

Introduction to Leadership

SOC 335

Coleman University

Course Description

Students will learn to distinguish between different leadership styles. They will define what makes a leader in different situations. They will evaluate their own leadership styles.

General Course Information

Number of Units/Weeks	04/10
#Hours Lecture/#Hours Laboratory/#Hours Homework	40/00/80
Prerequisite(s)	ENG200 - Communications
Co-requisites (s)	None
Course Developer(s)	Jeff Bourgeois, PhD
Date Approved / Last Review Month Year / Month Year	October 2017

Learning Outcomes

As a result of completing this course, the student will be able to:

(CLO1) Define the technical terms “leader,” “manager,” and “follower”

(CLO2) Compare and contrast leadership styles

(CLO3) Determine and evaluate their own leadership style

(CLO4) Assess ethical dilemmas in leadership

(CLO5) Identify leadership concepts and theory in social, organizational, and cultural contexts

Core Competencies planned:

Critical Thinking

Information Literacy

Writing Communication

Oral Communication

Instructional Methods Employed in this Course

Lecture and reading assignments

Research

Student presentations (individual and small group)

Practical application of theory and skills in authentic projects

Build on prior knowledge and experience of students to enhance richness of class activities

Library Resources planned

Define library resources necessary to support course. How will these resources be built into assignments?

Leadership materials (books, articles, theses) available through Proquest are available in the Library. They will provide a source for references to complete written and oral assignments.

NOTE: The final Signature Assignment will be a research paper, which will require library resources.

Textbook

Nahavandi, A. (2016). The Art and Science of Leadership -Global Edition. Upper Saddle River, NJ: Pearson.

Topics and Assignments

Types of Assignments:

Lecture - Considered Lecture Hours

Classroom Discussion - Considered Lecture Hours

In Class Critique - Considered Lecture Hours

Delivering Oral Presentations - Considered Lecture Hours

In Class Exercise (ICE) - Considered Lecture Hours

Reading - Considered Homework (HW), work done outside of class

Quiz, Midterm or Final - Considered Lecture Hours

Weekly Course Agenda

Week 1	Session 1:	Review course syllabus, assignments, and expectations Instructor Introduction Student Introductions and Icebreaker activity
	Session 2:	ICE: Students be given time to formulate their own definitions (5 minutes), then share with small groups to collaborate on a group definition (10 minutes). Finally, all definitions will be shared to identify commonalities (15 minutes) (use text page 23 as a guide) Lecture: Defining leadership and the difference between leadership and management, Introduce premises of leadership, as well as a general theory of leadership (Burns), and the roles of a leader (15 minutes) Sign up for group presentation of Leadership Theory
	Homework:	Read Chapters 1, and 2 with “review and discussion questions” (21, 50)
Week 2	Session 1:	Lecture: Defining Culture and Levels Discussion: what are traits and values that define the culture of an organization or community to which you belong? What are the traits and values of your claimed national culture? ICE: Complete and score the Cultural Mindset Questionnaire on page 60.
	Session 2:	Discussion: Hall’s Dimensions of Culture, Hofstede’s Dimensions, and the GLOBE study.
	Homework:	On page 50 in the textbook, answer Leadership Challenge questions 1, 2, & 3 in 1-2 typed pages. http://www.pewresearch.org/fact-tank/2014/01/08/what-is-appropriate-attire-for-women-in-muslim-countries/ https://www.pri.org/stories/2014-01-10/what-should-women-wear-public-depends-how-you-ask
Week 3	Session 1:	Lecture: Gender & Leadership; gender roles/expectations in your culture? <i>Possible guest speaker invitation</i>
	Session 2:	(Video) Ted Talk: Teach Women Bravery, not Perfection (20 minutes) and follow up discussion
	Homework:	Read Chapter 3
Week 4	<i>Cultural Reflection Paper due before class</i>	

