SCHOOL OF RECORD: University of Montana

COURSE SYLLABUS for students participating in domestic and international experiential education programs accredited through the Gap Year Association (GYA)

CTE 191: Introduction to Leadership Development

CREDITS: ***3 semester credits***
Students who plan to use this course to fulfill specific requirements should discuss transfer options and obtain written approval from an admissions counselor or study abroad advisor at their prospective or current college/university PRIOR to enrolling in the course. If transferring to a quarter-system school, 1 semester credit will typically transfer as 1.5 quarter credits, meaning that a 3-credit semester course would transfer as 4.5 quarter credits.

PREREQUISITES:
There are NO prerequisites for this course.

CONTACT HOURS:
A minimum of 45 contact hours will be facilitated through your program. These hours include a combination of activities such as:

- Homestays or group living experiences;
- Time with local community members learning about local customs and traditions;
- Participation in local cultural events;
- Research projects involving interviews with local contacts;
- Excursions to local sites;
- Cultural immersion through accommodation, events, ceremonies, festivals, shared meals, holidays/celebrations, etc.; AND/OR
- Professional opportunities through high impact experiential learning such as local micro-internships, service-learning, and field experience.

METHOD OF INSTRUCTION:
This course is a field-based self-study. The course instructor will correspond with the student and provide written feedback on course assignments via email and other remote communication.

INSTRUCTOR:
Once enrolled, you will be assigned one of the following Instructors of Record (typically 2+ weeks prior to the beginning of your program):

- Britt Basel, MS: britt@gapyearassociation.org
- Dianna Hahn, MA: dianna@gapyearassociation.org
- Cam Sylvester, MA: cam@gapyearassociation.org
- Alexander Papouchis, MS: alexander@gapyearassociation.org

GYA administration:
(406) 201-5389
info@gapyearassociation.org

COURSE DESCRIPTION:
This course provides experiential learning opportunities for undergraduate students participating in study-away programs. The course is designed to introduce students to the principles, theories, and practices of leadership development. Through a combination of theoretical frameworks, self-reflection, and practical applications to lived experiences, students will gain insights into effective leadership strategies, communication skills, and ethical decision-making. The course facilitates critical self-assessments of students' leadership styles, and examines successful leadership qualities in various personal and professional contexts.

COURSE EXPECTATIONS:

- **Environment of Respect**: This course asks students to think critically about the role that different leadership styles may play in different situations, and may have implications for communication that emerges in diverse ways around concepts of power, gender, race, socioeconomic status, physical and cognitive ability, sexuality, and other forms of diversity. You are encouraged to ask difficult questions and engage in discussion and critical reflection. Please be respectful of others, listen, and try to understand differences.
- **Experiential Learning**: In this course, learning is an experiential process in which you will have the opportunity to reflect on your experiences throughout the semester. The richness of the course will depend on the questions, insights, and active reflections that you bring to your coursework.
- **Personal Responsibility**: You are expected to engage fully in the coursework and take action if you need help. Please communicate any concerns about assignments, deadlines, or course activities to your Instructor of Record.
- **Academic Integrity**: Please adhere to university policies. Take special note of policies regarding plagiarism and course withdrawal. Each student is expected to prepare their own assignments, and any assignments submitted should be the sole work of the student. Academic dishonesty, including cheating, plagiarism, or knowingly furnishing false information, will not be tolerated. You may review the **University of Montana's Student Code of Conduct** for a comprehensive overview of policies promoting honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in UM's academic community.

LEARNING OBJECTIVES:

Upon completion of this course, student will be able to:

- Demonstrate an understanding of various theories of leadership development.
- Demonstrate an understanding of their own leadership strengths, weaknesses, values, and style preferences.
- Demonstrate an understanding of effective communication skills in different situations.
- Demonstrate an understanding of principles of building and leading effective teams, including group dynamics, collaboration, conflict resolution, and teamwork.
- Demonstrate an understanding of principles of decision-making and problem-solving, including analyzing situations, developing creative solutions, and making ethical decisions as a leader.
- Demonstrate an understanding of emotional intelligence skills, including self-awareness, self-regulation, social awareness, and building empathetic relationships.

