HED 201: Foundations of Leadership

Section 7 (3 credits)
Wednesdays, 2:00 pm – 4:30 pm
Student Union Presidio Room

Instructor:

Course Overview

Today's students encounter a world that demands a new level of intellectual sophistication, intercultural literacy, and social engagement from college graduates. They face technological revolution, pressing societal problems, and unparalleled opportunities. This course postulates that leadership is not self-serving, but is a responsibility of everyone in an effort to positively impact the communities within which we belong. Learning in this class requires you to be an active participant in the learning process. It is imperative that you come to class prepared to engage in dialogue surrounding the leadership principles addressed in the readings and in everyday life. Learning can and should be intellectually challenging and requires hard work and extensive time.

As a result of completing this course successfully, you should be able to:

- Understand and be able to apply a variety of leadership theories, models, paradigms, and approaches.
- Understand the importance of and be able to develop a mission, vision, and goals.
- Identify the significant aspects that cultivate strong teams and foster positive group dynamics.
- Distinguish effective and ineffective leadership in complex systems.
- Value the significance of multiculturalism, diversity, and social justice in effective leadership.
- Understand how ethics influences leadership behaviors.
- Identify uses of and examples of power and empowerment.
- Assemble a personal profile of skills and characteristics for effective leadership.
- Integrate theoretical leadership perspectives through applied and researched writing assignments.

Required Course Materials

- Purchase a StrengthsQuest Code and Access to online book at the U of A Bookstore.
- A new 1/2 or 1-inch 3-ring hardcover binder with clear plastic slipcover front
- All readings will be posted on OrgSync under Courses/Files/HED 201.

Accessing Readings

Using OrgSync

1. Login into to your OrgSync account.
2. Scroll over "Organizations" on the top toolbar and go down and click on "Courses."
3. Click on "Files" on the left toolbar.
4. This will bring you to the courses page in which you will need to click on "HED 201: Foundations of Leadership" and then click on "HED 201 Readings."
5. Scroll down through the course readings-they are listed alphabetically by author. Click on the reading from this page. Note: The readings may extend to the next page.

General Course Policies

- You are expected to turn off your cell phone and ipod during class.
- Laptops may only be used with permission of the instructor at times that warrant laptop use (ex. activity researching information online or to take notes during a lecture). Laptops must be off and closed during class discussions, presentations from students, and activities not needing a laptop.
- Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Participation

A key learning tool for this class is participation in discussions and exercises. It is important that you come prepared to class to actively participate in all class discussions, exercises and special outside activities. Active participation is a personal responsibility that is inherent in leadership and is paramount to your success in this course.

- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before 2:00pm on their due date.
- Students who have class on a religious holiday and need to miss class on the holiday to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- Attendance will be kept for this class. 1 absence=2 hours and 15 minutes. Attendance will be prorated each class session to account for students coming late or leaving early. Students who are absent from class more than 4 hours and 30 minutes over the course of the semester will have a 2 point deduction for every 15 minute (or partial 15 minute) time block missed from class beyond the 4 hours and 30 minutes.

Special Needs

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Dishonesty

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

Threatening Behavior

Threatening Behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Written Work

Because the ability to communicate through writing is an important component of college success, it is imperative that each student be able to use the resources available to be able to submit well-written work.

- *Format:* The Leadership Model Paper and Case Study Paper are to be written in proper APA format, including title page and references and should be typed using 12 point Times New Roman or Arial fonts, double spacing, and one inch margins. Assignment lengths indicated below refer to the length of the text of the papers and are exclusive of title and reference pages. The instructor reserves the right to request an electronic copy of any assignments to check formatting, so you are expected to save your work through the end of the course. Assignments not meeting these formatting guidelines will be lowered by one full letter grade (10% of the total points possible).
- *Research:* The two papers in this course, the Leadership Model Paper and the Case Study Paper, are research papers. You will need to provide research-based support for all of your arguments in both

assignments. The research you include should be current and based on studies conducted in the U.S. (unless the purpose of including the study in your paper is to showcase international research).

