**The Nicholas School of the Environment**

**Duke Environmental Leadership Program**

Environmental Leadership Module Syllabus

ENV 965

Fall 2013

Deborah Rigling Gallagher

The Nicholas School of the Environment Phone: 919-613-8138

Duke University Fax: 919-684-8741

Box 90328 Email: deb.gallagher@duke.edu

Durham, NC 27708-0328

**Course Overview:**

One of the driving themes of the DEL-MEM Program is leadership. We believe that leadership is cultivated by each individual and requires time and effort; it is a process. Participation in the DEL-MEM program will put you one step closer in your leadership pursuit by providing you with opportunities to:

* Enhance your understanding of the meaning of leadership
* Assess your leadership capabilities and leverage your strengths
* Gain practical leadership skills, including critical and creative thinking, communication, collaboration, and conflict resolution, and the ability to apply them
* Better understand “followership” and how to cultivate it
* Identify and align your own beliefs and values with the process
* Create a personal leadership development plan, set goals and evaluate your progress
* Reflect on and resolve leadership challenges in your organization or agency
* Emerge with a renewed vision of yourself as a leader

This course is designed to orient you towards these goals. More specifically, we want to provide you with a framework and point of reference for your leadership journey. During the five-day session, we will explore leadership in a variety ways, including individual meetings with prominent leaders in the field, discussions and a case study project. Each leader was provided with guidance on the premise of our meeting and were given the following discussion prompts:

* On a personal level, how do you define leadership and what do you feel are the traits and behaviors of effective leaders at an individual level?
* Given your definition of leadership, how does your leadership of this organization compare? Can you give specific examples?
* What do you see as the most significant challenges to leadership and change management within [XX organization] and in the world in which it operates?

Despite the busy schedule, we hope that you will take some time to reflect on your experience and your own development as a leader.

**Leadership Module Schedule:**

The DC Leadership Module schedule is available on Sakai under **Resources**.

**Course Materials:**

*Background Information*

Background information for each leader is available under the **Resources** tab in Sakai.. Please review and don’t feel limited to the examples provided.

*Leadership Articles*

Each group will be responsible for reading an assigned article on leadership from the Harvard Business Review as part of the leader report presentations (held on the last day of the module). The leadership articles are available on Sakai within the **Resources** tab. See Leader Report Presentations below for more details.

**Leader Report Presentations:**

Students will be divided into groups, each assigned to a leader and a select reading in leadership. Each student team will be responsible for asking the assigned leader a series of critical questions to spark reflection on his or her leadership experience. The questions asked should be informed by knowledge of the leader’s personal biography, the organizational/environmental challenges he or she faces and the insights gained from a close reading of the assigned leadership reference article. Leader and leadership article assignments are on Sakai under the **Resources** tab. After the assigned team has asked their questions, the floor will be open for all other students to ask the leader questions; however, please reserve the first questions to the assigned team. Students are free to ask any additional questions necessary to gain a better understanding of the leaders’ personal leadership journey. All additional questions should be appropriate, relevant, and contribute to the overall intent of the leadership module. Each student is expected to review the background information on each leader.

On the final day, each group will lead a brief discussion/presentation on their assigned leader, based on the meeting, the team’s assigned Harvard Business Review leadership readings, the leader’s biography, etc.:

* 10 minute presentation facilitated by one member of the group; 5-minutes Q/A
* Presentation must include a short summary of the assigned HBR leadership article (provide enough information so as to inform your classmates as to the general message of the article)
* PowerPoint slides permitted (5 slides max)

Note: Each presentation will be limited to 10 minutes, plus 5 minutes for Q&A. They will be timed and we will adhere to this time limitation so please prepare accordingly.

**Course Evaluation:**

This course qualifies for one hour of graduate credit. It will be graded on a pass-fail basis. Your presence and participation in discussion sessions and the case study project are the basis for evaluation.

**Academic Integrity:**

All activities of Nicholas School students, including those in this course, are governed by the Duke Community Standard.

**The Duke Community Standard**Duke University is a community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect for others. Students share with faculty and staff the responsibility for promoting a climate of integrity. As citizens of this community, students are expected to adhere to these fundamental values at all times, in both their academic and non-academic endeavors.

The Pledge: Students affirm their commitment to uphold the values of the Duke University community by signing a pledge that states:

1. I will not lie, cheat, or steal in my academic endeavors, nor will I accept the actions of those who do.
2. I will conduct myself responsibly and honorably in all my activities as a Duke student.