ASSIGNMENTS

REQUIRED HOURS: You must complete at least 45 contact hours as described above. The Gap Year Association will provide verification of hours.

REFLECTIVE JOURNAL: The journal requirement is an important component of your grade for this course. It will count for 30% of your final grade. Elements that make a strong journal include self-reflection and evidence of critical thinking. Journals should be **handwritten and legible**, as handwritten reflections tend to be deeper and more insightful than those maintained digitally. Additionally, many programs have limitations to device usage in different locations; as such, a typed version may not be an option.

Students are encouraged to journal regularly throughout their program experience. The journal assignment will be graded on the **following five components**:

1. **PRE-PROGRAM REFLECTION:** Answer the following questions prior to the start of your experience:

a. What are your primary hopes for your experience? What do you hope to gain/learn, both formally and informally?
b. What are the sources of your expectations? Are your hopes/expectations your own, or someone else's?
c. What are you most nervous about? What are some specific actions you can take to address challenges and cope with potentially uncomfortable situations?
d. What kind of support do you think you'll need in order to thrive during your experience?

2. **EARLY PROGRAM REFLECTION:** Answer the following questions within the first 1-3 days of your experience:
    a. What is similar to and/or different from your home culture/environment?
    b. What is unique about this place/location/community?
    c. How is your day-to-day experience and learning in your host community/environment challenging or validating your perspectives and worldviews?
    d. How is this experience different from what you expected?
    e. What personal challenges are you experiencing?

3. **MID-PROGRAM REFLECTION:** Answer the following questions approximately halfway through your experience:
    a. How has your experience so far either reinforced or challenged your previous assumptions about what the experience would be like?
    b. How are you personally developing or changing within your group/cohort?
    c. What lessons can you take away from the experience you're having with your cohort?
    d. What has most inspired you during your program so far? Why?
    e. How do you think this experience will affect decisions you make in the future?

4. **END-OF-PROGRAM REFLECTION:** Answer the following questions near the end (within the last few days) of your experience:
    a. In what ways have you changed from the beginning of the trip until now? In what ways did your ideas about life shift as a result of the program?
    b. What was most challenging to you during your program? Did you overcome it? If you did, how? And what did you learn? If you didn't, how did you try to overcome it and what did you learn?
    c. If you could go back in time and give advice to the person you were on the first day of the trip, what would it be?

***If you are enrolled in multiple courses, you may maintain one journal for all courses. For multiple courses, you will need to complete the four reflections above ONCE. In addition, you will need to complete the following reflection questions for EVERY course you are enrolled in:*

1. **COURSE-SPECIFIC REFLECTION:** Answer the following questions as you complete your chosen reading:
    a. Review the **student learning objectives** for this course and speak directly about your inquiry and learning related to each of the course themes. How did your experience help you accomplish **each learning objective**?
    b. Reflect on how you will use what you learned in this course in your future personal, professional, and/or academic endeavors.
    c. Which major themes from your reading can you apply to your program experience, and how have these themes influenced how you perceive your experiences?

The following **JOURNAL GRADING RUBRIC** describes the criteria your instructor will consider when evaluating your reflective journal assignment:

