**LEADERSHIP: THEORY AND PRACTICE**

Fall, 2014

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Syllabus

Professor:.

Office:

Phone:

e-mail:

Office Hours:

**PURPOSE**

Effective leadership is a necessary and critical aspect in the success of any organization that survives over time. The purpose of this course is to facilitate the discovery and development of each student’s personal capacity to become an effective leader in a business, public/government organization, or nonprofit agency. Through an examination of various approaches to leadership, students will identify the key principles, competencies, and qualities characteristic of effective leaders and integrate these concepts into a personal leadership style.

**COURSE CONTENT**

Students will examine a number of leadership theories and analyze their key principles, including: the qualities, characteristics, and traits of effective leaders; the purpose and goals of leadership; the roles and responsibilities of leaders; the nature of people; and, techniques, methods, and strategies for effective leadership. Students will also learn several strategies for: conducting research about leadership; and generating an individualized philosophy of leadership that communicates their values and beliefs.

**TEXT**

Northouse, P. G. (2015). Leadership: Theory and Practice 7th Ed. Sage Publications. Thousand Oaks, CA.

**STUDENT LEARNING OUTCOMES**

1. Students will learn theoretical and methodological approaches to the study of societal dynamics, and use that knowledge to analyze contemporary social issues. The will understand the methodologies germane to the social sciences.
2. Students will analyze and integrate material in a field outside the students’ major area of study.
3. Students will analyze, interpret and summarize two different leadership theorists’ beliefs regarding: the qualities, characteristics, and traits of effective leaders; the purpose and goals of leadership; the roles and responsibilities of leaders; the nature of people; and, techniques, methods, and strategies for effective leadership.
4. Students will synthesize the leadership theories studied, and generate an individualized philosophy of leadership that clearly supports their personal values and beliefs.
5. Students w ill identify a need or issue within the community and address it through a service project designed to demonstrate the practice of leadership.

**LEA 302 ASSESSMENTS AND RELATED LEARNING OUTCOMES**

**Assessments/Questionnaires (1 point each; total of 14 points)**

There are 15 leadership assessments, instruments, surveys and questionnaires. Complete each one, **analyze your results,** and submit it by the due date.

Chapter 2: Leadership Trait Questionnaire—**Due:**

Chapter 3: Skills Inventory—**Due:**

Chapter 4: Leadership Behavior Questionnaire—**Due:**

Chapter 5: Situational Leadership® Questionnaire—**Due:**

Chapter 6: Path-Goal Leadership Questionnaire—**Due:**

Chapter 7: Leader-Member Exchange (LMX 7) Questionnaire—**Due:**

Chapter 8: Multifactor Leadership Questionnaire—**Due:**

Chapter 9: Authentic Leadership Self-Assessment Questionnaire—**Due:**

Chapter 10: Servant Leadership Questionnaire—**Due:**

Chapter 11: Adaptive Leadership Questionnaire —**Due:**

Chapter 12: The Leadership Archetype Questionnaire—**Due:**

Chapter 13: Perceived Leader Integrity Scale—**Due:**

Chapter 14: Team Excellence and Collaborative Team Leader Questionnaire—**Due:**

Chapter 15: The Gender-Leader Implicit Association Test—**Due**:

Chapter 16: Dimensions of Culture Questionnaire—**Due:**

**Reflection on Leadership Self-Assessments (2 points) (NOTE: ALL PAPERS MUST BE SUBMITTED IN WORD).**

Based upon the leadership self-assessments and analyses you've completed, write a 250 word reflection on what you've learned about yourself as a leader.

**Due: 10:30 on Wednesday, Dec 10**

**Analysis of a Leader (5 points per paper) (NOTE: ALL PAPERS MUST BE SUBMITTED IN WORD).**

Students will identify and research **2 different leadership theorists** (from the following list):

Warren Bennis

Steven Covey

Jim Collins

Daniel Goleman

Robert Greenleaf

Ron Heifetz

Hersey and Blanchard

Rosabeth MossKanter

Kouzes and Posner

John Kotter

Matsushita

Meg Wheatley

**Paper 1**. Leadership theorist 1: (Learning Outcome 3)

**Due: 10:30 am, Wednesday, September 17**

**Minimum 2 pages double-spaced, 12 point font, Times New Roman**

Choose one of the leadership theorists from the list above, and specifically describe:

What does this person believe are the purposes and goals of leadership?

