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# HTH 465.01: Leading Health and Human Performance Organizations

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**The University of Montana**  
**HTH 465: Leading Health and Human Performance Organizations, Section 1**  
**COURSE SYLLABUS**  
**Spring 2014**

**PROFESSOR: Jed Fiebelkorn MS.**

**I. CONTACT INFORMATION**

- **Office:** McGill 130
- **Phone:** Nada
- **Office Hours:**
  - **By Appointment Only**  
(shared office space)
- **Email:** [Jed.Fiebelkorn@mso.umt.edu](mailto:Jed.Fiebelkorn@mso.umt.edu)
  - **In the subject line of every email**, please state your class and purpose; **Ex: HTH 465, Sec 1, Exam 1 question.**
  - If you do NOT follow the above format, there may be a delay in my response and I may reply asking you to include this information before responding to your direct query. My personal commitment is to respond to my students' emails within 24 hours (no later than 36) when I receive them Mon – Fri. There may be delays when emails are received on weekends or over holidays.

**II. COURSE DESCRIPTION & PURPOSE:**

The main goal of this course is to encourage you to thoroughly analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the commonalities and differences of a variety of leadership theories, both past and present.

This course exposes students to the most significant human relations issues in today's health and human performance organizations. It serves to enhance the skills that students need to succeed in life, as well as in a workplace that is increasingly based on relationships and customer service. In addition to helping students improve their professional and personal lives, this course will also allow the development of leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill applications through course activities.

**III. COURSE OBJECTIVES:**

1. Understand and apply a variety of Leadership models, including the Relational Leadership Model
2. Increase self-awareness through the exploration of values, beliefs, culture, and identity.
3. Learn the basics of group roles, dynamics, and decision making in order to function constructively in group settings.
4. Understand the nature of coalitions, communities, and systems.
5. Appreciate the relationship between ethics and leadership
6. Discover the complexities of leadership and the multidisciplinary nature of leadership studies
7. Compare and contrast traditional and emergent paradigms of leadership.
8. Apply critical thinking to leadership theories and practices
9. Understand gender and cultural influences on leadership
10. Build an awareness of leadership issues facing our communities and society.
11. Begin to develop a personal philosophy of leadership
12. Engage in a positive, inclusive learning experience where all students are challenged and supported

**IV. REQUIRED MATERIALS**

**1. Text and Supplements:**

*Exploring Leadership: For college students who want to make a difference 3<sup>rd</sup> Edition.*, By: Komives, Lucas & McMahon. ISBN: 978-1-118-39947-7 (will not be available in Bookstore until 3<sup>rd</sup> week of September)

- **Course Website:** University of Montana, Moodle: {<http://umonline.umt.edu>}

**V. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES**

- Your grade in this class is based on the following:

<b>1. 2 EXAMS (50 points each)</b>	<b>100</b>
<b>2. Quizzes &amp; Reactionary Writing (1 weekly)</b>	<b>100</b>
<b>3. Group work &amp; Discussion (mainly in class)</b>	<b>100</b>
<b>4. Participation (Overall)</b>	<b>25</b>
<b>5. Class project (TBA)</b>	<b>75</b>

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**TOTAL POSSIBLE 400**

- This class can only be taken in traditional mode. That is, you are not able to switch to credit/no credit. Also, final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	< 60%	F

### 1. EXAMS: POLICIES AND PROCEDURES

- There are 2 scheduled exams, One approximately half way through the semester and a Final.
- Exams will cover material discussed in class and the textbook.
- The exams include **50 multiple-choice, true-false, and short answer questions**, which will be mostly applied and conceptual rather than factual recall. Exams are worth a total of 100 points.
- Exams ARE **NOT cumulative**. This includes the final!
- The dates/times of when they will be administered are in the course calendar below. **Please take careful notes of these due dates and times!**
- **NO late exams are given. No exams will be dropped.** Also, I will **not** make alternative arrangements to give any exams early **due to travel plans, school projects, or other courses' requirements so please do not ask. NO EXCEPTIONS!**
- The best action for exams is to be proactive and **PLAN**. What this means is that **you** are responsible to understand due dates and meet deadlines.

