

**Experiential Leadership Program (ELP):
Tools for Leadership, Building Teams and Conflict Resolution**

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Course Description

COWL 11A is one of five 2-unit GE PRE courses offered through Cowell and the UCSC Experiential Leadership Program (ELP) series. Courses are open to students from all of the ten colleges. Each ELP course delves into a different facet of leadership and professional development. Courses support students of all skill-levels, backgrounds and experience to:

- Grow as a person and develop a leadership mindset.
- Build competence and confidence to influence others and make a difference
- Gain tools and insights to develop high performing teams
- Network and connect with people
- Take steps to successfully transition from an academic setting into a professional setting and the world beyond

Courses have immediate application for university students, and future application for emerging professionals. In addition to academic courses, ELP provides other non-academic training and services to the UCSC campus community, including programs for faculty, staff and outside organizations. **For more information visit the ELP website at elp-new.ucsc.edu.**

COWL 11A introduces fundamental concepts and leadership skills to help break down barriers, open up channels of communication, build community and lead people. We will look at basic building blocks for cultivating high performing teams, and focus on skills and tools for addressing and resolving conflict.

COVID-19 has introduced tremendous challenge and hardship; however, the role of leadership, and needs of people, teams and communities, has not changed. Developing the skills to help people adapt, and having the ability to build high trust relationships and teams, is as important as ever. In this course we will be looking at the human need for social, emotional, intellectual and physical connection, and use this understanding to help connect people and build community in our ever changing landscape.

We will kick off our course by unpacking the challenges posed by Zoom, and then explore how to maximize this platform to its fullest potential and use it well. We will engage in interactive activities to normalize and build comfort in a remote learning space, and strengthen Zoom presentation and networking skills.

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The first part of this course focuses on establishing a welcoming and inclusive environment, tools for building teams, and best practices for speaking, listening and receiving feedback non-defensively. The second part of this course focuses on tools for conflict resolution.

Overview of training in conflict resolution: Ideally, when faced with conflict, we are able to de-escalate tension and adapt our response to fit the circumstances. In reality, many of us have a habitual “one size fits all” response, based upon personal history and temperament. This course will help students identify their own conflict management preferences relative to five universal styles. Gain insights into the stages of conflict, how to recognize early signs of conflict, and appropriate approaches using different conflict resolution styles.

Note about participation: This course includes many interactive activities and hands-on practice. Be prepared to work with others, talk in groups and be actively engaged. For some students this will come easily and for others this will be difficult. Regardless of your temperament, or where you are in your personal or leadership development, you are welcome in this course.

Challenge by Choice Philosophy: This course is about challenging yourself to stretch, grow and step outside your comfort zone. The more you put in the more you will get out of the course. With that said, you will also be supported to choose your own level of challenge including what and when you share during class time. Should you choose to pass on an activity or discussion topic, you are expected to remain present and engaged as a “supportive” witness to the class experience and process.

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Zoom Guidelines and Expectations

Be prepared for highly interactive classes

1. Classes will be very interactive and make ample use of breakout rooms
2. We will be standing and moving around some of the session.
3. We will be taking a 15 - 20 minute break in the middle of each 3 hour class.

Guiding Principles for showing up on Zoom and being part of a thriving learning community.

1. Plan to have fun, connect and meet new people,
2. Eliminate distractions to the best of your ability,
 - a. Find a quiet indoor or outdoor to set up the computer or phone,
 - b. Have your phone and other electronics put away,
3. Present yourself and show up as you would in a classroom or professional space.
4. Caveat: With this all said, remember that everyone is grappling with learning and working from home. Some things are simply be out of our control. Be easy on yourself and understanding of others in class if children, siblings, pets, housemates or other family members inadvertently pass through your space.
 - a. Practice patience if there are glitches in the technology.
 - b. Use this class to practice humor and adaptability.

If for any reason you are concerned about turning on your Zoom camera, or have wifi/teach limitations,

- Please contact me in advance, or attend Zoom Office Hours on the first Monday of class, so we can talk about how to support you to participate as fully as possible.