	Session 1:	Discussion: Nature v. Nurture, The Great Man Theory Group Presentation: Fiedler's Contingency Model
	Session 2:	Group Presentation: Path-Goal Theory Group Presentation: Leader Member Exchange
	Homework:	Review Chapters 1, 2, 3 for Midterm Exam.
Week 5	Session 1:	Midterm Exam (100 Points)
	Session 2:	
	Homework:	Read Chapter 4, complete the EQ Self-Assessment at the end of the Chapter
Week 6	Session 1:	<i>Values and Ethics</i> Following introductory lecture (20 minutes), ICE and class discussion will include The Bomb Shelter Activity (20 minutes) and Ethical Dilemmas (20 minutes)
	Session 2:	<i>Emotional Intelligence and Personality</i> Instructor lecture on the elements of EQ (10 minutes) Personality Traits of Leaders and Types (20 minutes) ICE: In small groups, compare and discuss exercise 4-1 (the Ideal Organization) identifying common and contrasting ideas
	Homework:	Read Chapter 5, complete self-assessment 5-1
Week 7	Session 1:	Instructor lecture illustrating the difference between Power and Influence, sources of Power (Individual and team), and Influence tactics. Discuss Self-Assessment tools
	Session 2:	ICE: Skits - divide the class into groups (size determined by instructor) so that each group will perform a skit/role-play exemplifying/applying each source of power. Allow the students 15 minutes to put together a presentation/skit utilizing their random objects to illustrate their assigned source of power (5-7 minute presentation). After each skit, the class will discuss the skit using the guiding discussion questions
	Homework:	Review Chapters 4 and 5 for quiz
Week 8	Session 1:	Quiz on Chapters 4 and 5 (30 minutes) (50 points) Instructor lecture illustrating Charismatic and Transactional Leadership (20 minutes). ICE: analyze a charismatic speech using the elements of framing and rhetorical techniques (if time allows, analyze a non-charismatic speech using the same criteria)
	Session 2:	Group presentation: Transformational Leadership (20 minutes) Group presentation: Servant Leadership (20 minutes) Group presentation: Authentic Leadership (20 minutes)
	Homework:	Read Chapter 8
Week 9	Current Issue in Leadership Paper due before class	
	Session 1:	<i>Delegation and Team Leadership</i> Instructor lecture (20 minutes) on Delegation, Participation, and Leading Teams ICE: Using the scales included in the text, each student will analyze and assess the dynamics of the group with whom they completed the group presentation, as well as their own participation and leadership within the group. Report out to the class.

	Session 2:	Review for Final Exam (Jeopardy game)
	Homework:	Read Chapter 9
Week 10	Session 1:	<i>Leading Change</i> Types of change, Lewin's Model of Change, Learning Organizations Video: Who Moved My Cheese? ICE: Changing seats in class to change perspective. The Alien at Dinner discussion.
	Session 2:	Final Exam (150 points)
	Homework:	Course evaluations; Leadership Development Plan

Assignments and Graded Activities

Class Participation and Homework (100 points)

This class is based on readings as well as class discussions and activities. You will learn as much from the readings as you will from the in-class experience. It therefore essential that you are fully present, and participate actively and constructively in all discussions, exercises, and activities. Your participation includes but is not limited to attendance. You are expected to be fully engaged, make extensive and positive contributions to your learning and that of others, and to be supportive of the work of other students.

Exams and Quizzes (300 points)

At predetermined points in the term, formal assessment of student learning will include individual exams and quizzes. Students are expected to complete all quizzes and exams individually without the use of notes or other sources relative to course materials.

Leadership Theory Group Presentation (200 points)

In small groups, students will deliver a comprehensive presentation of the elements of a specific theory of leadership. The group will have 15-20 minutes to present all of the necessary information of the theory, including a brief critique of the theory (What does the theory miss? What assumptions are being made? Etc.). Each group must also engage the class in an activity to demonstrate understanding. Groups will be graded on the content of the presentation (the quality and accuracy of the information presented), the delivery (making the presentation interesting, the use of visual aids, and overall creativity), and the group's ability to engage the class in an appropriate activity. Theories and dates of presentations will be assigned during the first week of class. Presentations will be graded on comprehensiveness of content, creativity, communication skills, and ability to engage the class in meaningful discussion.

Current Issue in Leadership Paper (200 points)

Select an article (from a reputable source) about a current issue or dilemma relative to leadership. The issue can be organizational, social, political, or institutional. In 4-6 pages, analyze the issue using models discussed in this course regarding power, values and ethics, cultural considerations and one or more model of leadership theory. Support your claims with specific reference to course material and outside sources (minimum of 2 outside sources required). Make recommendations on possible actions to be taken. Papers will be graded on content (analysis and recommendation), application of course material, organization, grammar, and formatting (APA).

