

Introduction to Leadership: Concepts and Practices

Leadership 305.01W

Leadership and learning are indispensable to each other. ~John F. Kennedy

Effective Date: Spring, 2016

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Office Hours: As I am not on campus, please contact me at the e-mail or phone number listed.

- I. **Course Number: 305**
- II. **Course Title: Introduction to Leadership: Concepts and Practices**
- III. **Semester Credit Hours: 3**
- IV. **Course Description:** This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: understanding leadership; recognizing leadership traits; engaging people's strengths; understanding philosophy and styles; attending to tasks and relationships; developing leadership skills; creating a vision; establishing a constructive climate; listening to out-group members; handling conflict; addressing ethics in leadership and overcoming obstacles. Students will assess their leadership traits and skills to improve their own leadership performance.
- V. **Course Delivery Method:** Web-based
- VI. **Required Textbooks/Resources:** Northouse, P. G. (2014). *Introduction to Leadership: Concepts and Practice* (3rd ed.). SAGE ISBN: 978-1-4522-5966-6 Required: Yes
- VII. **Student Learning Outcomes:**
 1. Students will assess potential leadership philosophy, traits, skills, behaviors, and develop a leadership portfolio.
 2. Students will exercise an understanding of the fundamental ways leadership is practiced in on-going organizations.
 3. Students will evaluate fundamental leadership practices relevant to contemporary organizations.
 4. Students will enhance their writing skills by comparing and contrasting different leadership approaches.

VIII. Course Outline:

Week #1

Chapter 1 – Understanding Leadership (Northouse)

Lecture, Readings, & Videos: Defining Leadership; Global Leadership Attributes; Practicing Leadership.

Leadership Portfolio-: 1.1 Conceptualizing Questionnaire; 1.2 Observational Exercise; 1.3 Reflection and Action Worksheet- This worksheets are to be complete by the student weekly, but will not be submitted each week.

Week #2

Chapter 2 -Recognizing Your Traits (Northouse)

Lecture, Readings, & Videos: Historical Leaders; What Traits Do These Leaders Display? Leadership Studies: What Traits Do Effective Leaders Exhibit?

Case Study #1: An Emerging Leader

Discussion Question #1

Leadership Portfolio: 2.1 Leadership Traits Questionnaire; 2.2 Observational Exercise; Reflection and Action Worksheet

Chapter 3-Engaging People’s Strength (Northouse)

Lecture, Readings, & Videos: Explore how strengths can make one a better leader.

Understand the concept of strength; Describe the historical background of strengths-based leadership.

Examine how to identify strengths; Review measures used to assess strengths; Examine strengths-based leadership in practice.

Leadership Portfolio: 3.1 Leadership Styles Questionnaire; 3.2 Observation Exercise; 3.3 Reflection and Action Worksheet.

Week #3

Chapter 4-Understanding Philosophy and Styles (Northouse)

Lecture, Readings, & Videos: Leadership Explained-Theory X and Theory Y; Leadership Styles Explained; Leadership Styles in Practice

Leadership Portfolio: 4.1 Task and Relationship Questionnaire; 4.2 Observational Exercise; 4.3 Reflection and Action Worksheet

Chapter 5-Attending to Tasks and Relationships (Northouse)

Lecture, Readings, & Videos: Task and Relationship Styles Explained; Task and Relationship Styles in Practice

Leadership Portfolio: 5.1 Leadership Skills Questionnaire; 5.2 Observational Exercise; 5.3 Reflection and Action Worksheet

Discussion Question #2

Case Study#2: Many Managers, Different Styles

Week #4

Chapter 6-Developing Leadership Skills (Northouse)

Lecture, Readings, & Videos: Understanding administrative skills and their use in practice.

Understanding interpersonal skills and their use in practice. Understanding conceptual skills and their use in practice.

Leadership Portfolio: 6.1 Leadership Vision Questionnaire; 6.2 Observational Exercise; 6.3 Reflection and Action Worksheet

Mid-term Exam

Week #5**Chapter 7-Creating a Vision (Northouse)**

Lecture, Readings, & Videos: Understand the characteristics of a vision.

Examine the process of vision articulation; Discuss vision implementation; Focus on how to develop a workable vision for different contexts.

Leadership Portfolio: 7.1 Setting the Tone Questionnaire; 7.2 Observational Exercise; 7.3 Reflection and Action Worksheet

Chapter 8-Establishing a Constructive Climate (Northouse)

Lecture, Readings, & Videos: Understand the concept of constructive climate; Review factors considered to establish constructive climate; Explain the process for providing constructive feedback to employees.

