ENES 317 – Introduction to Engineering Leadership
Spring 2017

Time: Monday’s
5:00-6:45 p.m. and online in a blended learning format

Location: JMP 1202

Instructor:
Ramsey G. Jabaji, M.Ed.
Assistant Director for International & Leadership Programs
Lecturer, International Engineering & Engineering Leadership Development
A. James Clark School of Engineering
1131BB Glenn L. Martin Hall
rjabaji@umd.edu
(301) 405-0234

Ramsey’s office hours: By appointment at http://ter.ps/rjabaji

Course Description
The purpose of ENES 317 is for students to acquire and integrate leadership theories and concepts in engineering practice. Students will learn to navigate group and organizational environments and apply leadership in diverse engineering contexts. In addition, students will explore their own leadership philosophy and leadership capacities in the context of group practice. No specific engineering leadership theories exist and it will be your responsibility to make meaning of general leadership theories and concepts and apply it to engineering industry.

Learning Outcomes
Through this course you will have the opportunity to:
• Increase self-awareness through the exploration of values, beliefs, culture, and identity.
• Learn the basics of group roles, dynamics, and decision-making in order to function constructively in group settings.
• Apply critical thinking to leadership theories in an engineering context.
• Build an awareness of leadership issues facing our communities, the engineering field and society.
• Increase leadership and communication efficacy and skill in order to be successful in engineering practice.
• Apply leadership and organizational development theories and concepts to real-world engineering industry situations

Accommodations
If you are a student with a documented disability and wish to discuss academic accommodations for this class, please contact me during the first week of class. Additional information and support is available through Disability Support Services at (301) 314-7682 or at http://www.inform.umd.edu/dss/.

Textbooks
The following textbook constitutes a major portion of the course content and is required for this course. In addition, I will distribute many readings from other sources to you via Canvas—particularly in the first half of the semester. It is your responsibility to print these articles as needed, but you will be expected to read the Canvas articles as they are critical content for the course and I intentionally kept the cost for the course as low as possible by utilizing our Canvas site. The book below is available at the University Bookstore in The Stamp. If purchasing elsewhere, please verify that you are buying the correct edition (search by ISBN number if possible):


• StrengthsQuest Text available as a downloadable PDF online through Gallup. Document provided on ELMS.

Adjustments to this Syllabus/Class Cancellations

Please note that all aspects of this syllabus may be subject to change based on the needs of the class and upon mutual agreement between the instructor and students. Students are responsible for knowing whether campus is open, closed, or operating on an altered schedule each day. The current campus status can always be found at [http://www.umd.edu/emergencypreparedness/weather_emer/](http://www.umd.edu/emergencypreparedness/weather_emer/). If inclement weather or a University closure causes the campus to be closed at the beginning of our scheduled class meeting time, I will not hold class that day and will make up the cancelled class and its topics according to University policy.

Grading

Students will be graded on a 100-point scale as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Engagement and Participation</td>
<td>25</td>
</tr>
<tr>
<td>Leadership Philosophy Paper Part A &amp; B</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Conversations</td>
<td>25</td>
</tr>
<tr>
<td>Engineering Case Study</td>
<td>5</td>
</tr>
<tr>
<td>Bolman &amp; Deal Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Group Immersion Paper/Presentation</td>
<td>25</td>
</tr>
</tbody>
</table>

**Total 100 points**

Letter grades will be assigned strictly as follows:

- A+ = 97 – 100
- A  = 93 – 96
- A- = 90 – 92
- B+ = 87 – 89
- B  = 83 – 86
- B- = 80 – 82
- C+ = 77 – 79
- C  = 73 – 76
- C- = 70 – 72
- D+ = 67 – 69
- D  = 63 – 66
- D- = 60 – 62
- F  = 59 or below

Course Expectations

This is a 3-credit, 300-level course and, as such, all students are expected to meet or exceed general standards of responsibility and self-discipline appropriate for such a class. This includes standards for attendance, completion of assignments, and overall participation in the learning environment, as detailed below. You are encouraged to raise any questions or concerns about specific policies, procedures, or expectations as early as possible.

Attendance & Participation

Attendance is expected for all students at all class meetings. I expect that you will be prepared, on time, and eager and willing to participate in classroom discussions and activities. If you are going to be late or need to miss class due to an illness, religious holiday, or emergency, you must notify me in advance by phone or e-mail. It is your responsibility to contact me or a classmate to find out what you missed in
class. Proper documentation is needed for any absence. Attending student organization or employment recruitment events, while worthwhile, are not considered an excused absence no matter your involvement. You are welcome to attend such functions, but please know it will impact your overall class engagement grade. You may decide the benefits far outweigh the small drop in your overall class engagement grade and I will leave that decision up to you.

