EDL 280: Leadership Strategies

Course Syllabus Spring 2012
Section 1 (3 credits/graded)
Tuesdays and Thursdays, 9:30-10:45am
Student Union Memorial Center, Santa Cruz Room

Instructor:

Course Purpose:
The purpose of this course is to enhance interpersonal leadership competence with focus on building the practical skills necessary to lead individuals and teams effectively.

Course Overview:
In this course, students will learn about leadership's crucial skill areas; those related to the foundational elements, conceptual elements, human elements, technical elements, and political elements of effective leadership. Students will hone their skill bases in these areas through assessing their own level of competence in each skill and practicing the skills to improve their leadership effectiveness.

Course Objectives:
As a result of completing this course successfully, students will:
- Articulate values, qualities, and skills important to leadership positions.
- Understand the use and effectiveness of a variety of leadership theories.
- Develop skills for understanding visioning, goal setting, strategic planning, critical thinking, and ethical decision-making.
- Learn how to build productive relationships with others in any situation through effective communication, coaching/mentoring, and empowerment and motivation.
- Master skills vital to personal and organizational effectiveness such as public speaking, running meetings, and prioritizing work.
- Acquire the skills needed to navigate the politics of leadership including networking, politicking, persuading, promoting and managing change, resolving conflict, and negotiating.
- Enhance written and oral communication skills through reflective writing, out-of-class assignments, and class discussion.

Required Course Materials:
- Robbins, S.P. & Hunsaker, P.L. (2003). *Training in interpersonal skills (4th edition),* Upper Saddle River, NJ: Prentice Hall. ISBN: 0131481517
- Lussier, R.N. & Achua, C.F. (2007). *Leadership: Theory, application, skill development (3rd edition),* Cincinatti, OH: South-Western College Publishing. ISBN: 0324316976
- Bell, A.H. & Smith, D.M. (2010). *Developing leadership abilities (2nd edition).* Upper Saddle River, NJ: Prentice Hall. ISBN: 0137152787

Accessing OrgSync:
Registering for OrgSync
1. Go to www.orgsync.com
2. Click on "Register" at the top of the page
3. From the drop down menu, choose University of Arizona Leadership Programs.
4. Fill out the registration form and all the required fields (including agreeing to the user agreement) and click "Create."
5. At the top of the page click on "Join an Org."
6. Click on "Leadership Courses for Credit."
7. This will take you to the Courses homepage. Click on the green "Join Now" button on the top right.
8. The password is: ▮▮▮▮▮

9. Once you have joined and the instructor has associated you with the course (could take up to 24 hours), you can use OrgSync to get to the 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 "EDL 280: Leadership Strategies."
5. Scroll down through the course readings (only readings through January 24th are available on OrgSync) or open the file called Case Studies to access the cases.

Course Format:
The course will include the overview of information vital to personal leadership development as well as modeling activities to practice skills. The learning and practice of these skills will be done through case studies, role plays, discussions, self and situational assessments, and receiving feedback. The instructor's role will be to facilitate individual and group learning from the experiences.

Course Policies:
General Course Policies
- Students are expected to turn off their cell phones and iPods 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. Students using laptops for non-course related material (i.e. Facebook, email, etc.) will be prohibited from using their laptops in class for the remainder of the semester.
- 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 9:30am 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=1 hour 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.

Students With Disabilities
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, the Committee on Academic Integrity, or at http://dos.web.arizona.edu/uapolicies.

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. More information can be found at http://policy.web.arizona.edu/~policy/threaten.shtml

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 Book Review is 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).
- *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 9:30am.
- Students who will be missing class on a day when an assignment is due are required to submit the assignment on or before 9:30am 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 9:31am-9:30am 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).

Application Assignments
For many class sessions, students will need to come prepared having done the readings for the day and the application assignment. This will ensure that all students are prepared for building upon the subject matter and practicing leadership skills during each class session. Each student will have 22 application assignments throughout the semester worth a total of 200 points, thus allowing for two missed application assignments or loss of points on some application assignments. It is possible to miss 2 application assignments and earn 10 points on the other 20 application assignments and receive

200/200 for this portion of the course. Students who complete all 22 application assignments, however, will be able to count the points from all 22 toward their final grade for a possible total of 220/200. **10 points each.**