What are this person’s beliefs about the roles and responsibilities of an effective leader?

**Paper 2**. Leadership theorist 2: (Learning Outcome 3)

**Due: 10:30 am, Wednesday, September 24**

**Minimum 2 pages double-spaced, 12 point font, Times New Roman**

Choose a different leadership theorist from the list above, and specifically describe:

What does this person believe about the qualities, characteristics, and traits of an effective leader?

Which strategies/methods/techniques does this person believe are essential for effective leadership?

**Personal Leadership Philosophy (Learning Outcome 6) 8 points (NOTE: ALL PAPERS MUST BE SUBMITTED IN WORD).**

**Due: 10:30 am, Wednesday, October 8**

**Minimum 4 pages double-spaced, 12 point font, Times New Roman**

Write a personal leadership philosophy using the following bullets as headings in your paper.

• Your personal beliefs about the purpose and goals of leadership

• Your personal beliefs about the roles and responsibilities of effective leadership

• Your personal beliefs about the qualities, characteristics, and traits of an effective leader

• Your personal beliefs about the techniques, methods, and strategies for effective leadership

**Generational Leaders Research Project (Learning Outcomes 1 and 2)**

The purpose of this research project is to create a knowledge base which will help students better understand the leadership development needs of persons of different generational cohorts, and to apply that knowledge in the design of a leadership education program for a specific cohort.

**PART 1 (5 points)**

**Due: 10:30 am, Wednesday, October 15**

Students will research ONE generational cohort (see below) to learn about their defining characteristics, including:

* values and beliefs;
* traits;
* work patterns;
* career paths; and,
* learning preferences (one-on-one coaching; one-the-job interaction; feedback; assessment; face-to-face classroom instruction; online instruction; discussion groups; workbooks; case studies; and, experiential programs).

Develop a PowerPoint presentation outlining these generational characteristics. Include a list of references.

The generational cohorts to be studied will include:

* Early Baby Boomers (born 1946-1954)
* Late Baby Boomers (born 1955-1963)
* Early Generation Xers (born 1964-1976)
* Late Generation Xers (born 1977-1982)

**Part II (10 points) (NOTE: ALL PAPERS MUST BE SUBMITTED IN WORD).**

**Due: 10:30 am, Wednesday, October 22**

**Minimum 3 pages double-spaced, 12 point font, Times New Roman**

Then, based upon the research, students will develop and design a leadership education program designed to meet the specific learning needs and preferred learning methodologies of a given generational cohort. Include the specific leadership content to be addressed (reference your text) as well as specifically how each of the educational components will be taught

**Service Project**

There is a strong connection between leadership theory and practice. With this in mind, the class will be challenged to work in small groups to identify a need or issue in the community, and address it through a service project.

Some examples/ideas of projects can be found below. Your small group may generate other ideas; however, all service projects must be agreed upon by all group members and must be approved by Professor Wisniewski prior to its launch. You must complete the attached Service Project Agreement by 10:30 am on Wednesday, October 8.

Sample Ideas

* Identify a group of needy children, and initiate a drive to collect as many mittens, scarves, and hats as possible for them. Find a way to publicize the drive, and then distribute the items to the children in a timely fashion.
* Initiate a pet food drive to establish a food pantry to provide food for dogs, cats, rabbits, and birds for people who cannot afford such. Find a way to publicize the drive, and then distribute the pet food as appropriate.
* Arrange a “diversity” event. Identify who, what, when, where. Design promotional materials and distribute. Arrange logistics. Seek convocation point approval if appropriate.
* Research at least 20 community service ideas for youth 16 and under and design and print a brochure to publicize the ideas. Distribute as appropriate.
* Research at least 20 community service ideas for families with young children and design and print a brochure to publicize the ideas. Distribute as appropriate.
* Set up a Wii system at a retirement community and recruit/train residents on how to use Wii for fitness and to maintain mental agility. You will have to be screened to ensure the safety of participants. Interview residents before and after to see how playing Wii affects their lives.

**Service Project Reflection (10 points)**

**Due: 10:30 am, Wednesday, December 5**

**Minimum 4 pages double-spaced, 12 point font, Times New Roman**

Although you worked as a group on the Service Project, this Reflection offers individual group members an opportunity to submit individual work. Use citations from the text and additional readings to reinforce and validate your responses. Address the following bullets.