	Excellent (90-100)	**Proficient (80-89)**	**Fair (70-79)**	**Inadequate (69-)**
Depth of self-reflection (20%)	Clear and focused description of insights about oneself, including feelings and questions raised by experience(s); questioning/examining of personal assumptions, habits, and values; and plans for further action/reflection for specific purposes such as developing skills, improving self-understanding, or refining belief systems.	Clear but general description of oneself, including a limited description of response to certain experience(s); acknowledgement of personal assumptions, habits, or values; and generalized ideas for how the reflection will direct future actions or beliefs.	Vague description of oneself, including vague/general response to certain experience(s); limited description of general opinions or behaviors with minimal reflection on underlying assumptions, habits, or values. No indication of how the reflection will inform future goals/action.	Little or no reflection; no indication of intentional self-examination.
Depth of reflection on host community/ environment (20%)	Clear and focused description of the host environment/culture, including astute observations of the community's underlying values, expectations, and history; how aspects of the community affect one's experience(s), and vice-versa; and how these reflections will direct future interactions.	Clear but general description of the host environment/culture, including general observations of a community's values and expectations; how the host environment/culture affects individual experience; and vice-versa.	Vague description of the host environment/culture, including a superficial understanding of a community's expectations and how the host environment/culture affects individual experience. No indication of how the reflection will inform future goals/action.	Little or no reflection; no indication of intentional consideration of the host environment.
Depth of reflection on group dynamics (20%)	Clear and focused description of the cohort experience, including astute observations of the group's lived experience; questioning/examining of group assumptions, habits, and values, and plans for further action/reflection for the purpose of developing intentional group relationships.	Clear but general description of the cohort experience, including general observations of the group's lived experiences; acknowledgement of group assumptions, habits, and values; and generalized ideas for how the reflection will direct future action.	Vague description of the cohort experience, including superficial observations of the group's lived experiences and minimal reflection on underlying assumptions, habits, and values. No indication of how the reflection will inform future goals/action.	Little or no reflection; no indication of intentional examination of group dynamics.
Depth of connection to course themes (20%)	Fully comprehends and offers insight into how specific course concepts apply to the lived program experience. Reading has clearly been completed concurrently with the program experience and concepts build off of one another as they are logically applied to reflections.	Understands broad course concepts and applies general course themes to reflections. Reading has clearly been completed concurrently with the program experience.	Broad course concepts are referenced, but there is little evidence of integration into intentional reflections. Reading may have been completed following the course experience.	Little or no integration of course themes; no evidence that required reading has been done.
Overall quality & consistency (20%)	Writing is clear, concise, and well-organized with excellent sentence/paragraph construction. Reflections have clearly been written authentically at the assigned times.	Writing is mostly clear, concise, and logically ordered with good sentence/paragraph construction. Reflections have clearly been written authentically at the assigned times.	Writing is disorganized and unclear at times. Sentences may be incomplete and thoughts are not always logically sequenced.	Writing is disorganized and unclear. Thoughts ramble and make little sense.

REQUIRED READING: You must read at least **ONE** book from the Recommended Reading list and

demonstrate knowledge learned and/or perspectives expressed (**with MLA or APA citations**) in your FINAL REPORT.

> ☆ **A note on critical thinking**
> Keep in mind that the reading list for this course includes books by various authors with differing identities, perspectives, and experiences. These are not meant to be authoritative textbooks, but rather opportunities for you to engage with particular perspectives on a given topic. Students are expected to read and interpret these texts through a critical lens, which involves analyzing a text's content, context, and underlying assumptions, rather than simply accepting the author's writing as fact or singular authority on a subject. Here are some guidelines for critical reading:
>
> - *Understand context: Consider the historical, cultural, and social context in which the text was written, and how these factors may have influenced the author's perspective.*
> - *Identify assumptions: What assumptions (statements not supported by evidence/reasoning) does the author make when presenting their point of view, and what are some alternative viewpoints that challenge those assumptions?*
> - *Examine the author's purpose: What are the author's goals in writing the text? Are they trying to inform, persuade, entertain, advocate, etc.? Are they trying to appeal to a particular audience?*
> - *Examine evidence: Evaluate the quality of data, examples, anecdotes, etc. that the author uses as evidence to support the points they are trying to make. Does the author use language that appeals to the emotions, logic, or values of their audience?*
> - *Connect to broader conversations: How does the content of the text fit into larger conversations happening in the world? Which groups of people are primarily affected by the topics/issues explored in the text, and what are their perspectives? How does the author's experience and perspective compare to those of other stakeholders?*
>
> In addition to texts, we encourage students to apply these guidelines for critical thinking to their own observations, as well as information supplied by their gap year program. Students who cultivate a critical thinking skillset will be better able to navigate challenges, make informed choices, and contribute to meaningful progress in the world with creativity and an open mind.