Leadership Portfolio: 8.1 Responding to Members of the Out-Group Questionnaire; 8.2 Observational Exercise; 8.3 Reflection and Action Worksheet

Week #6**Chapter 9-Listening to Out Group Members (Northouse)**

Lecture, Readings, & Videos: Conflict Defined; Kinds of Conflict; Fisher and Ury Approach to Conflict; Strategies for Conflict Resolutions; and Killman and Thomas Styles of Approaching Conflict

Leadership Portfolio: 9.1 Conflict Style Questionnaire; 9.2 Observational Exercise; 9.3 Reflection and Action Worksheet

Chapter 10-Handling Conflict (Northouse)

Lecture, Readings, & Videos: Conflict Explained- Communication and Conflict and Conflict on the Content Level; Handling Conflict in Practice

Case Study#3: Office Space

Leadership Portfolio: 10.1 Path-Goal Theory Questionnaire; 10.2 Observational Questionnaire; 10.3 Reflection and Action Worksheet

Ethical Dilemma Paper

Case Study #3: Office Space

Week #7**Chapter 11-Addressing Ethics in Leadership (Northouse)**

Lecture, Readings, & Videos: Ethical Leadership is about the following: the Character of the Leader, Action of the Leader, Goals of Leader, Honesty of the Leader, Power of the Leader, Value of Leader

Case Study#4: The Write Choice

Leadership Portfolio: 11.1 Core Value Questionnaires; 11.2 Observational Exercise; 11.3 Reflection and Action Worksheet

Chapter 12-Overcoming Obstacles (Northouse)

Lecture, Readings, & Videos: Discuss the concept of obstacles in the workplace. Discuss obstacles in practice. Highlight seven major obstacles derived from path-goal theory of motivation. Describe each obstacle and the various ways leaders can respond to these obstacles. 1-Unclear Goals; Obstacle#2-Unclear Direction; Obstacle#3-Low Motivation; Obstacle#4-Complex Tasks; Obstacle#5-Simple Task; Obstacle#6 Low Involvement; Obstacle#7 Lack of Challenge

Discussion #4

Ethical Dilemma Paper

Week #8

Final Exam

Leadership Profile Portfolio

Methods of Evaluation

Course Evaluation:	Points
*Syllabus Pop Quiz	10 points
Student Introductions (Discussion Board)	10 points
Discussion Board Case Studies (Four @ 20 points each)	80 points
Mid-Term Exam	100 points
Final Exam	100 points
Leadership Profile Portfolio	50 points
Presidential Candidate Paper	50 points

Total Points: 400

A: 400-360 B: 359-320 C: 319-278 D: 277-240 F: 239 or below

*Please see online course participation policy in the syllabus.

IX. Grading Scale:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59%

A: 400-360 B: 359-320 C: 319-278 D: 277-240 F: 239 or below

XI. **Library/Media Resources Assessment:** The student is required to use the University library for additional research for assignments.

Student Participation:

- a. **Participation Policy:** Online participation is required for this course. The student's interpretation of the reading material assigned and feedback to other students in small group discussions are an important part of the learning process. The student should log-on to the course several times a week. Please contact the instructor with any problems with online activities.
- b. **Course Etiquette:** In this course students are to conduct professional, correct grammar, and respectful dialogue. Passionate discussion is encouraged if done so respectfully. E-mail the instructor in a professional manner at all times. For example, do not e-mail the instructor as if you sending a text message to your friends or in all CAPS. Please review <http://www.albion.com/netiquette/corerules.html> from the book *Netiquette*, by Virginia Shea.

XII: Assignments and Assessments

All assignments and exams will be submitted via Blackboard. E-mail assignments will not be accepted. Assignments submitted passed the due date will not be accepted-unless, the instructor is contacted 48 hours before the assignment is due. Only university excused absences will be accepted for the tardiness of assignments. Documentation may be required. Grading rubrics will be provided in Blackboard for evaluation of all assignments. The instructor reserves the right to change the assignment due date as needed. Only word documents will be accepted. All due dates are posted in Blackboard under "Save the Due Dates" tab. A Questions and Answers document has been created for the course and the portfolio assignment. The student should read the syllabus, Q&A documents, and the save the due dates document three times to make sure they fully understand the course expectations and deadlines clearly. The student is encouraged to contact the instructor with any questions regarding assignments or about the course.

Syllabus Pop Quiz (10 points):

A pop quiz will be assessed the first week of class over the course syllabus. There will be 10 questions including multiple choice and true and false. The pop quiz will allow students to become familiar with assessment mechanism of Blackboard. The student will have 15 minutes to complete the quiz and must complete the quiz once they begin. The purpose of the quiz is to ensure each student understands the course expectations and policies. The instructor will use this assignment to verify course participation and students will be dropped from the course if they have not completed the quiz. This syllabus pop quiz will be located in the Exam folder tab of Blackboard. **10 points**

Student Introductions (10 points):

Each student will submit an introduction response in the discussion board portal of Blackboard. Instructions will be provided on the introduction discussion board question. The instructor will use this assignment to verify course participation. Students who do not complete the assignment will be dropped from the course. **10 points**

