



JOHNS HOPKINS
CAREY BUSINESS SCHOOL

Leadership Development Expedition: Belize
2 Credits

BU.003.893

Course sessions as scheduled (see course calendar)

Intersession 2020
Baltimore and Belize

Instructors

Christopher Myers
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Office Hours

By appointment; schedule via email

Required Text(s) & Learning Materials

1. Hackman, J.R., (2002). Leading Teams: **Setting the Stage for Great Team Performances**. Harvard Business School Press: Boston.
2. Additional articles and other required readings (available on course Blackboard site).

Other learning materials will be provided via the course Blackboard site or by the instructor in class. Students are accountable for all supplemental material.

Course Description

This course is a leadership-intensive seminar and expedition focused on helping students develop their own leadership capacity, while also emphasizing a conceptual understanding of leadership in diverse settings. The course utilizes the unique opportunity for leadership development embedded in outdoor experiential education, providing students the challenge of serving as a leader during an adventure expedition, and helping students reflect on this challenge to develop their own conceptualization and practice of leadership. The course combines a thorough academic introduction to leadership development and opportunity for self-assessment with repeated reflection and feedback to help students develop their own path as leaders.

Notes

- There is an additional course/program fee for this course (in addition to the cost of tuition). The program fee covers all in-country lodging, meals, transportation and activity expenses throughout the course.
- Students are also responsible for their own roundtrip international airfare to/from the course site
- This is a physically demanding course. Students should be in moderate physical condition. However, no technical outdoor skill or experience required - this is beginner friendly.

Learning Objectives

Specifically, the course is designed to meet the following learning objectives (with relevant Carey learning objectives numbered in parentheses):

1. Students will understand different conceptualizations of leadership and be able to articulate how they see their own leadership relative to these different conceptualizations (1.1, 3.1, 3.2)
2. Students will engage in hands-on practice of leadership in a challenging task setting and develop practical leadership skills and strategies for managing teams, making decisions, and dealing with adversity. (1.2, 2.1, 3.2)
3. Students will gather and deliver high-quality feedback to one another before, during, and after the course to facilitate their own and others' development as leaders. (1.1, 1.2, 2.2)
4. Students will be exposed to and reflect on the practice of leadership in different global, cultural, and task environments and articulate how these different practices might influence their choice of leadership behaviors in their own work environment. (1.1, 2.1, 3.1)
5. Students will engage in thoughtful reflection on their experiences and feedback gathered from others to develop and communicate their own goals and path forward as leaders, and articulate how this path might look in terms of future careers or work experience. (4.1, 4.2)
6. Students will develop the confidence and competence to engage in outdoor activities by participating in adventure experiences such as camping, kayaking, and hiking.

To view the complete list of Carey Business School's general learning goals and objectives, visit the [Carey website](#).

Attendance

Attendance and participation are part of your course grade. Full attendance and active participation in class sessions and during the expedition are required for you to succeed in this course.

Assignments

All assignments are to be turned in by the due date noted in the course calendar. Late assignments will not be accepted. More details on each assignment, including grading rubrics where appropriate, are provided on the course Blackboard site. Students are encouraged to consult these materials for performance expectations on each aspect of the course.

Assignment	Learning Objectives	Grading (%)
Class Session Participation	1, 2, 3, 4, 5	20%
Expedition Participation & Peer Feedback	1, 2, 3, 4, 5, 6	25%
Pre-expedition Leadership Assessment & Goals Paper	1, 4, 5	25%
Post-expedition Leadership Reflection & Path Paper	1, 4, 5	30%
Total		100%

Class Session Attendance & Participation (20%)

This course requires active participation from every individual in the class, including participation in discussions and in-class exercises. This requires having read the appropriate materials and engaging in high-quality discussion or conversation during class. You will not be graded on the specific outcomes of any discussion or exercise, but on the quality of your engagement and preparation. High-quality participation includes contributing actively to discussions (with comments that are topical, informed by the course materials, and that help move the discussion forward) and engaging authentically with simulations and exercises (putting forth your best effort and reflecting thoughtfully on the process). It will not be possible to participate effectively in this class without doing the assigned reading and preparing for in-class discussion.

Students should be prepared to participate in every class session, and the instructor may use “cold calls” in addition to calling on students who volunteer to comment or participate. Failing to prepare for a discussion or exercise hurts the learning of the entire class and distracts from a productive conversation; therefore, if it becomes evident that a student has not prepared for the discussion or exercise, the student will receive a zero (0) for that session’s participation score.

Expedition Participation & Peer Feedback (25%)

In addition to participating in class discussions and exercises during the in-class sessions, successfully completing this course requires students to actively engage and participate in the activities held during the expedition itself. This includes actively participating in team decision-making during the expedition, as well as engaging effectively in team meetings and reflection. Throughout the expedition, the team will hold meetings (typically in the morning and again in the evenings). These meetings will focus on itinerary, leadership roles and expectations for one another for the day (in the morning) and will provide time to debrief individual and team performance (in the evening). Active engagement in these meetings is expected, and all students must be present, on-time, and prepared to participate in these meetings.