_Distractions, Laptops, & Food_
This class requires a significant amount of dialogue and participation, and as such, I expect that you will be fully present and engaged at all times. You will find that laptops, cell phones, PDAs, and other iDevices and their accessories have little use in the format of this course. All such devices should be turned completely off (not on silent or vibrate mode) and put away for the duration of each class meeting. If you are subject to circumstances that require you being reachable during class, please discuss this with me at the beginning of class.

_Open Discussion & Respect_
A quality learning experience in this course rests heavily upon the interaction and exchange of ideas among students and instructors. It is important that we establish an atmosphere of mutual respect. We will not always agree, and in fact we will learn better from different viewpoints. With this in mind, we must expect from each other that all discussion will be conducted with civility and integrity. This atmosphere of respect extends to any guests I have in class and any times you visit other areas of campus or with companies.

_Assignments_
All assignments and projects must be completed and turned in at the beginning of the class in which they are due. There will be no extra credit opportunities and late assignments will not be awarded credit unless you have made arrangements with the instructors at least 48 hours prior to the due date.

_Academic Integrity_
The University has a nationally recognized Honor Code that broadly defines academic dishonesty as being inclusive of cheating, fabrication, facilitating another’s academic dishonesty, or plagiarism. As a member of this academic community, you are expected to adhere to the University’s Code of Academic Integrity and share in the responsibility to actively deter academic dishonesty on your campus and to uphold the principles of academic integrity for yourself and for other students. In part, this means that if you are aware of acts of academic dishonesty, either your own or a classmate’s, you are responsible for challenging those acts and reporting them to the Student Honor Council. As your instructor, I bear these same responsibilities. Visit the Student Honor Council website for more details at www.studenthonorcouncil.umd.edu/students.html

_Electronic Communications_
E-mail is considered an official form of communication at the University of Maryland. You will be expected to have an e-mail account that you check and respond to regularly (at least once a day). In addition, this course will utilize the online Canvas Academic Suite, which you can access at http://www.elms.umd.edu. You can use Canvas to communicate with your classmates.

_Grade Reconsideration_
Please first read the following article featured in the Chronicle of Higher Education before having a grade reevaluated: http://www.insidehighered.com/blogs/just-visiting/down-grade-grubbing-weasels#sthash.mswnObt3.

Final grades are not negotiable: once determined, your overall grade in the class will not be changed unless a mistake was made in the grading of the final exam. Requests for bonus points, extra credit
assignments, etc are unfair to your classmates and will therefore not be met. Questions concerning the grading of particular assignments must be presented prior to the last day of class; grades (other than the final project) will not be reviewed after the last day of class. Your Class Engagement & Participating grade is a quarter of your final grade and my expectations are quite high. To appropriately manage expectations, I want to ensure you are aware it is rare to receive a 25/25 for this portion of your final grade and is given for truly exceptional engagement.

Assignments
Below is an overview of the assignments you are responsible for throughout the semester, in addition to your consistent attendance and participation. More detail on each assignment will be given in class. You are encouraged to ask questions about these assignments early and often.

Class Participation & Engagement 25 points
A quality learning experience in this leadership course rests heavily on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining final grades. In class, you will work in small teams to discuss readings, engage in simulations, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts. Class participation is essential and expected. I will be sure to use multiple approaches to soliciting participation and engagement and expect that you reach beyond your comfort zone to engage with the course content. Being quiet or an introvert is not an excuse to a lack of engagement within the classroom environment and I expect that you publicly speak up in class given class engagement is 30% of your final grade and much of the learning in this course is a result of your contributions. Speaking the most does not constitute significant participation and engagement, rather I am interested in the quality of your engagement. Should you be someone who is not comfortable speaking in the larger group, I expect that you will reach beyond your comfort zone to engage in the course content with your peers. You can also use other mediums to engage with the course content such as submitting thoughts and reflections to the course reflector or starting a discussion electronically with the class. Finally, I expect for you to act in a professional manner and your level of professionalism is factored into your class engagement and participation grade.

Given this is a Blended Learning course, you are expected to be very communicative in the online platform via ELMS. You are expected to not only post articles and frame thoughtful questions to the group, but you are also expected to respond to questions posted by your classmates. To receive an A for class engagement and participation, you are expected to not only engage in person and online frequently, but also the quality of your engagement should be exceptional. Consult the rubric online for a detailed description of the grading.

Students with an unexcused absence will receive 0 points for that day. If you have more than three unexcused absences, you will receive a “0” for attendance and participation in this course. Excused absences will be granted based on University policy. Remember, in the event a student is excused from class, their assignment must be submitted via email to me by the beginning of class or earlier.