### 2. LEADER INTERVIEW PROJECT/ASSIGNMENT:

You have 1 major project/assignment during the semester. The assignment entails interviewing someone in a leadership role within a context you are interested, or someone whom you believe to be a great leader and would like to learn more about. You will summarize your interview; relate relevant material from class, as well as find supporting material in multiple sources. You will receive a more indepth explanation of the details of the assignment and the assignment's rubric on the assigned date.

### 3. Quizzes & Meaning Making Reflection Assignments

Each week there will be either a quiz covering all class material, group topics and assigned text readings, or a short writing assignment. The writing assignment will be a reaction or reflection to a topic discussed in class or in the assigned text readings. Both the quizzes and reflection writing assignments will be accessed and turned in via the course Moodle page. Each is worth a total of 10 points.

### 4 & 5 Participation & Group Work Points

Participation points are based on course expectations. The expectations for this course are for students to come to class prepared for active participation. Students should be prepared to experience learning through many different avenues and participate in each to his or her full capacity.

In class, students will work in small teams to discuss readings, engage in simulation, prepare for guest scholar and leader visits, 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.

The class will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values. Students and the instructors are expected to treat each other with respect

### GRADUATE INCREMEMNT

- Seek out and choose a Leadership topic beyond the scope of the material covered in class that you would like to explore in depth. Obtain instructor approval by the end of the 4<sup>th</sup> week of class.
- Review literature relevant, and draw information from a minimum of 5 various sources in support of your topic.
- Prepare a paper 7-10 pages in length. Topic ideas could, include but are not limited to, Summary of material, relevant current events, strategies for application of ideas, concepts and principles in a health and human performance setting of choice.
- The project is worth 50 points. Graduate students must receive a C or better in order to get credit for the Increment.

**COURSE WRITING REQUIREMENTS:**

All papers, discussions, and assignments are to be written as formal academic compositions. In other words, grammar and spelling are important. If grammar or spelling is poor it can make it impossible for you to get your point across to the reader. Be careful about spelling. Use your spellchecker and proofread. Double space, type 12 point font, Times New Roman font, 1 inch margins, saved as a RTF, citations/references use APA format (see the librarian). Each project grade guidelines are included under the assignment sections. You are responsible for understanding these guidelines.

• **Late and Make-up work: I DO NOT ACCEPT LATE or MAKE-UP WORK.**

\*\*\***HOWEVER**, UNIVERSITY POLICY allows for me to make **3 exceptions** to this policy, which includes:

1. when the student is participating in a university-sanctioned athletic event
2. when the student has a prolonged or severe illness
3. when the student has experienced a death in his or her family.
  - **If you miss an assignment, exam or participation points due to one of these exceptions, valid documentation MUST be provided in order to make it up.**
    - **“Valid documentation”** includes a note from the university confirming your participation in a university-sanctioned athletic event in situation #1 above; a note from your physician or mental health professional in situation #2 above; and in the case of situation #3, please contact me via email a.s.a.p. to discuss appropriate documentation.
  - You have **48 hours after the missed assignment's due date to notify me** so that we can arrange for you to make-up the work.
    - Thus, do NOT wait weeks after your excused absence to inform me that you missed an assignment and need to make up the work.

**Please be aware, I strictly enforce this policy and WILL REQUIRE documentation in situations 1-3.**

It is each student's personal responsibility to be sure all assignments are submitted by the due dates indicated. Students must organize themselves for every aspect of class, including submitting assignments by the deadline, scheduling and taking tests within the designated time frames.

– Technical issues **are NOT** considered valid excuses for handing in late work. The University of Montana Website: Moodle, can be accessed from ANY computer with internet access. If you experience technical problems on your home computer, you have the option of using a computer at the Missoula College, Mountain Campus, colleague's or family member's computer, a public library, or an internet café, etc. It is also your responsibility to be certain your assignments are submitted correctly and are received by your instructor.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154 or call (406) 243-2243. I will work with you and DSS to provide reasonable modifications. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [www.umt.edu/dss](http://www.umt.edu/dss).

