**Administrative Leadership**

**POSC 6613**

**Syllabus & Course Outline**

**Spring 2014**

**Professor & Course Information**

Insert information here

**Course Description**

*From the* *Student Bulletin*: A study of the techniques and practices that successful managers employ to get their work done through politicians, subordinates, and citizens. Emphasis is placed on issues that are faced by first-time managers.

*Expanded Description*: This course is a scholarly exploration of the complex concept of leadership. We will consider leadership theories and approaches, delve into research on leadership, examine leadership themes in historical and modern texts, and consider how all of this applies to real world situations – including and especially your own life.

The course is built on the foundational principle that *leadership is a process*. With that in

mind, we will study various definitions, theories and approaches to leadership, especially as they relate to public administration. Along the way, you will analyze your own leadership style(s) and engage in group discussions of hypothetical scenarios.

By the end of this course, you should be able to assess your style, and strengths and weaknesses as a leader, understand the process of leadership, and evaluate others’ leadership in a much more nuanced fashion. You should also improve your verbal and written communication. And you should also be better able to follow directions.

**Required Course Materials**

\*Northouse, P. 2007. *Leadership: Theory and Practice.* 6th ed*.* Thousand Oaks, Calif.:

Sage Publications. ISBN: 978-1-4522-0340-9

**Additional Materials**

You will have a book to review that you can check out from the library, get on inter-library loan or, as a last resort, purchase from the online source of your choice.

**Grades**

Leadership Bio 20

Exams (midterm and final @ 75 points each) 150

Leadership Instrument Assessments (11 @ 10 points each) 110

Book Review 100

Book Review Presentation & Discussion 50

Participation 70

**TOTAL 500**

**Grades and Point Totals**

A=450-500

B=400-449

C=350-399

D=300-349

F=299 and below

**Assignments**

All assignments will be graded based upon evidence of your having analyzed the course materials, your ability to communicate well and your ability to follow directions.

**Leadership Bio**

You will prepare a brief presentation to the class on yourself as a leader. This is a three-part exercise: (1) tell about a time when you believe you were a leader; (2) describe the leadership qualities you displayed (make sure they are not management qualities – see Northouse Chapter 1); and (3) say what you would do better as a leader, based upon this experience. You will have an assigned time to present. Do not miss your time. An assignment is provided in Blackboard (hereinafter Bb).

**Exams**

There are two exams – a midterm and a final exam on Northouse. You will complete these on Bb outside of class.

**Leadership Instrument Assessments**

Northouse provides a leadership assessment at the end of each of 11 chapters. These allow you to assess your leadership, based upon various techniques. You will provide an approximately 500-word (allowance of 20 words more or less), double-spaced, typewritten summary for each one of what you learned about yourself after you took the assessment. This should not only acquaint you with various ways of measuring leadership, but also help you chart your growth. An assignment is provided in Bb.

**Book Review/Presentation/Discussion Leadership**

You will write a 10-page book review from a selected list that I provide. Each person must choose a different book. You will also give an oral report (no PowerPoints) of your book review and generate/manage discussion on this. These must be solely your reviews, using no other sources from anywhere but the book itself. You may use brief notes to do your presentation, but you may not read them verbatim because you should keep eye contact with the class as much as possible. You will generate and manage discussion from the class after your presentation.

**Participation**

Participation is essential in this class. It consists of your regular, on-time attendance and your active and substantive participation in class and group discussions. I will be also looking for evidence that you are familiar with the course materials, which means you MUST keep up with them. Just agreeing or disagreeing without backing up your input is not enough. Participation is impossible if you do not attend class, so it is of utmost importance that you attend each class. In your group discussions, you will be asked to discuss the questions in one of the case studies at the end of each chapter in Northouse. I will assign the case studies. Someone from your group will then sum up your consensus to the questions at the end of the discussion. You will alternate as to who is your spokesperson so that everyone gets a chance to sum up to the class. Let me emphasize that you must speak up to get attendance points in this class. Do not be afraid to do so, regardless of your English-speaking abilities. Viewpoints based upon different cultural experiences are welcomed. Participation is also what makes classes rewarding and fun.