A **FINAL REPORT** of insights gained from your study-away experience is required in order to complete the course. **Our expectation is that the paper you submit will reflect college-level writing.** Your report should be 8-10 pages in length. Reports must be typed (double-spaced) with a cover page that includes your name, the academic term (e.g. Fall 2024), the name of the program you attended, and the course number.

REFLECTIVE LEADERSHIP PROFILE: Submit a reflective paper that documents your journey of growth and development as a leader throughout the semester. Drawing upon readings, personal experiences and reflections, and self-assessments, write a paper that critically analyzes your leadership experiences, strengths, challenges, and areas for improvement.

Consider the following as write your analysis:

- Reflect on your initial perceptions of leadership and how they have evolved over the course of the semester.
- Select and analyze two or more leadership theories discussed in your readings, and evaluate how these theories have influenced your understanding of leadership and informed your approach to leadership development.
- Perform a self-assessment using theories and tools provided in your readings. Identify your own personal leadership strengths, weaknesses, values, and preferred leadership styles.
- Describe and reflect on specific leadership experiences you had during your program. Include examples of team management, conflict resolution, decision-making, and influencing others.
- Discuss challenges you encountered as a leader and how you addressed them. Reflect on areas where you experienced personal growth and development as a leader.
- Reflect on the ethical responsibilities of leaders and how your personal values align with ethical leadership principles.

- Articulate your personal leadership vision and goals for the future. Describe specific steps you plan to take to further develop your leadership skills and to achieve your leadership objectives.
- Reflect on the impact you have had as a leader on individuals, teams, organizations, and/or communities.

The following **PAPER GRADING RUBRIC** describes the criteria your instructor will consider when evaluating your final paper assignment:

	Excellent (90-100)	**Proficient (80-89)**	**Fair (70-79)**	**Inadequate (69-)**
Explanation & analysis of course themes (25%)	Demonstrates a solid understanding of the major course themes, using readings and experience to define and analyze concepts.	Concepts are defined and evaluated, but little support is offered from readings and experience to analyze themes.	Concepts are cited, but not always clearly defined. Minimal analysis and evidence provided.	Paper mentions the course reading, but there is little demonstration of how the paper relates to the course.
Self-reflection and assessment according to course themes (25%)	Critically reviews prior knowledge, questions assumptions, and articulates new perspectives as a result of experience. Demonstrates superior connection between experience and course content. Provides evidence of applying theories/other course material in the field.	Actively considers prior knowledge and articulates new understanding of knowledge as a result of experience. Personal experience described throughout the paper is thematically appropriate and contextualized within the course themes.	Cites prior knowledge without an attempt to evaluate new perspectives. Demonstrates understanding of course themes but does not relate to other experiences or personal reaction.	Superficial review of experience with little conscious/deliberate thought or reference to knowledge development. Both experiences and course themes are described without an attempt to understand/connect them.
Integration of evidence from required reading and personal experience (25%)	Each logical point is supported by one or more examples from required reading, journal entries, and other citations of personal experience. Evidence is compelling and strongly advances the paper's main points.	Logical points are supported with examples, though there may be an imbalance between evidence from readings and personal experience/journals. Evidence logically advances the paper's main points.	Evidence is provided to support main points, but may remain superficial and weakly advance the paper's main points.	Minimal evidence is included. Citations do not clearly support the paper's main points.
Clarity & organization of ideas (15%)	Clear organization with a natural flow. Includes an introduction, transition sentences to connect major ideas, and a clear conclusion.	Clear organization with introduction, transitions, and conclusion, but writing is not always fluid.	Organization is unclear or missing necessary component parts. Ideas are not logically sequenced, or are difficult to follow.	Little discernible organization. Ideas are illogical and lacking a clear purpose.
Grammar & punctuation (10%)	Few or no grammar or spelling errors. Minimal passive voice. Ideas and evidence are correctly cited using MLA or APA guidelines.	Some grammar or spelling errors. Ideas and evidence are correctly cited.	Significant grammar or spelling errors (but not both). Ideas and evidence are correctly cited.	Significant grammar and spelling errors. Ideas and evidence are not correctly cited, or not cited at all.