**VI. HONOR CODE (PLEASE READ CAREFULLY)**

The Honor Code, found in the University of Montana Student Handbook ([www.umt.edu](http://www.umt.edu)), will be **strictly enforced** in this class. Cheating, in any form, will not be tolerated. Specifically, you are not allowed to collaborate on any assignment with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all ASSIGNMENTS **must** be completed INDEPENDENTLY, unless otherwise stated in the instructions (e.g. group projects) or when students seek services from the Writing Center or tutoring, etc.... ALL EXAMS MUST ALSO BE COMPLETED INDEPENDENTLY, unless accommodations have been approved by your instructor. **That means you MAY NOT sit together to do online exams and you must turn in your OWN work.** **Plagiarism or cheating** will result in FAILURE (that is, a zero or an "F") on the exam or assignment, **at minimum**, and it will be reported to Department Chair and/or the Dean. **The instructor reserves the right to assign an "F" for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension, or expulsion.**

If you do not know what plagiarism is, you can ask me, visit the **Writing Center** at the Mountain campus (Liberal Arts 144, 243-2266, <http://www.umt.edu/writingcenter/>), the Mansfield Library (243-6866; <http://libguides.lib.umt.edu/plagiarism>), or at the COT campus (Academic Support Center).

### University required statement:

"All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All Students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>."

\*\*\*Expectations are very clear in this Syllabus. It is each student's responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, you have been encouraged to contact me immediately.

## VII. COURSE CALENDAR:

**THIS COURSE IS SET UP TO GIVE YOU TIME TO COMPLETE YOUR ASSIGNMENTS IN A TIMELY MANNER. Make sure you read your text according to the suggested timeline below. Should you lose this syllabus, or course calendar, they are available in Moodle.**

\*\*Please note, this is a *tentative* course schedule. You are responsible for any changes, which I will clearly announce.

### **TENTATIVE COURSE CALENDAR**

#### HTH465: Spring 2014, Section 01

Week/Date	Days	Topic	Assignments	Due Date
#1, 1/27&1/29	Mon, Wed	Introduction	Read Chapter 1 1 <sup>st</sup> Quiz/reaction	Thurs 1/30 Sun, 2/2 11:55pm
#2, 2/3&2/5	Mon, Wed	The Changing Nature of Leadership	Read Chapter 2 2nd Quiz/reaction	Thurs 2/6 Sun 2/9 11:55pm
#3, 2/10&2/12	Mon, Wed	The Relational Leadership Model	Read Chapter 3 3rd Quiz/reaction	Thurs 2/13 Sun 2/16 11:55pm
#4, 2/17&2/19	Mon, Wed	Understanding yourself	Read Chapter 4 4th Quiz/reaction	Thurs 2/20 Sun 2/23 11:55pm
#5, 2/24&2/26	Mon, Wed	Understanding Others	Read Chapter 5 5th Quiz/reaction	Thurs 2/27 Sun 3/2 11:55pm
#6, 3/3&3/5	Mon, Wed	Leading with Integrity and Moral Purpose	Read Chapter 6 6th Quiz/reaction <b>Individual Project/Assignment</b>	Thurs 3/6 Sun 3/9 11:55pm Due 4/23
#7, 3/10&3/12	Mon, Wed	Being in Communities	Read Chapter 7 7th Quiz/reaction	Thurs 3/13 Sun 3/16 11:55pm

#8,3/17&3/19	Mon, Wed	Interacting in Teams and Groups	Read Chapter 8 8th Quiz/reaction	Thurs 3/20 Sun 2/23 11:55pm
#9,3/24&3/26	Mon, Wed	Understanding complex organization	Read Chapter 9 Exam #1	Wed 3/26 In Class
3/31&4/2		Nada	<b>SPRING BREAK!!!</b>	<b>SPRING BREAK!!!</b>
#10,4/7&4/9	Mon, Wed	Understanding Change	Read Chapter 10	Thurs 4/10
#11, 4/14&4/16	Mon, Wed	Strategies for Change	Read Chapter 11 9th Quiz/reaction	Thurs 4/17 Sun 11/10 11:55pm
#12, 4/21&4/23	Mon, Wed	Thriving Together	Read Chapter 12 10th Quiz/reaction	Thurs 4/24 Sun 11/17 11:55pm
#13, 4/28&4/30	Mon, Wed	Developing a leadership identity	Assigned readings (TBA)	Thurs 5/1
#14 5/5&5/7	Mon, Wed	TBA	Assigned readings (TBA) Exam 2	Thurs 5/8 TBA
#15, 5/12-16,			<b>Finals Week</b>	

Note\*\* This syllabi is a rough outline of the course and the coinciding content and materials. It has been created as a resource for students taking the course to help them better understand what to expect... and what is expected. All content is subject to change dependent upon instructor discretion.