**General Policies**

1. You should have the textbook in hand the first week of class, as this class will be up and running from the start. I would also get your book for your book review quickly.
2. You are expected to attend all class meetings and to be on time. Students not attending class at least once during the first 11 days will be dropped from the class roster. If you have a University-excused absence (for example, absences by student athletes or other University-sponsored events in which you are required to take part), see me right away about making up work or tests, which you must do within what I determine to be a reasonable time period and not at the end of the semester. University-excused absences must be given to me prior to your absence. They must be in written or emailed form, and must come from a University official. I confirm University-excused absences with the excusing office. Work is not a University-excused absence, and if work conflicts with your classes, you should consider other options. This includes being late or having to leave early because of work. Do not miss class to work on your assignments.
3. Persistent late attendance may be counted as absences and affect your grade. If you come in late after roll call, you must make sure I have you recorded.
4. You do not need to contact me if you cannot attend a class. Nor do you need to present me with a reason for non-attendance, unless it is for a University-excused event. My presumption is that you are here to learn and that you will be here on time if the University is open. Should your circumstances or other decisions (including, but not limited to, illness, appointments, work, childcare, car problems, finances, funerals, travel, traffic, parking, etc.) lead you to miss or be late for numerous classes, please be aware that there comes a critical point where, regardless of the reason, I may determine that you have not gotten enough from the class, nor given enough to it, to warrant a passing grade. This may not be your fault. Nevertheless, in such a case it is wise for you to withdraw and take this or another class when you can devote to it your full attention.
5. If you need to leave class early, let me know the reason before class, unless you are suddenly taken ill or have an emergency. Barring the latter, please do not just walk out of the class or I will reserve the right to consider this an absence.
6. It is important that you return from the break at the time I set.
7. Please refrain from talking/laughing/whispering/mumbling out of turn during class.
8. No emailed assignments will be accepted, unless otherwise indicated. You should not put work under my door (I will not consider it turned in). If you turn something in late in the main office, you must sign in as to when you turned it in.
9. Follow directions closely.
10. Do not use electronic devices in class for personal reasons, and especially do not use them when someone is presenting or I am speaking. This includes checking email, texting (including under the table), etc. Please mute cell phones and only take calls in an emergency. If you repeatedly use electronics for non-class purposes, I will use my discretion as to what to do, which could include losing points, being dismissed from class or other measures. Let me know if you are using translators, so I do not mistake them for other devices. You may not tape record my class or our appointments without my permission.
11. I do not privately recap lectures, so please do not ask me what you missed.
12. I welcome your visits to my office. Too few students make them. These visits, whether drop-ins during office hours (if I am not with someone) or through appointments, help me better know you and your interests, including internship interests, as well as discuss concepts and advise you on study skills. Please be on time for appointments and give me adequate notice if you need to reschedule. If you see me with someone, please let me know you are here and wait outside until I am done.
13. There will be no grade changes unless I make a calculation error, so do not ask me to alter your grade to help you maintain your standing in the graduate program, keep or improve your chances for an assistantship, keep your financial aid, maintain your immigration status, maintain a certain GPA, keep a scholarship, increase your chances for advanced degree admission, uphold your job requirements, etc.
14. I do not calculate grades early. You can see your accumulated points in Bb. I calculate final grades only at the end of the semester, in keeping with University deadlines. Do not ask for grades in advance. Also, please do not lobby me for grades or express hopes that you will get a certain grade (good advice for all your classes).
15. You need to check your email several times a day and also on weekends. Please be quickly responsive to me. Bb operates only using your University email, and I only respond to University email addresses.
16. I generally respond to email messages Monday through Friday, between 10 a.m. and 7 p.m. On weekends, I check email sporadically. I generally get back to you within 24 hours. I do not respond to phone calls unless they are during office hours, as my only phone is a private cell whose number I do not share.
17. Please note that you may need your professors for references throughout your lifetime. Therefore, it is wise to show through your work ethic to show you would be worthy of a reference, as they are not guaranteed.
18. As a general word of advice, you should not make plans to extend holidays or leave the University prior to the end of the final exam period. Otherwise you risk having to change your travel plans at the last moment and at your potential inconvenience and cost.
19. I do not assign incomplete or “I” grades, except in rare circumstances. It is extremely difficult to make up the in-class presentations and participation in this class.