* Identify at least five connections between your service project and the principles/theories taught in this class.
* What expectations did you have going into the project and how were they changed (if at all)?
* What did you learn about working collaboratively?
* What insights have you gained on how to work as a team?
* What did you learn about the community you served?
* What did you learn about yourself, your values, and your responsibility as a community member?
* What issues are you willing to commit yourself to in the future and how will you show your commitment?
* Why was this service project a part of a leadership class?
* Finally, reflect on your overall experience.

**Service Project Presentation (5 points)**

**Due: 10:30 am, Wednesday, December 10**

Your Service Project Group will prepare a 20 minute presentation describing your chosen community service project. Address the following in your ORAL and VISUAL Presentation:

* Community Issue or Need
* Achievements/Accomplishments
* Challenges your group faced and how you overcame the challenges
* How you were able to make a difference!

All group members must participate in the presentation. You will be graded on presentation style, creativity, use of visual aids, and overall quality.

**There are three exams that consist of T/F, Multiple Choice and Essay. Exams will be online and will appear in Course Work at the time designated in the Syllabus Calendar.**

**Exam Chapters 1-5 (12 points)**

**Exam Chapters 6-10 (12 points)**

**Exam Chapters 11, 12, 14, 15, 16 (12 points)**

COURSE CALENDAR

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|  | TOPIC | READINGS/ASSIGNMENTS |
| Friday, September 5 | Introduction | Read Chapter 1 |
| Week of September 8 | Trait Approach | Read Chapter 2  Leadership Trait Questionnaire  **Due : 10:30 am, Friday, Sept 12** |
| Week of September 15 | Skills Approach | Read Chapter 3  Analysis of a Leader Paper 1  **Due: 10:30 am, Wednesday, Sept 17**  • What does this person  believe are the  purposes and goals of leadership?  • What are this person’s  beliefs about the roles  and responsibilities of  an effective leader?  Skills Inventory  **Due: 10:30 am, Friday, Sept 19** |
| Week of September 22 | Behavior Approach | Read Chapter 4  Analysis of a Leader Paper 2  **Due: 10:30 am, Wednesday, Sept 24**  • What does this person  believe about the  qualities,  characteristics, and  traits of an effective  leader?  • Which strategies/  methods/techniques  does this person believe  are essential for  effective leadership?  Style Questionnaire  **Due: 10:30 am, Friday, Sept 26** |
| Week of September 29  **Friday, October 3** | Situational Approach  **EXAM CHAPTERS 1-5**  **Exam Opens at 8 am and must be submitted by 8 pm. You have two hours to complete the exam.** | Read Chapter 5  Situational Leadership Instrument  **Due: 10:30 am, Friday, Oct 3** |
| Week of October 6 | Path-Goal Theory | Read Chapters 6  **Personal Leadership Philosophy**  **Due: 10:30 am, Wednesday, Oct 8** (minimum of 4 pages).  Use the following bullets as headings in your paper.  • Your personal beliefs about the purpose and goals of leadership  • Your personal beliefs about the roles and responsibilities of effective leadership  • Your personal beliefs about the qualities, characteristics, and traits of an effective leader  • Your personal beliefs about the techniques, methods, and strategies for effective leadership  **Service Project Agreement**  **Due: In Class, Wednesday, Oct 8**  Least Preferred Coworker (LPC) Measure  **Due: 10:30 am, Friday, Oct 10**  Path-Goal Leadership Questionnaire  **Due: 10:30 am, Friday, Oct 10** |
| Week of October 13 | Leader-Member Exchange Theory  Transformational Leadership | Read Chapters 7 and 8  **Generational Leaders Research Project Part I**  **Due: 10:30 am, Wednesday, Oct 15**  Leader-Member Exchange (LMX 7) Questionnaire  **Due: 10:30 am, Friday, Oct 17**  Multifactor Leadership Questionnaire **Due: 10:30 am, Friday, Oct 17** |