Four Discussion Board Case Studies (80 points): There are four discussion questions valued at 20 points each. The student will participate in an ongoing discussion using the Discussion Board tool in Blackboard. Since our meeting time is online, discussion board questions and responses will be submitted. Posting and responses are due by the due date. No credit will be given for past due responses. Students will receive full credit for coherent postings using proper grammar, and with good philosophical content. Please avoid choppy sentences and statements as "I agree with you". **80 points**

Presidential Candidate Paper (50 points): Since 2016 is a presidential election year, we will apply our leadership learning to a presidential candidate. In order to develop a better understanding of how the leadership theories appear in practice, you will write a 4-6 page paper about one of the candidates. You should follow and analyze the campaign of your selected candidate. A good source for candidate information is <http://www.c-span.org> and candidate webpages. The following is the outline for the paper:

- I. Introduction: Biographical sketch of the candidate outlining their rise to a leadership position, include educational background, training, mentors, etc.
- II. Leadership Style: Using the text as a guide to determine the primary leadership style used by this person. You may also discover that the person has/had a strong secondary style and include that in your discussion also. Outline the candidate's leadership strengths and weaknesses. What contributions have they made? Discuss how the leader's style assisted in the development of his/her campaign organization, and their platform. Why are people following this candidate?
- III. Conclusion: After a thorough study of your candidate, state your own observations and conclusions concerning their current status and chances of winning. Also offer contributions you think they have made or roadblocks they have caused to the election process.

The paper will be assessed for grammar, spelling, APA style, and good writing mechanics. The paper is to be submitted via Blackboard in a word document. **50 points**

Need help with APA? Visit the Purdue Owl at <https://owl.english.purdue.edu/owl/section/2/10/>

Leadership Profile Portfolio (50 points):

Each student will complete the leadership questionnaires in the text throughout the semester to assist them in assessing their potential leadership philosophy, traits, skills, and behaviors to develop a leadership portfolio. The student will assemble a Leadership Portfolio consisting of four parts in a word document. This document will be submitted as one assignment and should be formatted according to the following below.

A cover sheet should be included before each section and formatting according to APA as closely as possible. The sectional cover pages do not need to include your name; only the title of the section.

50 points

Formatting of Portfolio:

APA Title Cover Page (Student's name, etc.)

1. (Cover Page) Journal Entries - Each chapter questionnaire, observational exercise, and reflection/action should be labeled as Journal Entry #1, #2, etc. There will be a total of 11 Journal Entries (this will be included in the portfolio). Each student is encouraged to complete each Journal Entry after each chapter so the assignment can be completed successfully. From each chapter questionnaire, observational exercise, reflection/action results should synthesize the results in 2-3 paragraphs for each Journal Entry. For i.e., what did the student learn about themselves from this process? **The student should not include the questions or worksheet in portfolio.**

2. (Cover Page) – Personal and Professional Mission Statement Include Personal and Professional Mission Statement and goals to accomplish both mission statements.

3. (Cover Page) - Picture Page –To articulate the type of leader the student aspires to become through visual media.

4. (Cover Page) – Closing Thoughts. Conclude with one to two paragraphs about how this assignment has assisted the student in their leadership journey and how the student will continue to accomplish their mission statement.

Each student is encouraged to be creative with this project and encouraged to use the Portfolio in professional evaluations or professional interviews. The Portfolio must be written using correct grammar, APA style, and good writing mechanics. A cover sheet of each section should be included. Again, creativity is encouraged as this project is a reflective learning exercise designed to benefit the student and expand their understanding of their own leadership styles, traits, and abilities. The paper should be saved as a word or PDF file and submitted via Blackboard. **50 points**

Presidential Candidate Paper (50 points) Students will prepare a 2-4 page paper on how ethical dilemmas can influence the student as a leader. Each paper should define ethics in the student’s own words; the importance of ethics; how decision making can impact one’s ethical leadership journey; and include 2-4 scholarly references from leadership articles or other leadership sources. Please contact the A&M-Texarkana Library for assistance in using the library online and locating scholarly articles. Paper will be graded on correct grammar, spelling, APA style, and good writing mechanics. The paper is to be submitted via Blackboard in a word document. **50 points**

Need help with APA? Visit the Purdue Owl at <https://owl.english.purdue.edu/owl/section/2/10/>

Assessments:

There will be a Mid-Term and a Final Exam. The Mid-term will cover Chapters 1-6 and the Final Exam will cover Chapters 7-12. Each exam will consist of 40-50 true-false and multiple-choice questions concerning the reading assignments and the text. Exams will not be comprehensive, but cover the assigned chapters. Exams will be available in the Blackboard program at designated times and will have time limits. **100 points each**

XIII. Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XIV. Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.

XV. A&M-Texarkana Email Address: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to

deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

XVI. Drop Policy: To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website <http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email Registrar@tamut.edu, mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

XVII. Online Class Participation: Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the University census date (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.

XVIII. Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)
Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu

XVIII. Technical Requirements:

Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)

- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



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