The instructors will evaluate the extent to which students were thoughtful contributors to team meetings and expedition decisions each day during the trip, and informal feedback will be provided to students at each evening meeting. Students are also expected to provide thoughtful feedback to one another (e.g., during evening meetings), and instructors will evaluate the extent to which students provide insightful, developmental feedback to other members of the team throughout the expedition. A successful expedition is a team accomplishment; simply “showing up” and focusing only on oneself will be insufficient to earn a good grade for participation. Students are expected to contribute to both their own, and one another’s, development and learning on the expedition. Active, engaged participation in expedition activities and meetings is therefore essential for expedition success.

Pre-expedition Leadership Assessment & Goals Paper (25%)

This course covers a variety of concepts that will be relevant to students’ careers as leaders in organizations. The goal of the Leadership Assessment & Goals paper is to allow students to apply these concepts to their own goals and objectives as future leaders.

Before the course, students will be required to complete a set of leadership assessments that involve filling out survey materials and gathering feedback from colleagues, peers, friends, and family. More details on the specific assessments and feedback gathering will be provided to registered students prior to the course. This feedback will be used to help students determine their strengths and weaknesses as leaders and set appropriate goals for the expedition.

Students will then be asked to apply course concepts covered during the pre-trek seminar, alongside their feedback from the assessments, to analyze their strengths and weaknesses as a leader and set goals for their development (both during the expedition and beyond). More details on the specific requirements of the paper, as well as a specific grading rubric, will be provided on the course Blackboard site.

This paper is due *before arriving to the expedition site* (noted in the course calendar), and should be no longer than 1,500 words (approximately 5–6 pages). Use Times New Roman 12-point font, double-spacing, and 1-inch margins on all sides. This paper is an individual assignment; students must work independently on it, without consulting other classmates or team members.

Papers will be evaluated based on your insight and ability to apply course concepts to analyze your past experiences as a leader and identify areas for future growth. A high-quality paper is one that analyzes experience(s) you’ve had as a leader and the feedback you received in your leadership assessment (using concepts from readings and in-class discussion to help structure the analysis), reflects on what you believe are your strengths and goals for improvement, and is focused, clear, and well written.

Post-expedition Leadership Reflection & Path Paper (30%)

Class sessions and the expedition experience both provide the opportunity to engage in leadership in a team setting, as well as to receive information and feedback about how you are experienced as a leader by others in the team. These experiences can inform your understanding of your own strengths and weaknesses as a leader and provide insight into where you are along your own personal leadership “path.”

The Leadership Reflection & Path paper provides an opportunity to reflect and use frameworks or concepts learned to analyze your experience on the expedition. Effective papers utilize concepts from class sessions to make sense of how you experienced leadership in the expedition (both when leading and when being led by others), reflect on your progress towards the goals identified in your Leadership Assessment & Goals paper, and further refine your future objectives and path as a leader in organizations. More details on the specific requirements of the paper, as well as a specific grading rubric, will be provided on the course Blackboard site.

This paper is due *before the final class session*, as noted in the course calendar, and should be no longer than 2,000 words (approximately 6–8 pages). Use Times New Roman 12-point font, double-spacing, and 1-inch margins on all sides. This paper is an individual assignment; students must work independently on it, without consulting other classmates or team members.

As with the Leadership Assessment & Goals paper, the Leadership Reflection & Path paper will be evaluated based on your ability to apply course concepts to personal experiences during the expedition and the level of insight provided into your own development as a leader, in addition to the quality and clarity of your writing. Students should consider the following topics and questions (among others) while writing the paper:

- How did the expedition get started and how did your contribution as a leader influence the expedition? For instance, were there initial difficulties in the expedition team? How did the team deal with these issues, and what role did your leadership (or the leadership of others) play in resolving them?
- How would you evaluate your personal effectiveness as a leader on the expedition? What worked, and what didn't? What roles did you take as a leader? How would others evaluate your contributions?
- What would you do differently as a member of the expedition team if you had to do it over again? What behavior(s) would you like to change in the future? How do you see yourself differently as a leader as a result of your experience on the expedition?

Grading

Effective Fall 2017: The grade of A is reserved for those who demonstrate extraordinarily excellent performance as determined by the instructor. The grade of A- is awarded only for excellent performance. The grades of B+, B, and B- are awarded for good performance. The grades of C+, C, and C- are awarded for adequate but substandard performance. The grades of D+, D, and D- are not awarded at the graduate level (undergraduate only). The grade of F indicates the student's failure to satisfactorily complete the course work.