- ***Research Assistance:*** A course guide through the library has been built specifically to assist you with the two papers in this class. To access the course guide, go to http://guides.library.arizona.edu/course-guide/370-H-ED201.
- ***In Text and Works Cited References:*** Information you write about in your assignments needing references (including but not limited to quotes, statistics, research findings, claims, etc.) must have in text citations in addition to a reference in the Works Cited.
- ***Spelling and Grammar:*** You are responsible for ensuring your assignments are free of spelling and grammatical errors. Assignments will be marked down according to each assignment rubric for spelling/grammar errors.
- ***Writing Assistance:*** Students who need assistance with writing and/or APA are encouraged to utilize the Writing Center. Information can be found at http://thinktank.arizona.edu/programs/thinktank/services/writing.

Assignments

- Assignments are due on the date listed on the syllabus by 2:00pm.
- Students who will be missing class on a day when an assignment is due are required to submit the assignment on or before 2:00pm on the due date.
- Electronic copies of assignments will only be accepted for students who will be absent from class on the day the assignment is due. Students attending class during which an assignment is due must turn in a printed version of the assignment.
- Late assignments will be accepted with a penalty of 10% for each day the assignment is late. For the purposes of late assignments, each day is 2:01pm-2:00pm the following day. Late assignments will only be accepted up to 3 days late (72 hours from the start of the class session in which the assignment was due). Case study papers will not be accepted late.

Reading Quizzes

Each class session in which a reading is assigned, there will be a Reading Quiz during the first 10 minutes of class. Multiple choice, true or false, fill in the blank, matching, open-ended questions, etc. may all be included. These quizzes are to ensure that you have read and understand the material prior to the class session so you can apply the material/concepts to leadership contexts during class. Quizzes are 10 points each; you will have 12 quizzes throughout the semester worth a total of 110 points, thus allowing for one missed quiz or loss of points on some quizzes. It is possible to miss 1 quiz and earn 10 points on the other 11 quizzes and receive 110/110 for this portion of the course. Students who complete all 12 quizzes, however, will be able to count all the points from all 12 toward their final grade for a possible total of 120/110. Students arriving 5 or more minutes late to class will not be able to take the quiz. **In class on weeks in which a reading is assigned.**

StrengthsQuest Assessment, Summary, and Reflection

You will take the StrengthsQuest assessment on-line and print your results to bring to class. You will also type a one-page report that includes your Strengths Summary and Strengths Reflection described below:

- Strengths Summary: This is a half-page summary of the results of your StrengthsQuest assessment (bulleted, brief description).
- Strengths Reflection: This should be a short (half-page to 1-page) narrative reflecting on your findings from the StrengthsQuest assessment and applying these findings to your personal and/or career goals.

You will not receive any credit (even late assignment credit) for completing the StrengthsQuest assessment after the due date and/or not bringing your 5 strengths with you to class on February 1st. **Due February 1, 2012.**

Student Leadership Competencies Indicator

You will complete the Student Leadership Competencies Indicator. To access the SLC Indicator:
1. Log in to OrgSync and go to Files on the left toolbar.
2. Click on HED 201 folder and then the HED 201 Assignments folder.
3. Click on the file, *Student Leadership Competencies Indicator*, to open it. If it does not open immediately and asks you what program you would like to open it in, click Browse and then click MS Excel.
4. The file will open as an Excel document.
5. Click on the Assessment tab on the bottom of the spreadsheet and follow the directions to complete the assessment.
6. Once you have filled out the assessment, you will need to print and bring the following to class:
   a. A copy of your raw answers from the assessment page.
   b. A copy of your results page.

You will not receive any credit (even late assignment credit) for completing the Student Leadership Competencies Indicator after the due date and/or not bringing your raw answers from the assessment page and your results page with you to class on February 8th.
Due February 8, 2012.