Cultural Reflection Paper (100 points)

In 2-4 pages, students will reflect on the roles and influence of culture in their personal leadership journey. Students should consider their cultural identities and discuss ways in which these identities have shaped their personal values and guided their decision making. Specific examples should be provided to support your ideas. Papers will be graded on content (reflection and application of cultural material), supporting information,

Leadership Development Plan (100 points)

Using the concepts presented in chapter 10 of the text, develop a plan for your personal leadership development. Include a brief description of your leadership goals, identifiable needs (mentors, resources, etc.) that you have to achieve your leadership goals, as well as a personal mission statement. Include specific examples and details as appropriate. Plans should be 3-5 pages in length and will be graded on content (application of concepts presented in the text, comprehensiveness of the plan), organization, grammar, and formatting (APA).

Your Grades for this Course

Your final grade for this course will be based on an assessment by the Instructor of your performance on a number of course activities, which may include objective tests, classroom exercises, laboratory demonstrations, project papers, or other types of activities. The chart below indicates in what activities you will engage, how many possible points can be earned for each activity, and the percentage of your final grade that will be accounted for by each activity.

Students in this course should be graded following Coleman University assessment practices and policies. A point system is used in the University to indicate student performance on various required activities or projects. For this course, it is recommended that points be distributed as follows:

Coleman University Grade Assignment Policy:

The Coleman University guidelines for the assignment of grades to total points earned is as follows:

Percent	Letter Grade	Grade Points
94-100	A	4.0
90-93	A-	3.67
87-89	B+	3.33
84-86	B	3.0
80-83	B-	2.67
77-79	C+	2.33
74-76	C	2.00
70-73	C-	1.67
67-69	D+	1.33
64-66	D	1.00
60-63	D-	0.67
N/A	INC	0
N/A	W	0

60 or above	CR	0
59 or below	NC	0
70 or above	PASS	0

Requirements

Assignments: All assignments (including projects, lab work, quizzes and exams) must be completed as scheduled. The following will apply to late assignments:

- 1-24 hours after due date = 20% off point value
- 25-48 hours after due date = 60% off point value
- 49+ hours after due date = No points given

If an assignment equals less than 5 points, no points will be given for late work. If there are extenuating circumstances, the student must submit a written explanation to the department Senior Instructor. Upon evaluation, points will be given according to the Senior Instructor's discretion.

Coleman University Policy on Academic Dishonesty:

Academic dishonesty is cause for dismissal from Coleman University. Presenting another person's ideas, methods, course work, or test answers with the intention that they be taken as one's own is theft of a special kind. It defrauds the originator of the work, the institution, its graduates, its students, and its future students.

The student has full responsibility for the authenticity of all academic work and examinations submitted. A student who appears to have violated this policy must submit to a hearing with the reporting instructor and the associate dean. If it is determined that a violation occurred, the matter will be referred to an Officer of the University with recommendations for an appropriate penalty. The student may be dismissed, suspended, or given another penalty.

Coleman University employs the plagiarism software known as Turnitin. Students are expected to use this tool in an appropriate manner with the sole purpose to support their own academic endeavors at Coleman University. Turnitin account information cannot be shared with anyone. Contact the course instructor if you have any questions about plagiarism related issues.

Academic Accommodation / Adjustment Policy:

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Coleman University offers accommodations to students with documented physical, psychological, and/or cognitive disabilities. Coleman University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to offer equal educational opportunities to qualified disabled individuals.

To qualify for an academic accommodation under ADA, the student must provide adequate documentation of a disability. Students seeking academic accommodations should contact the campus ADA Coordinator at 858-966-3953 or via email at ada@coleman.edu. The ADA Coordinator will review the documentation provided and verify ADA coverage. Students covered under ADA must meet with the ADA Coordinator at the beginning of every term to determine the appropriate academic accommodations. Failing to meet with the ADA Coordinator at the beginning of every term may impact the availability of accommodations.

After the academic accommodations have been determined, the students' instructors will be notified by the ADA Coordinator. If any problems or concerns regarding the provision of accommodations occur, the student must inform the ADA Coordinator. If the student feels accommodation is not being made appropriately, the student may follow the published Student Grievance Procedures.