Please note that for **Core** and **Foundation** courses, a maximum of 25% of students may be awarded an A or A-; the grade point average of the class should not exceed 3.3. For **Elective** courses, a maximum of 35% of students may be awarded an A or A-; the grade point average of the class should not exceed 3.4. (For classes with 15 students or fewer, the class GPA cap is waived.)

Tentative Course Calendar*

Date(s)	Session/Activity	Assignments Due	Objectives
12/7/2019 9:00AM – 12:00PM HE or Online	Class Session: Expedition Introduction & Leadership Development	Pre-class Reading: Grant (2018) [Podcast] and Argyris (1991) Complete Reflected Best Self Exercise by 12/5/2019	<ul style="list-style-type: none"> Course introduction and logistics Leadership conceptualization Expedition overview and requirements for travel
1/4/20	Arrive in Belize	Leadership Assessment & Goals Paper Due by 12/31/2019	<ul style="list-style-type: none"> Course officially begins 1:00PM local time Arrive in Belize City Travel to Bocawina Resort Team meeting and dinner, gear brief <p>Students must arrive in Belize City before the official start of the course</p>
1/5/20	Class Session: Situational Leadership Team Skills Development	Pre-class Reading (print & bring): Weick (1996)	<ul style="list-style-type: none"> Review <i>Leadership Assessment & Goals</i> Leadership in different settings Teamwork clinic / challenge course activity Team dinner
1/6/20	Class Session: Giving/Receiving Feedback	Pre-class Reading (print & bring): Valcour (2015)	<ul style="list-style-type: none"> Leading and making decisions in teams Delivering effective feedback Travel to reef
1/7/20 – 1/11/20	Kayaking Expedition		<ul style="list-style-type: none"> Begin 5-day trek through barrier reef area Camp and cook on remote islands Team challenge
1/12/20	Departure		<ul style="list-style-type: none"> Travel to Belize City Onward Travel Course officially ends 2:00PM local time <p>Students will be able to fly home or continue personal travel after the course officially ends.</p>
1/25/20 9:00AM – 12:00PM HE or Online	Class Session: Course Finale & Leadership Path	Pre-class Reading: Heifetz & Laurie (2001) Leadership Reflection & Path Paper Due by 1/24/20	<ul style="list-style-type: none"> Leadership agility <i>Leadership Reflection and Path Paper</i> Debriefing, evaluation, and feedback on expedition

*The instructors reserve the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Carey Business School Policies and General Information

Blackboard Site

A Blackboard course site is set up for this course. Each student is expected to check the site throughout the semester as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.jhu.edu>. Support for Blackboard is available at 1-866-669-6138.

Course Evaluation

As a research and learning community, the Carey Business School is committed to continuous improvement. The faculty strongly encourages students to provide complete and honest feedback for this course. Please take this activity seriously; we depend on your feedback to help us improve. Information on how to complete the evaluation will be provided toward the end of the course.

Disability Support Services

All students with disabilities who require accommodations for this course should contact Disability Support Services at their earliest convenience to discuss their specific needs. If you have a documented disability, you must be registered with Disability Support Services (carey.disability@jhu.edu or 410-234-9243) to receive accommodations. For more information, please visit the [Disability Support Services webpage](#).

Academic Ethics Policy

Carey expects graduates to be innovative business leaders and exemplary global citizens. The Carey community believes that honesty, integrity, and community responsibility are qualities inherent in an exemplary citizen. The objective of the Academic Ethics Policy (AEP) is to create an environment of trust and respect among all members of the Carey academic community and hold Carey students accountable to the highest standards of academic integrity and excellence.

It is the responsibility of every Carey student, faculty member, and staff member to familiarize themselves with the AEP and its procedures. Failure to become acquainted with this information will not excuse any student, faculty, or staff from the responsibility to abide by the AEP. Please contact the [Student Services office](#) if you have any questions. For the full policy, please visit the [Academic Ethics Policy webpage](#).

Students are not allowed to use any electronic devices during in-class tests. Calculators will be provided if the instructor requires them for test taking. Students must seek permission from the instructor to leave the classroom during an in-class test. Test scripts must not be removed from the classroom during the test.

Student Conduct Code

The fundamental purpose of the Johns Hopkins University's regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically. For the full policy, please visit the [Student Conduct Code website](#).

Student Success Center

The Student Success Center offers free online and in-person one-on-one and group coaching in writing, presenting, and quantitative courses. The center also offers a variety of workshops, exam study sessions, and instructor-led primer seminars to help prepare students for challenging course content, including statistics and accounting. For more information or to book an appointment, please visit the [Student Success Center website](#).

Other Important Academic Policies and Services

Students are strongly encouraged to consult the Carey Business School's [Student Handbook and Academic Catalog](#) and [Student Resources](#) for information regarding the following items:

- Statement of Diversity and Inclusion
- Inclement Weather Policy

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. Violations are subject to sanctions under the Honor Code.