Leadership Model Paper

In a 5-7 page paper, you will critique a leadership model covered in class and support your critiques with research and literature from the field. You will be assigned by the instructor one of the models below for your paper.
Models
- Social Change Model of Leadership – Astin (Higher Education Research Institute)
- Relational Leadership Model - Komives, Lucas, & McMahon
- Tao of Leadership – Heider

Guidelines
- **Section 1:** 1-2 page overview of the model; give an overview of the model using information gathered from the author(s) of the model's own work. Make sure to cite the author(s) of the model throughout this section as appropriate.
- **Section 2:** 2-3 page critique of positive aspects of the model. Must include a minimum of 2 critiques which need to be supported by credible research. Each critique must be supported by information gathered from a different source. No sources from this section can be the author(s) of the model. Only sources outside the author(s) may be used.
- **Section 3:** 2-3 page critique of drawbacks/challenges of the model. Must include a minimum of 2 critiques which need to be supported by credible research. Each critique must be supported by information gathered from a different source. No sources from this section can be the author(s) of the model. Only sources outside the author(s) may be used.
- Paper must have a minimum of 5 different sources used (1 for section 1, 2 for section 2, and 2 for section 3). Additional sources may be used.

Due March 7, 2012.

Portfolio Check #1 and Check #2

- Your portfolio should be a new 1/2 or 1-inch 3-ring hardcover binder (no stickers, price tags, or labels on it) with a clear plastic slipcover front. Dividers should be professional looking with typed or color coded tabs to correlate with your Table of Contents. You will be graded on the following:
  - All items included and typed (Times, Times New Roman, and Arial cannot be used)
  - Organized (flows logically, clear division of sections)
  - Professional Appearance (clean, typed dividers and pages, updated copies of items, branding [items match font/style/size/color/etc. throughout entire portfolio], use of color/graphics/style to accentuate branding), no names, dates, course names on papers.
- Your portfolio should include the following items in this order.
  - Front cover of binder should be a typed cover page with your name on it (this page should be the beginning of your branding).

- Page 1 should also be a typed cover page with your name on it.
- Page 2 should be your Table of Contents.
- Page 3 should begin the first section, *Personal Profile*.
- Sections are as follows and at minimum must include the components listed. You are welcome to add additional sections as needed (Examples of Writing, Professional Experience, Certificates, Honors, etc.).
    1. **Personal Profile:**
        - *Personal Mission Statement:* Your mission statement should be one sentence or phrase that includes your personal values that guide your life.
        - *Personal Vision Statement:* Your vision statement should be written in a format that finishes the following sentences:
            - I envision a world in which . . . (this should be related to the world as a whole, not just your personal life).
            - What I can do to contribute to this vision is . . .
        - *Resume*
        - *Strengths Summary:* Include a half-page summary of the results of your StrengthsQuest assessment.
        - *Personal Asset Map:* Type a bulleted list of your knowledge and skills (make sure to separate list into 2 sections-knowledge and skills).
    2. **Education:**
        - *Academic Plan:* This is a typed list of classes you plan to take for each semester you remain in college. This should be a typed out copy of the rest of your undergraduate academic career. Please do not include a print out from UAccess/Student Link. This should be formatted like the rest of the portfolio.
        - *Goal Setting Sheet:* Type out 1 immediate (within one year), 1 short-term (1-5 years), and 1 long-term (more than 5 years) life goal. Your goals should be typed in the following format:
            - Goal:
            - Purpose (why completing this goal is important to you):
            - Action Plan (how you plan to complete this goal):
            - Deadline (when you plan to complete this goal):
            - Barriers (things that will get in the way of you achieving your goal):
            - Advantages (things that will help you achieve your goal):
    3. **Involvement:**
        - *Updated Leadership & Involvement Transcript:* This should be completed through www.orgsync.com. For instructions on how to complete your L.I.T., go to http://arizonaleadership.orgsync.com/org/transcript. You must include at least one entry that reflects involvement while in college. You are encouraged to list all community service and organization roles from below as entries on your L.I.T in addition to other involvement opportunities you have participated in.
        - *Community Service:* Type out one page for each community service project you have done since attending The University of Arizona. For each project, you will include the following on one page:
            - Name of Project or Agency
            - Service Project Summary: This is a summary of the service project (bulleted, brief description of what you did, why you did it, how long you did it for, and impact of your service).
            - Service Project Reflection: This should be a short narrative reflecting on what you learned by doing this service project.
        - *Organization Role:* Type out one page for each organization you have been involved in since attending college. For each organization, you will include the following on one page:
            - Name of Organization
            - Organization Summary: This is a summary of what the organization does.
            - Position(s) or Role(s) Held in this Organization: This is a summary of the positions or roles you have held in the organization (bulleted, brief description of what you did, why