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Course Schedule (subject to revision)

- Class 1: Overview, Networking and Building Community in COVID
- Class 2: Developing a Leadership Mindset
- Class 3: Tools for Communication and Standing on the Two Legs of Leadership
- Class 4: Tools for Feedback and Continuous Improvement
- Class 5: Goals, Aspirations and Steps to Get there
- Class 6: Conflict Resolution Part 1: Basic CR Strategies; Assess Preferences & Strengths
- Class 7: Conflict Resolution Part 2: Spiral of Conflict and Skills for Collaborative Problem Solving
- Class 8: Conflict Resolution Part 3: Leadership, Conflict and Real World Experience
- Class 9: Cultivating High Performing Teams
- Class 10: Closing Activities and Celebration

Learning Outcomes

Students will demonstrate increased confidence and the ability to do the following:

- Operate from and engage a leadership mindset
- Take the initiative to step into leadership and team roles
- Point to greater self-awareness and ability to influence positive team dynamics
- Engage in effective collaboration and team problem-solving
- Network, connect and engage with new people
- Welcome new groups and lead introductory activities
- Draw upon tools for effective public speaking including: cope with nervousness, be present and authentic, and use of body language, voice and tone
- Identify and use best practices for communication, collaboration, listening, speaking and negotiation
- Use listening skills that establish relationship and build understanding
- Solicit and receive feedback non-defensively
- Articulate the fundamental building blocks needed to build a high performing team
- Recognize the early signs and stages of conflict
- Decide if, when and how to address conflict
- Have awareness of using different approaches to resolve different kinds of conflict.
- Articulate personal goals and aspirations
- Articulate leadership strengths and areas for improvement

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Course Requirements and Grading Overview

GRADING OVERVIEW

This is a 2-unit course that fulfills a GE

- **Summer, 5 week Course:** Meets 10 times, twice a week for an extended 3 - hour period.
- **F, W, S, 10 week Course:** Meets 10 times, once a week for an extended 2 - hour period.
- This course includes a required all day weekend field day.

Time commitment includes the following:

- 10 Class meetings **F, W, S = 20 hours** **SU = 30 hours**
- Reading, reflective writings, practice activities and final paper **F, W, S = 3.5 hrs/wk (35 hrs)** **SU = 2.5 hrs/wk (25 hrs)**
- Field day activity **F, W, S, SU = 12 hours** **(1 weekend day)**

Grades are comprised of the following components for 100 points total:

- #00 Class Attendance and Participation **50 points** **10 classes x 5 points each**
- #01 - #09 Weekly Assignments **36 points** **9 assignments x 4 points**
- #10 Zoom Social Assignment **4 points**
- #11 Course Evaluation **2 points**
- #12 Final Paper 3 pages **8 points**
- **Extra Credit**
 - #04A Listen Practice **3 points**
 - #05A Feedback Practice **3 points**
 - #1A Tone Set Practice **3 points**

To receive a grade or take a “pass” students must meet the following criteria

- Meet the “Attendance and Participation Requirements” (#00 - see following pages for details)
- Complete a minimum of 8 out of 9 “Weekly Assignments”
- Complete the Final Paper (#12)

Grades and Pass/No Pass are based upon the number of points you receive for your work, participation and attendance

- A+ = 101-109 A= 100-94 A- = 93-90 B+ = 89-87 B = 87-84 B- = 83- 80 C+ = 79 -77 C = 76 - 74
- Pass/No Pass = A minimum of 74 points is required to pass

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Required Course Readings and Texts

Required:

- Robinson, G., & Rose, M. A Leadership Paradox: Influencing Others by Defining Yourself, Revised Edition. Bloomington, Indiana: Author House, 2006. ISBN-13: 978-1418485153, ISBN-10: 1418485152
- Fischer, R. Ury, W, & Patton, B. Getting to Yes: Negotiating Agreement Without Giving In. 3rd Edition, New York, NY: Penguin Books, 2011. ISBN - 97811001539545

Optional:

- Kaner, S. Facilitator's Guide to Participatory Decision-Making, 3rd Edition. ISBN-13: 978-1118404959, ISBN-10: 1118404955
- Eger, Edith Eva, Ph.D. The Choice, Embrace the Possible. New York, NY: Simon and Schuster, 2017. ISBN-10: 1501130781; ISBN-13: 978-1501130786
- Heider, J. The Tao of Leadership: Lao Tzu's Tao Te Ching Adapted for a New Age. 2nd Edition. Palm Beach, FL: Green Dragon Books LLC, 2015. ISBN 978-1-62386-019-6, ISBN ebook 978-0-89334-633-1

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#00 Attendance and Participation Requirements

If you miss more than one class, and/or accrue over 5 late points, you will fail the course.

- A verified medical excuse or advanced agreement is required for a missed class.
- Points are not given for a missed class, even in the case of medical excuse or family emergency.

You are responsible for signing in for each class to confirm your attendance and arrival time.

Points will be deducted for late arrivals or the need to leave early

- Minus .5 points = 1 min. late
- Minus 1 point = 5 min. late
- Minus 2 points = 30 min. late
- Minus 3 points = more than 60 min.