Attendance is expected for all students at all class meetings. I expect that you will be prepared, on time, and eager and willing to participate in classroom discussions and activities. If you are going to be late or need to miss class due to an illness, religious holiday, or emergency, you must notify me in advance by phone or e-mail. It is your responsibility to contact me or a classmate to find out what you missed in class. Proper documentation is needed for any absence. Please review the new University of Maryland attendance policy that we will utilize in this class: http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/V-1.00G.pdf

Leadership Philosophy Paper 10 Points
Part A:
3 (or so) page paper describing your philosophy of leadership. Include your beliefs on:
a) what leadership means to you,
b) how would you characterize your philosophy on leadership (potentially including your own personal definition)
c) how you came to understand the notion of leadership/what shaped your understanding of leadership, and,
d) what leadership in an engineering context looks like for you

Part B:
3 (or so) page paper discussing how your understanding of leadership has changed or remained the same over the course of the semester. Analyze the results from the various self-assessments taken this semester (i.e. StrengthsQuest, MBTI, LPI, B&D Frames, etc.) and be sure to explain the leadership models/theories that best connect with your own leadership style/approach/philosophy. Be sure to include how the leadership theories and self assessments may have informed your leadership philosophy. Provide me with your “leadership profile” by synthesizing the results from all of the self assessments to help me to understand your personal leadership style and approach. This should help me to get to know you better as a leader—to understand your unique approach to leadership.

Leadership Conversations
25 Points
There are several key components to this assignment and they have different due dates listed below.

Part 1
Depending on the week you will be responsible for doing one of two things (it should be clear on CANVAS). Some weeks you are expected to post an article or video clip that you believe has clear connections to leadership. You should provide a brief 1-2 paragraph summary of your article or video clip and then a one-page reflection. This is to be posted each FRIDAY BEFORE CLASS by 11:59pm. On other weeks you will respond to the prompt posed in CANVAS which will relate to an online video or reading for class that week.

Part 2
Also due on FRIDAY as part of your online discussion post, you are to construct a thoughtful question based on your article or video clip that one of your classmates will respond to or the reflection you are providing to the video clip or reading I have provided for that week. Part 1 and part 2 can be combined into one post on CANVAS.

Part 3
Between FRIDAY at 11:59pm and Monday before class, you are responsible for responding to one of the questions posted by your classmates in their discussion post.

Remember, your summary, reflection, & question is due each Friday by 11:59pm and the response to someone else’s question is due by Monday at 5pm.

Engineering Case Study
5 points
You will be asked to work collaboratively in your group to examine a particular case study related to several of the leadership theories presented in class. Your group will serve as a resource to you as you prepare to write a collaborative executive briefing responding to the case study. The case study and expectations for the written portion will be provided in class (and are also available on Canvas).

Bolman & Deal Presentation
10 points
Your group will be responsible for presenting to the class about your assigned Bolman & Deal frame or idea. You will be required to provide a one-page (double-sided) executive briefing that describes your assigned reading in a condensed way. You will also need to apply Bolman & Deal to an engineering context and provide
real-life engineering examples to help the class understand your frame/idea. Each group will have 30-35 minutes to present.

**Group Immersion Project**

*Paper*
This is an on-going, cumulative assignment for the course that will expect you to draw on material from the entire course. You will use the various leadership theories covered and *Bolman & Deal’s 4 frames* to better understand the various dimensions of an engineering organization your group will observe. You will be asked to employ multiple research methods in this assignment, such as content analysis, informational interviews, and observations of the organization in multiple contexts. I will provide you with the expectations and framework for this assignment early in the semester. Your group will collectively need to create an executive report and presentation based on your analysis of the various dimensions of the organization. There will be assigned milestones throughout the semester to ensure your group is making progress.

*Presentation*
Your group will present your findings to the entire class in a formal presentation for 10 minutes.

**Grading Criteria for ALL assignments:**

All assignments will be graded with the following criteria:

**Content:**
The degree to which the student responds to all the specific items in the assignment. The degree to which a student indicates his or her recall and understanding of the material and concepts covered in the course.

**Introspection, Elaboration and Synthesis:**
The degree to which a student is insightful, thoughtful, innovative and self-aware in the application of course concepts to his or her individual experiences. The degree to which a student provides detail, depth and development in written work. Instructors will be looking for the student’s ability to reason and provide rationales for conclusions, the extent of critical thinking, the development of examples and analogies, and the application of leadership concepts. The degree to which the student “brings it all together” and incorporates leadership theory in the creation of new insights, unique products and/or creative solutions.