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| Week of October 20  **Friday, October 24** | Servant Leadership  EXAM CHAPTERS 6-10  **Exam Opens at 8 am and must be submitted by 8 pm. You have two hours to complete the exam.** | Read Chapter 10  **Generational Leaders Research Project**  **Part II**  **Due: 10:30 am, Wednesday, Oct 22**  Servant Leadership Questionnaire  **Due: 10:30 am, Friday, Oct 24** |
| Monday, October 27  Wednesday, October 29  Friday, October 31 | (Fall Break)  Leadership Learning Lab  (Work in small groups on you Service Project)  Authentic Leadership Adaptive Leadership | Read Chapter 9 and 11  Authentic Leadership Self-Assessment Questionnaire and Adaptive Leadership Questionnaire  **Due: 10:30 am, Friday, Oct 31** |
| Week of November 3  November 5  Friday, November 7 | Team Leadership  Leadership Learning Lab  (Work in small groups on you Service Project)  Team Leadership | Read Chapter 14  Team Excellence and Collaborative Team Leader Questionnaire  **Due**: **10:30 am, Friday, Nov 7** |
| Week of November 10  November 12  November 14 | Women and Leadership  Leadership Learning Lab  (Work in small groups on you Service Project)  Women and Leadership | Read Chapter 15  The Gender-Leader Implicit Association Test  Due: **10:30 am, Friday, Nov 14** |
| Week of November 17  November 19  November 21 | Culture and Leadership  Leadership Learning Lab  (Work in small groups on you Service Project)  Culture and Leadership | Read Chapter 16  Dimensions of Culture Questionnaire—Due: **10:30 am, Friday, Nov. 21** |
| Week of November 24  November 26  November 27 and 28  Thanksgiving | Culture and Leadership  Leadership Learning Lab  (Work in small groups on you Service Project) |  |
| Week of December 1  December 3  December 5 | Leadership Ethics  Leadership Learning Lab  Leadership Ethics | Read Chapter 13  Perceived Leader Integrity Scale—Due: **10:30 am, Friday, Dec. 5**  **Service Project Reflection**  **Due: 10:30 am, Friday, Dec. 5** |
| December 8  December 10  **Tuesday, December 16** | **Service Project Presentations**  **EXAM Chapters 11, 12, 14, 15, 16**  **Exam Opens at 8 am and must be submitted by NOON. You have two hours to complete the exam.** | **Reflection on Leadership Self -Assessments**  **Due: 10:30 am, Wednesday, Dec 10** |

**GRADING SCALE**

93-100 points=A

89-92 points =AB

82-88 points =B

79-81 points =BC

71-78 points =C

65-70 points =D

**CLASS ATTENDANCE AND PARTICIPATION**

This is a highly interactive class based on the premise that learning takes place through interactions not only with the instructor, but also with other students. Students are expected to prepare for class, attend every class, participate fully in class learning activities, and to arrive on time and ready to learn.

**Use of Electronic Devices:** Cell phones should be set to “silent” during class. Please use your phone before or after class. NO texting in class. Other devises such as iPods, iPads, computers etc. may NOT be used during class, unless specifically indicated by the instructor. *As the instructor I reserve the right to ask students to leave who are disrupting the learning community by using phones or technology.*

Attendance will be taken at the beginning of each class session. Students will be **excused** for illness or personal emergency only in extreme cases, and when documentation is provided (e.g., note from a physician’s office). Students may incur **TWO (2)** absences without penalty. Absences beyond two will result in a loss of points at the rate of 3 points per absence. Students more than 10 minutes late for class will be considered absent unless prior knowledge of instructor.

Trips for members of school organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events will be considered excused absences, if documentation signed by a Carroll faculty or staff member is provided in advance of the absence.

**LATE ASSIGNMENTS**

Assignments submitted any time after the due date will receive O POINTS. ***There will be no “re-do” of assignments, or extra credit to make up for lost points.*** *Please refer to your syllabus and online course due dates to make sure assignments are completed and submitted on time.*

**POLICY STATEMENTS**

Statement on Academic Integrity

Statement on Plagiarism/Dishonesty

Plagiarism means using someone else’s material or written work without acknowledgement. To avoid plagiarizing, students must be careful when quoting and/or citing from source materials, paraphrasing from other’s work, or submitting work prepared in whole or part by someone else without properly crediting the author(s). Any student engaging in dishonest acts during class or on exams or plagiarizing will be asked to leave and will get a zero for the project involved on the first offense. Second offenders will automatically receive a “fail” for the course.

Accommodation for Disability

Any requests for accommodation must be made through the Disability Services Coordinator. Appropriate accommodations will be made upon written notice from the Coordinator.

Modifications to the Syllabus

The instructor and the College reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program requires.