A note on Generative AI as a research tool:

- Well-written papers will cite evidence from various sources, and the strongest/most compelling evidence will come in the form of primary sources. While generative AI tools such as ChatGPT may be helpful to brainstorm ideas and find other sources of evidence, students should not rely on generative AI as a source in and of itself, as it is not a primary source of information, nor is it reliable in its accuracy.
- The use of generative AI is highly discouraged for this course, since the nature of the course assignments asks students to think critically about their personal experience and observations; however, students may choose to utilize generative AI tools in order to brainstorm ideas and/or supplement research for their report. In order to uphold scholarly standards, students are required to cite any AI-generated material that contributes to their work, including in-text citations, quotations, and references, according to current APA or MLA guidelines for citing generative AI. The generation of content through AI without appropriate attribution constitutes academic misconduct.
- If an instructor suspects inappropriate use of generative AI tools based on comparisons with a student's other writing and/or flagging by AI detection tools, the instructor may request a rewrite and/or further conversations with the student.

The Writing Center at University of Montana

Once you are enrolled in the course and receive a student ID number from UM, you are eligible to use the services at UM's Writing & Public Speaking Center, which offers online appointments. Students are highly encouraged to take advantage of this service as they draft their final papers: UM's Writing Consultants can offer valuable guidance and advice around organizing a topic, proper use of evidence and citations, developing effective arguments, and much more. Making an appointment with a Writing Consultant can often make the writing process more efficient, reducing the time you spend on your assignment while helping you develop a higher quality product.

DEADLINES & SUBMISSIONS

Students are expected to submit coursework to their Instructor of Record within thirty days of the completion of their program. Following their initial submissions, students will be expected to respond to questions and feedback from their instructors until final grades are given.

SUBMITTING ASSIGNMENTS

Submit the following two assignments to your instructor by the deadline listed above:

1. **Reflective Journal Entries**: Once complete, please capture legible images/scans of ONLY THE FIVE GRADED COMPONENTS of your handwritten journal and submit as ONE COMPLETE document via email/shared drive to your instructor. Instructors reserve the right to refuse your journal submission if it is not legible. Some tips for quality submission when photographing or scanning your journal:
    - Ensure adequate light
    - Use equal camera height/distance if taking photos of journal
    - Turn OFF the flash
    - Pay attention to shadows and reflections
    - Ensure the entire page is captured and sections are not cut off (even margins)!
2. **Final Report**: Please email or share your final report with your Instructor of Record

COURSE EVALUATION

- **Daily Journal** (30% of total course grade).

- **Final Paper** (70% of total course grade)
- **Required Readings**: This is a requirement for successful completion of this class and 10% of your paper grade depends on your referencing examples and insights gained through your reading. Citations in proper APA or MLA format are required.
- **Required Hours**: The Gap Year Association will provide verification of your contact hours. You will automatically meet the required hours upon completion of your program.
- **Grading**: This course is graded with letter grades A - F. Letter grades will be assigned according to overall evaluation percentages as follows:

A = 93-100	B- = 80-82.9	D+ = 67-69.9
A- = 90-92.9	C+ = 77-79.9	D = 63-66.9
B+ = 87-89.9	C = 73-76.9	D- = 60-62.9
B = 83-86.9	C- = 70-72.9	F = 0-59.9

**Incomplete/missing coursework will result in an assessment of Incomplete (I) on your official transcript.*

***Grades may be lowered for late coursework submissions at the instructor's discretion.*

READING LIST

Students must read and cite at least ONE book in the final assignment. The following books have been recommended for this course. If you would like to select a book that does not appear on this list, the book must first be approved by your Instructor of Record.

Abrams, S. (2019). *Lead from the Outside: How to Build Your Future and Make Real Change*. Picador.