**Students with Disabilities**

If you have a disability or problem requiring accommodation in order to succeed in the course, please contact me within the first week of class, or as soon as you join the class. I will maintain your confidentiality and make every reasonable effort to meet your needs. Any student requiring accommodation must be registered with the University’s Office of Disability Services: insert phone number. If Disability Services recommends that you be allowed to take exams in its office, it is your responsibility to schedule that exam with that office for the same date and time as the exam will be administered to the other students in the class.

**Inclement Weather Policy**

Information on campus closure can be found on the University’s web page, its public radio station, and local radio and television stations. If inclement weather prevents you from coming to campus and campus is not closed, please email me as soon as you have power. During inclement weather, you are responsible for all missed assignments within a time frame that I determine.

**Academic Misconduct Policy**

This University holds to the highest standards of academic integrity. Without such standards, the degrees of students past, present and future are devalued, as is education itself and our nation’s future in a highly competitive global marketplace. You are not competing with the students in this course; you are competing with students in China, India, Japan and other countries where standards may be far higher. Moreover, holding to these high ethics helps us build a more civil and productive society.

Plagiarism, Reliance Upon Sources and Cheating (very, very important)

Plagiarism is a serious offense against academic integrity that could result in failure for the test, paper or assignment, failure for the course, and expulsion from the University. Plagiarism usually involves passing off the work, words, or ideas of others as your own without giving proper credit. If you have questions about what constitutes plagiarism, you should ask me. I also use SafeSubmit in Bb that checks for plagiarism, but I review the reports for their reasonableness.

You should not rely too heavily upon one source, and you should be careful to put things in your own words in a way that summarizes the source material’s essence, but does not quote it. Students tend to over-rely upon quoting and use it as filler. Much of the quoted material often doesn’t fit with the paper. Your work should flow.

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. It devalues your reputation and that of education in general.

Some students may choose not to conduct original research, but try to pass off a paper as if they did. If I suspect this on any work, I will confront the student and challenge the authenticity of the work. Those students who do not do their own work, but ask others for help in getting them through writings and exams, or who give information to others to help them complete their work, are equally guilty of cheating. Thus, both students risk failing the course, and having me pass their names on to the relevant departments, advisers, professors and deans to alert future teachers or employers of the behavior. If, at any time in the course, you are asked to give information to others, or you suspect cheating by another student, please alert me immediately. Your confidentiality will be fully respected.

Please do not test me on plagiarism or cheating, as I view them as serious enough to elevate the issues to the highest level possible. I take these issues very, very seriously.

**Resets on Exams, Makeups, University-Excused Absences**

Resets for the exams are at my discretion and must be for technical reasons. You should first make diligent efforts to resolve your technology problems before you ask for a reset (see Technology below). You must notify me on the day you take the exam if you are requesting a reset and take the exam within the time frame I set. This may be on the weekend. Therefore, you must check your emails regularly, including on the weekend. Missing an opportunity because you didn’t check your email is not an accepted excuse. Make sure your computers at home have the required technology.

For University-excused absences, you must provide me a note or an email from a University official or professor before the class at which you will be absent). I verify all University-excused absences with the excusing party.

**Late Papers**

Late papers will receive a 10-point deduction for each day they are late, including the weekends. Papers that are turned in late on the day they are due will receive a 5-point deduction for that day. I do not accept emailed or hard-copy papers. As papers are turned in via SafeSubmit (which checks for plagiarism) in Bb, you may have to get me to open the submission time. As you have the whole semester to do your paper, there should be no reason for a late paper. Please note that waiting until the last minute to submit your paper and then relying upon an excused absence that occurs around the paper submission time to justify a late paper violates the essence of the excused absence and is not an acceptable excuse.