Attendance is mandatory.

These courses are based upon the Experiential Learning Model, which is a hands-on learning format. You absolutely must be present and engage in the group process. Your attendance and participation are integral and essential, not only for your own learning, but for the benefit of classmates. You are expected to:

- Attend every class, arrive on time and stay for the duration of the class.
- Bring your course reader, assigned book, a notebook and a pen/pencil to all classes.

Participation Rubric.

We count on every member of the class to contribute to supporting an active, engaged and respectful learning environment. Being part of a highly interactive course may be a stretch for some and come naturally for others. In either case, it will require deliberate action on each class member's part. For example, you may need to push yourself to:

- Speak up and engage with others
- Practice active listening
- Bring humor and perspective to working with differences
- Suspend judgement and leave room for classmates to share different views, make mistakes and grow
- Demonstrate solid effort to grow and engage in class (see guidelines on the next page)

Guidelines that demonstrate solid effort to grow and engage in class:

- Practice being alert and fully present
- Actively participate in small and large group discussion
- Practice eye contact, open body language, active listening and drawing others out.
- Move around, get to know and make connections with new classmates, throughout the quarter

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Other Course Expectations

Bring water and snacks to maintain energy and be alert throughout class.

No smoking, vaping, alcohol or other drugs during class time

DRC Accommodation

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to me during my office hours within the first two weeks of the quarter. Contact DRC at 831-459-2089 or by email at drc@ucsc.edu.

CARE and Title IX Resources

If you have questions or concerns, and are not comfortable bringing the following matters to the attention of your course instructor, do not hesitate to contact the following resources:

The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. We respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential services.

CARE <https://care.ucsc.edu/who-we-are/about-care.html>

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential, counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Title IX <https://titleix.ucsc.edu/resources/syllabi-disclosure-statement.html>

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Paper Points, Formatting and Submission Guidelines

Paper formatting:

Format papers in 12-point, Times New Roman font, double spaced with 1 inch margins all around.

Upload each prompt as a separate document

4 Points for each weekly writing assignment

Paper Length: 1-1.5 page each reflection. See CANVAS rubric for breakdown of points

1. Part 1: Class Reflection
2. Part 2: Reading, Podcast or Video Reflection

Heading Must Include

- Your name, Course, Assignment #, Submission date.
- Part 1 - Class Reflection: The week's class title

Heading Example

- Aedan Brooks, COWL 11A, Assignment #2, July 12, 2020
- Part 1 - Class Reflection: Developing a Leadership Mindset

Upload Assignments to CANVAS:

To receive credit, assignments must be completed by their scheduled due date and uploaded onto Canvas.

Resubmitted Assignments

You may re-submit your paper, if your first draft does not meet the rubric for full points.

- Resubmissions will be accepted within one week of returned comments.

Late Assignments

Late assignments will be accepted within 2 days of the due date

- .50 points will be deducted for late papers

Cite your sources, Academic Integrity and Plagiarism

Refer to this link for guidance to cite your sources. <http://guides.library.ucsc.edu/citesources>. Plagiarism will not be tolerated and will be treated in accordance with the UCSC policy on academic integrity. (<https://ue.ucsc.edu/academic-misconduct.html>).

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Writing Requirements and Rubric

Your papers are meant to be a thoughtful reflection and not a summary.

Your reflection papers are a time to identify and integrate skills, tools and insights you gain from your class time, reading and any additional assigned activities.

You will be given points based upon quality of writing, depth of insight and ability to integrate and apply ideas to your own leadership development.

You are expected to:

- Make connections and draw from class content, the readings, activities, and your life experience.
- Include quotes and examples - Properly cite course readings
- Include proper grammar, spelling and punctuation.

COWL 11A Writing Prompts

Your leadership development and insights are to be applied to yourself

Reflect on:

- Skills, tools and resources that you are being introduced to in class.
- Insights you are gaining about yourself and growing as a person
- Better understanding how you can positively influence others and make a difference in the organizations, communities and/or families you serve
- How you can improve your ability to effectively work with people and support a team to reach goals.

Other reflection prompts:

- A. Something I have learned or reaffirmed about _____ (eg., working with people, presenting myself as a professional, engaging a leadership mindset, building a high performing team, etc.)
- B. Insights about the role I play in influencing group dynamics and making a positive difference
- C. Examples of past or present experiences that connect with or deepen my understanding of course content
- D. Examples of role-models, mentors and and people in my life who embody a leadership mindset and effective leadership skills.
- E. Where or how I would like to practice and apply leadership/professional development skills and step outside my comfort zone