Convincing others—and often yourself—that you possess the answers and are capable of world-affecting change requires confidence, insight, and sheer bravado. *Lead from the Outside* is a handbook for outsiders, written with the awareness of the experiences and challenges that hinder anyone who exists beyond the structure of traditional white male power—women, people of color, members of the LGBTQ community, and millennials ready to make a difference.

Burnett, B. & Evans, D. (2016). *Designing Your Life: How to Build a Well-Lived, Joyful Life.* Knopf Doubleday Publishing Group.

Everything in our lives was designed by someone. And every design starts with a problem that a designer or team of designers seeks to solve. In this book, Bill Burnett and Dave Evans show us how design thinking can help us create a life that is both meaningful and fulfilling, regardless of who or where we are, what we do or have done for a living, or how young or old we are. The same design thinking responsible for amazing technology, products, and spaces can be used to design and build your career and your life, a life of fulfillment and joy, constantly creative and productive, one that always holds the possibility of surprise.

Brown, B. (2018). *Dare to Lead: Brave Work. Tough Conversations. Whole Hearts.* Penguin Random House.

In this book, Brené Brown argues that when we dare to lead, we don't pretend to have the right answers; we stay curious and ask the right questions. We don't see power as finite and hoard it; we know that power becomes infinite when we share it with others. We don't avoid difficult conversations and situations; we lean into vulnerability when it's necessary to do good work. The author uses research, stories, and examples to answer these questions: How do you cultivate braver, more daring leaders, and how do you embed the value of courage in your culture?

Ibarra, H. (2015). *Act Like a Leader, Think Like a Leader*. Harvard Business Review Press.

In this book, Hermina Ibarra, an expert on professional leadership and development and professor

at a leading international business school, illustrates how managers and executives at all levels can step up to leadership by making small but crucial changes in their jobs, their networks, and themselves.

Martin, J. & Nakayama, T. (2022). *Intercultural Communication in Contexts (8th Edition)*. McGRaw Hill.

This book examines communication in multicultural relationships and provides the tools for effective communication amid cultural, ethnic, and religious differences in domestic and global contexts. Students are introduced to the primary approaches for studying intercultural communication along with a theoretical and practical framework for applying the approaches in their own lives.

Martin, B., Breunig, M., Wagstaff, M., & Goldenberg, M. (2024). *Outdoor Leadership: Theory and Practice (3rd Edition)*. Human Kinetics.

This book introduces students to a wide variety of theories and concepts integral to the understanding of outdoor leadership, demonstrating how these concepts come to life in the field. The text covers eight core competencies essential to outdoor leadership.

Menendez, A. (2019). *The Likeability Trap: How to Break Free and Succeed as You Are*. Harper Business.

Relying on extensive research and interviews, and carefully examined personal experience, *The Likeability Trap* delivers an essential examination of the pressure put on women to be amiable at work, home, and in the public sphere, and explores the price women pay for internalizing those demands. Rather than advising readers to make themselves likeable, Menendez empowers them to examine how they perceive themselves and others and explores how the concept of likeability is riddled with cultural biases. Our demands for likeability, she argues, hinder *everyone's* progress and power.

Parker, P. (2020). *The Art of Gathering: How We Meet and Why It Matters.* Riverhead Books.

In *The Art of Gathering*, Priya Parker argues that the gatherings in our lives are lackluster and unproductive--which they don't have to be. We rely too much on routine and the conventions of gatherings when we should focus on distinctiveness and the people involved. At a time when coming together is more important than ever, Parker sets forth a human-centered approach to gathering that will help everyone create meaningful, memorable experiences, large and small, for work and for play.

Pink, D. (2011). *Drive: The Surprising Truth About What Motivates Us.* Riverhead Books.

Drawing on four decades of scientific research on human motivation, Pink exposes the mismatch between what science knows and what business does—and how that affects every aspect of life. He examines the three elements of true motivation—autonomy, mastery, and purpose—and offers smart and surprising techniques for putting these into action.