**Importance of Good Writing, Style and Following Directions**

Good Writing: Proficiency in English, or diligently seeking the help necessary to achieve it, is expected. Communication abilities can make or break your job chances and performance, as well as strongly affect others’ perceptions of you. Speak clearly and loudly, and get writing help as I direct.

I am a stickler for good writing and for good form in everything you turn in because so is the working world; I grade writing and punctuation, plus content and your ability to follow directions. I suggest everyone have their work reviewed by the Writing Center. Writing Center referrals are posted under the Writing Help tab in Blackboard, as are Additional Grammar and Writing Tips, the Purdue University online writing help center and the Guide to APSA Style (our citation guide).

The Writing Center referral is self-explanatory. I verify with tutors that you received the help. You can turn in the fully completed form to me in hard copy the day the assignment is due or scan it and email it on the same day.

I expect writing that is free of spelling mistakes, grammatical errors, run-on sentences, incomplete sentences, awkward wording, texting symbols and texting language (e.g. “&” instead of “and”; LOL, etc.), asking questions rather than making statements, swearing, informal rather than scholarly language, local vernacular, mixed verb tenses, long/meandering sentences, unnecessary capitalization, lack of commas and lack of paragraphs. Write actively rather than passively.

Get right to your argument, rather than leading up to it, and back it up with facts. Beware of repeating yourself as filler, or using more spacing than is required as filler. Stay on topic. Be careful of making absolutist statements (e.g., “this always happens”).

Style: Writing assignments should use 12-point, Times Roman or Calibri black type. All copy should be flush left (do not center your copy, except for headings; do not justify your copy). Papers should be no more than double-spaced. If there is a header, use only one extra space after it. The same applies to headings. For subheads, use only one space before and after them. Make sure subheads do not stand alone without copy at the bottom of a page; move them to the next page with their copy. Rather than use extra spacing between paragraphs, I prefer that you indent your paragraphs and continue double spacing. I have seen this much abused and grow frustrated with what appears to be padding by extra spacing (as well as not following directions). Give page numbers to documents that are more than one page. Indicate clearly what part of the assignment you are writing about, and in longer documents, use subheads. A subhead must have at least two lines of copy underneath it. You should discuss items in the order in which they appear in your first or second paragraph, where you preview what you will talk about. Avoid repeating yourself, especially at the end. Repeating your introduction is not a conclusion. Some assignments do not require conclusions. In Bb, I have provided a sample of what I consider to be a good graduate paper.

Quoting, All Caps, Exclamation Points, Asking Questions: None of these is allowed in your papers.

Following directions: It is highly important that you address all the required parts of the assignment and follow directions.

**Technology**

I use Bb Learn for materials related to the course, for testing and for grading. You can access Bb Learn through this link, which I suggest you bookmark: <https://bblearn.astate.edu>. You should familiarize yourself with it early on. There are resources on our Bb course site. I suggest you do a browser check by clicking on “Check your browser by clicking here” on the Bb home page.

I cannot act as your technical support. It is your responsibility to have up-to-date technology and to know how to use it. If you need software downloads, many are available from the University’s Information and Technology Services (ITS) web site.

Please promptly solve your technology problems by contacting ITS at insert number. It is best to reach ITS during business hours on weekdays, but help is also available 24/7.

By enrolling in this class, you agree to use the electronic tools required. Unaddressed technology problems and unchecked A-State email messages are not accepted excuses.

**Important Dates**

Please keep track on your own of important dates in the University’s academic calendar and by other means by which students are informed by the University.