**Form:**
The care and clarity with which a student completes papers and presentations. Written assignments should be of very high quality. Grammar, syntax, punctuation and structure of assignments should support and enhance the concepts that the student intends to convey. The organization, clarity and polish of the group presentation should do the same.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Agenda</th>
<th>Reading</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1/30   | ● Introduction to course  
|       | ● Overview of syllabus  
|       | ● Overview of teaching philosophy                                           | ● None!                                                                  | ● None!                                                                      |
| 2/6    | ● Why engineering leadership?  
|       | ● History of Leadership  
|       | ● True Colors and focus on individual dimensions of leadership              | ● Course on Engineering Leadership 1 & 2  
|       |                                                                         | ● Engineers as Problem Solvers  
|       |                                                                         | ● Engineers Learn Soft Skills                                              | ● Complete True Colors BEFORE class                                        |
| 2/13   | ● Perspectives on Leadership: A Panel of Industry Leaders                    | ● Leadership Ch. 1, 2, 3, & 5                                           | ● Leadership philosophy paper Part A                                           |
| 2/20   | ● Perspectives on Leadership Part 2: Mr. George Halow                        | ● Various articles on leadership in popular press posted on Canvas      | ● Weekly Discussion                                                           |
| 2/27   | ● Foundational Leadership Theories                                          | ● Transformational Leadership Theory  
|       |                                                                         | ● Situational Leadership Theory  
|       |                                                                         | ● Relational Leadership Model  
|       |                                                                         | ● Social Change Model  
|       |                                                                         | ● Chaos/Adaptive Leadership Theory                                        | ● Weekly Discussion                                                           |
| 3/6    | ● MBTI Type Indicator                                                       | ● Thoroughly review online MBTI material  
|       |                                                                         | ● Online Videos                                                           | ● Complete MBTI by Sunday BEFORE class  
|       |                                                                         |                                                                         | ● Weekly Discussion                                                           |
| 3/13   | ● StrengthsQuest Part 1                                                     | ● Individualized signature theme report (from StrengthsQuest site)      | ● Complete StrengthsQuest online instrument (VERY IMPORTANT TO COMPLETE BEFORE CLASS)  
<p>|       |                                                                         | ● Brief theme descriptions                                                | ● Weekly Discussion                                                           |
|       |                                                                         | ● Strengths Insight and Action-Planning Guide (BRING THIS WITH YOU TO CLASS) |                                                                         |
|       |                                                                         | ● Strengths Insight Report                                                |                                                                         |
|       |                                                                         | ● StrengthsQuest Book Chapter 1-3 (for chapter 3,                         |                                                                         |
|       |                                                                         |                                                                         |                                                                         |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Read Parts on Your Top 5 Signature Strengths</th>
<th>Spring Break!!!</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20</td>
<td>Week 8</td>
<td>StrengthsQuest Part 2</td>
<td>SPRING BREAK!!!</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to positive psychology and Appreciative Inquiry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>Week 9</td>
<td>StrengthsQuest Book Chapter 4-5 (for chapter 5, read parts on your top 5 signature strengths)</td>
<td>Online Videos</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>StrengthsQuest Book Chapter 9-12</td>
<td>Thin book on Appreciative Inquiry</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Week 10</td>
<td>Leadership Practices Inventory</td>
<td>Ethical case study assignment: ENWRONG</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to the 5 Exemplary Leadership Practices</td>
<td>LPI Self completed BEFORE class and bring results to class</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Week 11</td>
<td>Model the Way</td>
<td>Bolman &amp; Deal 4 frames assessment completed BEFORE 4/4 and bring results to class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Challenge the Process</td>
<td>Weekly Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inspire a Shared Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enable Others to Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage the Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Week 12</td>
<td>BD: Preface, pg 3-40</td>
<td>Group presentation #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BD: Ch. 3, 4, &amp; 5</td>
<td>Group presentation #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BD: Ch. 6, 7, &amp; 8</td>
<td>Weekly Discussion</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Week 13</td>
<td>BD: Ch. 9, 10, &amp; 11</td>
<td>Group presentation #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BD: Ch. 12, 13, &amp; 14</td>
<td>Group presentation #4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BD: Ch. 9, 10, &amp; 11</td>
<td>Weekly Discussion</td>
<td></td>
</tr>
<tr>
<td>5/1</td>
<td>Week 14</td>
<td>Improving Leadership Practices</td>
<td>Group presentation #5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 15, 16, &amp; 17 (group 5 material)</td>
<td>Leadership Philosophy paper Part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 18, 19, &amp; 20 (group 6 material)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Tasks</td>
<td>Notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/8</td>
<td>Final project presentations, Course wrap up</td>
<td>None!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final group project presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/12</td>
<td>Final group papers due!, Individual and group analysis completed!</td>
<td>None!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final group papers due!, Individual and group analysis completed!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There will be no final exam for this course