewed and why you came to these conclusions;
- Reflection on how change happens in his/her organization or community;
- Summary of observations

Assignment #3 - Community Sustainability Assessment (200 pts)

In small groups, prepare an 8-10 page comprehensive sustainability analysis of a significant Michigan City using a sustainability assessment form to be provided. Include recommendations on how community leaders

can make progress in sustainable development for the 21st century. More assignment details will follow. Class presentation and reports will be April 19th.

The final report is due by the end of the day on April 20th (5:00 p.m.)

Points will be distributed in the following manner:

- Written group report – 110 (only one submitted per group)
- Final Group Presentation – 40
- Peer evaluation of your contribution – 30
- Self-evaluation of your contribution – 20

Attendance at the presentation is required. If you aren't there you forfeit presentation points.

Final Exam – 150

The final exam will be a comprehensive traditional written exam. Students can use class notes, handouts, computer browser, or anything else during the final exam – but not another student or individual. However, there is a strict two hour time limit for the exam.

Assignment – Point Values

Attendance and Participation (5 pts/class)	120
In-Class Exercises (ICE) (6 @ 35 pts.)	210
Leadership/Sustainability Blogs (4 @ 30 Pts.)	120
Assign #1 - Leadership Self-assessment and Journey	100
Assign #2 - Leadership Interview	100
Assign #3 - Community Sustainability Assessment (Group Project)	200
Final (May 3 rd 3:00 pm – 5:00 pm)	150
Total	1000

Grading Scale

Grade	Points
4.0	1000 – 935
3.5	934 – 875
3.0	874 – 835
2.5	834 – 765
2.0	764 – 715
1.5	714 - 665
1.0	664 – 600
0	< 600

Important Dates for Spring Semester 2018:

- January 8 – First Day of Spring Classes
- January 15 – MLK Day – No Classes
- March 3 – 9 - Spring Break

- April 23 - Last Day of Classes
- May 3 - CSUS 322 Final (3:00 pm – 5:00 pm – Room 155 Com Arts)

Note: Changes to the course syllabus or schedule may occur to enhance the learning in this course. In this event, the student will be notified as soon as possible to any of these changes.

Academic Misconduct:

[Article 2.III.B.2](#) of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Department of Community Sustainability adheres to the policies on academic honesty specified in General Student Regulation 1.0, [Protection of Scholarship and Grades](#); the all-University Policy on [Integrity of Scholarship and Grades](#); and [Ordinance 17.00](#), Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education. (See also <https://www.msu.edu/~ombud/academic-integrity/index.html>). There will be no warnings – the maximum sanction allowed under University policy will occur on the first offense.

Accommodations:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to Dr. Foster at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Commercialized Lecture Notes:

Commercialization of lecture notes and university-provided course materials is not permitted in this course.

Disruptive Behavior:

Article 2.III.B.4 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Grief Absence Request:

Michigan State University is committed to ensuring that the bereavement process of a student who loses a family member during a semester does not put the student at an academic disadvantage in their classes. If you require a grief absence, you should complete the "Grief Absence Request" web form (found at www.reg.msu.edu/sitemap.aspx?Group=7) no later than one week after knowledge of the circumstance. I will work with you to make appropriate accommodations so that you are not penalized due to a verified grief absence.

CAMPUS EMERGENCIES:

If an emergency arises in this classroom, building or vicinity, your instructor will inform you of actions to follow to enhance your safety. As a student in this class, you are responsible for knowing the location of the nearest emergency evacuation route or shelter. These directions appear on the maps posted on the walls throughout this building. If police or university officials order us to evacuate the classroom or building, follow the posted emergency route in an orderly manner and assist those who might need help in reaching a barrier-free exit or shelter. To receive emergency messages, set your cellular phones on silent mode when you enter this classroom. If you observe or receive an emergency alert, immediately and calmly inform your instructor. (See also www.alert.msu.edu or www.acadgov.msu.edu).

Handling Emergency Situations:

In the event of an emergency arising within the classroom/lab, the Professor, Teaching Assistant (TA), graduate student, instructor, or Facilitator will notify you of what actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation, "shelter-in-place," and "secure-in-place" guidelines posted in each facility and to act in a safe manner. You are allowed to maintain cellular devices in a silent mode during this course, in order to receive emergency SMS text, phone or email messages distributed by the university. When anyone receives such a notification or observes an emergency situation, they should immediately bring it to the attention of the Professor, Teaching Assistant (TA), graduate student, instructor, Facilitator in a way that causes the least disruption. If an evacuation is ordered, please ensure that you do it in a safe manner and facilitate those around you that may not otherwise be able to safely leave. When these orders are given, you do have the right as a member of this community to follow that order. Also, if a shelter-in-place or secure-in-place is ordered, please seek areas of refuge that are safe depending on the emergency encountered and provide assistance if it is advisable to do so.

E-LEARNING POLICIES:

Information technologies such as D2L and email are widely used in this class. As a result there are some additional policies that need to be understood.

- Students should visit the course's D2L site on a regular basis.
- Students should check their email frequently (all class email is sent to the student's official MSU email account).
- All assignments submitted electronically, either on disk or via email, should be free of any viruses and/or worms. Any infected file or disk that is submitted will receive a zero (0) for that assignment.
- This course recognizes the students' right to privacy and adheres to the Family Educational Rights and Privacy Act (FERPA).
- Students need to review the university policy "Acceptable Use of Computing Systems, Software, and the University Digital Network" at <http://lct.msu.edu/guidelines-policies/aup/>.
- Excessive emails make an unreasonable time demands on both sender and recipient. Please ensure you have a legitimate need before you write.
- Dr. Foster will answer email about:
 - Questions arising from difficulty in understanding course content.
 - Requests for feedback about graded assignments.
 - Private issues appropriate for discussion within the teacher-student relationship.
- Dr. Foster will answer email received on a given day no later than close of work on the next workday.
- The Web site tech.msu.edu provides a number of information technology resources for students.
- You are responsible for the operation of any personally owned computers you use on or off campus. A malfunctioning computer system is NOT a valid excuse for submitting late work.
- Students are expected to have a high degree of self-motivation and self-direction in this class and develop the needed technology skills to excel in this class and in life.

CSUS 322 Turnitin Policy

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score'. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin Dropboxes without identifying information included in the paper (e.g. name or student number). The system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.