**This syllabus is subject to change for reasonable purposes,**

**unforeseen circumstances or if there are errors.**

**Course Outline**

**Week Topics Readings Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 1  Jan. 14 | Introduction to leadership | \*Northouse Chs. 1 & 15  (Note: Even though we discuss one case study, you should read them all for each week) | \*Reading  \*Introductions  \*Assign Leadership Bios  \*Assign book reviews |
| Week 2  Jan. 21 | Trait approach to leadership | \*Northouse Ch. 2 | \*Reading  \*Hand in Leadership Instrument Assessments from Ch. 2  \*Discuss case 2.1 in Northouse in your group and report results (a different group member should report each week)  \*Leadership Bios: insert student names  \*Report on which books you chose  \*Work on book reviews |
| Week 3  Jan. 28 | Skills approach to leadership | \*Northouse Ch. 3 | \*Reading  \*Hand in Leadership Instrument Assessments from Ch. 3  \*Discuss case 3.2 in Northouse in groups and report results)  \*Leadership Bios: insert student names  \*Work on book reviews |
| Week 4  Feb. 4 | Style approach to leadership | \*Northouse Ch. 4 | \*Reading  \*Hand in Leadership Instrument Assessments from Ch. 4  \*Discuss case 4.3 in Northouse in groups and report results)  \*Leadership Bios: insert student names  \*Work on book reviews |
| Week 5  Feb. 11 | The situational approach to leadership | \*Northouse Ch. 5 | \*Reading  \*Hand in Leadership Instrument from Ch. 5  \*Discuss case 5.1 in Northouse in groups and report results)  \*Leadership Bios: insert student names  \*Work on book reviews |

**Week Topics Readings Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 6  Feb. 18 | The contingency theory of leadership | \*Northouse Ch. 6 | \*Reading  \*Hand in Leadership Instrument from Ch. 6  \*Discuss case 6.2 in Northouse in groups and report results)  \*Leadership Bio: insert student names  \*Work on book reviews |
| Week 7  Feb. 25 | The path-goal theory of leadership | \*Northouse Ch. 7 | \*Reading  \*Hand in Leadership Instrument from Ch. 7  \*Discuss case 7.3 in Northouse in groups and report results  \*Work on book reviews |
| Week 8  Mar. 4 | The leader-member exchange theory | \*Northouse Ch. 8 | \*Reading  \*Hand in Leadership Instrument from Ch. 8  \*Discuss case 8.1 in Northouse in groups and report results  \***Book Reviews Due** |
| Week 9  Mar. 11 | Transformational leadership | \*Northouse Ch. 9 | \*Reading  \*Hand in Leadership Instrument from Ch. 9  \*Discuss case 9.2 in Northouse in groups and report results  **\*Midterm exam (may be taken any time this week from 6 a.m. Monday until 6 p.m. Friday in Bb)** |
| Week 10  Mar. 18 | Servant leadership | \*Northouse Ch. 10 | \*Reading  \*Hand in Leadership Instrument from Ch. 10  \*Discuss case 10.3 in Northouse in groups and report  \*Book Review Presentations: insert student names |
| Mar. 25 | **NO CLASS** | **SPRING** | **BREAK** |
| Week 11  Apr. 1 | Authentic leadership | Northouse Ch. 11 | \*Reading  \*Hand in Leadership Instrument from Ch. 11  \*Discuss case 11.1 in Northouse in groups and report  \*Book Review Presentations: insert student names |

**Week Topics Readings Assignments**

|  |  |  |  |
| --- | --- | --- | --- |
| Week 12  Apr. 8 | Team leadership | Northouse Ch. 12 | \*Reading  \*Hand in Leadership Instrument from Ch. 12  \*Discuss case 12.2 in Northouse in groups and report  \*Book Review Presentations: insert student names |
| Week 13  Apr. 15 | Pschodynamic approach to leadership | Northouse Ch. 13 | \*Reading  \*Hand in Leadership Instrument from Ch. 13  \*Discuss case 13.3 in Northouse in groups and report  \*Book Review Presentations: insert student names |
| Week 14  Apr. 22 | Women and leadership | Northouse Ch. 14 | \*Reading  \*\*Hand in Leadership Instrument from Ch. 14  \*Discuss case 14.1 in Northouse in groups and report  \*Book Review Presentations: insert student names  **\*Final exam** **(may be taken any time this week from 6 a.m. Monday until 6 p.m. Friday in Bb)** |

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