SERVICE PROJECT AGREEMENT FORM

Our Service Project will involve:

**WHO?** (What group will be served)

**WHAT?** (What will you do?)

**HOW?** (How will you achieve this? What resources will you need?)

**WHERE?** (Where will the project take place?)

**WHY?** (Why will this project make a difference?)

Roles/Duties/Tasks of Each Group Member:

Signed:

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Leadership Papers Rubric

Personal Leadership Style Paper Rubric

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|  | | **Exemplary**  **5 Points**  **or**  **8-7 Points** | | **Adequate**  **4-3 Points**  **or**  **6-5 Points** | | **Minimal**  **2 Points**  **or**  **4-3 Points** | | **Unsatisfactory**   1. **Points**   **Or**  **2-0 Points** | |
| Identification of Key Issues/Main Points | | Clearly and concisely Identifies the key issues and main points; provides the information requested in the assignment. | | Identifies the key issues and main points; provides the information requested in the assignment. | | Describes in general terms one issue or concept Provides part of the information requested in the assignment. Does not address all sections. | | Deals only briefly and vaguely with the key issues and main points; does not provide sufficient information requested in the assignment. Information was minimal | |
| Analyzing the Topic | | Offers in-depth analysis and interpretation of the topic; highlights unique details about the topic | | Offers accurate analysis of the topic | | Demonstrates only a minimal understanding of the topic | | Does not offer any analysis or interpretation of the topic | |
| Knowledge of Context | | Shows clear evidence of thorough knowledge of the context of the topic. | | Uses evidence of knowledge of the context of the topic | | Limited use of evidence of knowledge of the context of the topic. | | Barely indicates any evidence of knowledge of the topic. | |
| Layout | | The layout is aesthetically pleasing and includes appropriate use of headings, line spacing, margins, etc. | | The layout is uncluttered and easy to follow. | | The layout is cluttered, but readable. | | The layout is cluttered, confusing, and difficult to follow. | |
| Writing Mechanics | | The text is written with no errors in grammar, capitalization, punctuation, and spelling. | | The text is clearly written with little or no editing required for grammar, punctuation, and spelling. | | Spelling, punctuation, and grammar errors (2 or more errors) | | Errors in spelling, capitalization, punctuation, usage and grammar (4 errors) | |

Generational Leaders Research Paper

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | **Exemplary**  **15-14 Points** | | **Adequate**  **13-11 Points** | | **Minimal**  **10-7 Points** | | **Unsatisfactory**  **<7 Points** | |
| Development and Research Information | | Creatively identifies research approach and provides well developed information on the various sections | | Identifies research approach and provides information on the various sections | | Minimally identifies research approach and provides portions of the information on the various sections | | Lacks clarity concerning research approach and does not provide much information on the various sections | |
| Knowledge of Context | | Clearly shows evidence of thorough knowledge of the context of the leadership theories and skills, relates details to support that knowledge | | Identifies evidence of knowledge of the context of leadership theories and skills, relates details to support that knowledge | | Shows some evidence of knowledge of the context of the leadership theories and skills. | | Does not show evidence of knowledge of the context of leadership theories and skills, does not relates details to support that knowledge | |
| Identification of Key Issues/Main Points | | Clearly Identifies the key issues and main points required. | | Identifies the key issues and main points. | | Identifies some of the key issues and main points , | | Does not identify  the key issues and main points. | |
| Layout | | The layout is aesthetically pleasing and includes appropriate use of headings, line spacing, margins, etc. | | The layout is uncluttered and easy to follow. | | The layout is cluttered, but readable. | | The layout is cluttered, confusing, and difficult to follow. | |
| Resulting Developed Program | | Clearly and concisely identifies an educational program for the group chosen; Clearly and creatively integrates leadership content | | Identifies an educational program for the group chosen; Integrates leadership content. | | Provides a minimal or partial educational program for the group chosen; Integrates some but little leadership content. | | Does not provide an identifiable educational program for the group chosen**;** very little if any leadership content used. | |
| Writing Mechanics | | The text is written with no errors in grammar, capitalization, punctuation, and spelling. | | The text is clearly written with little or no editing required for grammar, punctuation, and spelling. | | Spelling, punctuation, and grammar errors (2 or more errors) | | Errors in spelling, capitalization, punctuation, usage and grammar (4 errors) | |