you did it, how long you did it for, and impact of your involvement). Remember, "member" is a role.
- Organization Role Reflection: This should be a short narrative reflecting on what you learned by doing this role.

Portfolio Check #1 Due March 28, 2012. Then you will receive feedback and update your portfolio based on feedback. Portfolio Check #2 Due April 18, 2012.

Case Study Paper
For this assignment, you will work in pairs. Your pair will be provided with an issue-based leadership scenario which you will engage in action research (interviews, focus groups, analyzing documents, etc.) to understand the issue. Information you provide in this paper must be based on relevant research and not on your own perception of the issue. This typed paper (APA format) should be 7-10 pages in length and all research must be appropriately cited. Please separate the paper into the following sections:
- <u>**Section 1:**</u> Describe the issue(s) in this case using the following two lenses:
  - ***Structure:*** The way things are set up, the social engineering (laws, policies, requirements, organizational design, practices, space, money, time, etc.). How does structure play a role in making this an issue? Use research to support your claim.
  - ***People:*** The individuals involved/impacted (internal and external). How do people play a role in making this an issue? Use research to support your claim.
- <u>**Section 2:**</u> Describe your group's vision for this issue. Without naming a solution, what would you ultimately like to see as your end result?
- <u>**Section 3:**</u> Describe your proposed solution. Be sure to include as many details as you can as to how it would actually work. Include research about a similar solution to use as a benchmark.
- <u>**Section 4:**</u> Describe the impact your solution would have on the structure(s) at play with this issue.
  - How might your solution affect the structural aspects of this issue?
  - Is your solution really feasible? Why or why not?
- <u>**Section 5:**</u> Describe the impact your solution would have on the people involved/impacted in this issue.
  - How might your solution affect the people involved/impacted in this issue?
  - To what extent is your solution empowering?
  - To what extent is your solution inclusive?
- <u>**Section 6:**</u> Describe how ethical your solution is using each aspect of Kitchener's Ethical Decision-Making Model.

Due April 25, 2012.
In addition, you will need to be prepared to give a 3 minute presentation on your proposed solution in class on April 25, 2012.

Final Exam
During the final examination period, you will be given a comprehensive examination that will assess your mastery of all of the topics covered in the entire course (in-class discussions/exercises/lectures, readings, and assignments) and your ability to apply these concepts. **IMPORTANT NOTE: Friday, May 4th from 1:00pm to 3:00pm is the scheduled period for final exams for this class. It is your responsibility to make end of semester travel arrangements to accommodate your exams.**

Assignments and Point Values
475 points possible

Reading Quizzes	110 (10 points each)
Leadership Model Paper	75 points
StrengthsQuest Assessment	10 points
Strengths Summary	10 points
Strengths Reflection	10 points
Student Leadership Competencies Indicator	10 points
Portfolio Check #1	50 points
Portfolio Check #2	50 points
Case Study Paper	65 points
Case Study Presentation	10 points
Final Exam	75 points

Grade Scale

A = 90% = 427 points minimum
B = 80 % = 380 points minimum
C = 70% = 332 points minimum
D = 60% = 285 points minimum
E = less than 60% =fewer than 285 points

Note: The above grade scale reflects the minimum number of points needed for each grade. Grades will not be rounded up; you must reach the minimum number of points for a certain grade to earn that grade.

ABOUT LEADERSHIP

Week 1, January 11: Definitions of Leadership

Week 2, January 18: History of Leadership
- *In Class:* Quiz
- *Reading Due:* Wren, J.T. (1995). The leader's companion. New York: The Free Press, pp. 49-80.

Week 3, January 25: Great Man and Trait Theories
- *In Class:* Quiz
- *Reading Due:* Northouse, P.G. (2007). *Leadership Theory and Practice*. Thousand Oaks, CA: Sage Publications, Chapter 2 (pp. 15-27).

Week 4, February 1: Application of Trait Theory
- *Assignment Due:* StrengthsQuest Assessment, Summary, and Reflection

Week 5, February 8: Behavioral and Situational Theories
- *In Class:* Quiz
- *Reading Due:* Northouse, P.G. (2007). *Leadership Theory and Practice*. Thousand Oaks, CA: Sage Publications, Chapters 3 and 5 (pp. 39-56 and 91-101).
- *Assignment Due:* Student Leadership Competencies Indicator

Week 6, February 15: Process Theory
- *In Class:* Quiz
- *Reading Due:* Komives, S.R., Lucas, N., & McMahon, T.R. (2007). *Exploring leadership*. San Francisco, CA: Jossey-Bass, Chapters 3 and 12 (pp. 73-80 and pp. 349-369).

Week 7, February 22: Followership
- *In Class:* Quiz
- *Readings Due:* Kellerman, B. (2007, December). What every leader needs to know about followers. *Harvard Business Review,* pp. 1-9.

Week 8, February 29: Toxic Leadership
- *In Class:* Quiz
- *Reading Due:* Lipman-Blumen, J. (2005). Toxic leadership: A conceptual framework. *Encyclopedia of Executive Governance.*

ENGAGING IN LEADERSHIP

Week 9, March 7: Purpose: Mission and Vision
- *In Class:* Quiz
- *Reading Due:* Fink, R. (1996). Vision: An essential component of leadership. *Profile, 18*(7), pp. 37-39.
- *Assignment Due:* Leadership Model Paper

NO CLASS MARCH 14

Week 10, March 21: Process-Orientation: Groups
- ***In Class:*** Quiz
- ***Reading Due:*** Forsyth, D. R. (2006) *Group Dynamics*. Belmont, CA: Thomson & Wadsworth, pp. 136-145.

Week 11, March 28: Inclusivity: Culture
- ***In Class:*** Quiz
- ***Reading Due:*** Bordas, J. (2007). Salsa, soul, and spirit. San Francisco: Berrett-Koehler Publishers, Inc., pp. 1-21.
- ***Assignment Due:*** Portfolio Check #1

Week 12, April 4: Inclusivity: Social Justice
- ***In Class:*** Quiz
- ***Reading Due:*** McIntosh, P. (1989). *White privilege: Unpacking the invisible knapsack*. Retrieved November 12, 2009, from http://www.case.edu/president/aaction/UnpackingTheKnapsack.pdf

Week 13, April 11: Ethics: Ethical Decision Making
- ***In Class:*** Quiz
- ***Reading Due:*** Ciulla, J.B. (2004). Ethics and leadership effectiveness. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The Nature of Leadership*. Thousand Oaks, CA: Sage Publications, pp. 302-312.

Week 14, April 18: Empowerment
- ***In Class:*** Quiz
- ***Reading Due:*** Kouzes, J.M. & Posner, B.Z. (1995). *The leadership challenge*. San Francisco, CA: Jossey-Bass Inc., pp. 163-169 and 180-205
- ***Assignment Due:*** Portfolio Check #2

Week 15, April 25: Leadership in Action
- ***In Class:*** Case Study presentation
- ***Assignments Due:*** Case Study Paper

Week 16, May 2:
In Class: **Optional Final Exam Study Session**

Week 16, May 4: Final Exam 1:00-3:00pm
- ***In Class:*** Final Exam 1:00-3:00pm, Presidio Room