Application Assignment	Book(s)	Assignment
APP 1	Leadership	Case 1 -answer questions 1-5 (case on OrgSync)
APP 2	Leadership	Self-Assessment 3 (pp. 189-192)-type up your findings and give an example of when you have used this style
APP 3	Leadership	Self Assessment 1 (pp. 30-31)-discuss traits you have in your top 2 dimensions
APP 4	Developing Leadership Abilities	Your Turn (p. 24, 25, 28, 31, 33)-answer questions
APP 5	Training in Interpersonal Skills	Reinforcement Exercises (p. 115)-answer questions 1 and 3
APP 6	Leadership	Skill Development Exercise 1 (pp. 499)-answer questions 2-3
APP 7	Leadership	Self-Assessment 6 (pp. 54-55)-type up your findings Skill Development Exercise 3 Discussion Questions 1-3 (p. 70)-answer questions Work Application 9 (p. 57)-answer prompt
APP 8	Leadership	Review Questions 3, 5, and 8 (p. 344)-answer questions
APP 9	Training in Interpersonal Skills	Application Questions (p. 64)-answer questions 1, 2, and 4
APP 10	Training in Interpersonal Skills	Application Questions (p. 103)-answer questions 1-5
APP 11	Leadership	Work Application 4 (p. 207)-answer question
APP 12	Leadership	Work Application 6 and 7 (pp. 213, 215)-answer prompts
APP 13	Leadership	Case 2- answer questions 1-7 (case on OrgSync)
APP 14	Training in Interpersonal Skills	Application Questions (p. 148)-answer questions 1-4
APP 15	Leadership	Review Questions (p. 451)-answer questions 5-6
APP 16	Developing Leadership Abilities	Your Turn (p. 118)-answer questions and tie in concepts from all 3 readings
APP 17	Leadership	Work Application 7 and 8 (pp. 138)-answer prompts
APP 18	Training in Interpersonal Skills Leadership	Application Questions (p. 172)-answer questions 1-3 Work Application 5 (p. 131)-answer prompt
APP 19	Training in Interpersonal Skills	Application Questions (p. 188)-answer questions 3-4
APP 20	Training in Interpersonal Skills	Group Exercise 3 (p. 225)-answer questions 1-4
APP 21	Leadership	Work Application 9 and 10 (pp. 225, 228)-answer prompts
APP 22	Training in Interpersonal Skills	Application Questions (p. 351)-answer questions 1-4

Midterm Exam
This will be a multiple choice, matching, true/false, and short answer exam based on readings and class activities up to the midterm. **75 points.**

Book Review
Students will be separated into groups of 3 and will review a popular press book relating to the leadership

skills discussed in class. The books will be chosen by the groups and approved by the instructor. After all group members have read the entire book, the group will draft a review of the book (1,250 words or less). On April 5, the authors of the review will give a 10 minute oral overview of the book. **75 points.**

Professional Self Development Action Plan
Professional development should be based in objective self assessment and seen as an essential component of academic and career planning. With constant change and the evolution of today's economy and workplace, keeping skills and knowledge current will give students a competitive advantage in achieving their educational and career goals. As with other life goals, it is recommended that students develop a personalized action plan designed to help them achieve their goals. A plan with explicit goals will provide structure for future learning. Life-long learning is the key to growth and empowerment. Based upon the personal assessment of current knowledge, skills and abilities and/or based upon feedback received from others, each student should ask themselves the following questions:
- What are my strengths and growth areas relative to leadership skills?
- How can I improve or strengthen my personal & professional performance?
- What are the key competencies I want or need to develop?
- What are new skills and knowledge I will need in the future?
Students will need to review what was covered in the course, in the textbooks and noted in the homework assignments. After determining the key learning areas to focus on, each student will develop specific and measurable goals in which to pursue. **75 points.**

Final Exam
This will be a multiple choice, matching, true/false, and short answer exam based on readings and class activities from the entire semester. **100 points.**

Please note that this is the official exam period for this class and the ONLY time the exam will be offered. Students are expected to make end of semester travel arrangements to accommodate their exams.

Point Distribution and Grading Standards

<u>Assignments & Point Values</u>	<u>(Total=525 points)</u>
Application Assignments	200 points (10 points each)
Midterm Exam	75 points
Book Review	75 points
Professional Self Development Action Plan	75 points
Final Exam	100 points

<u>Grade Scale</u>
A = 90% = 473 points minimum
B = 80 % = 420 points minimum
C = 70% = 368 points minimum
D = 60% = 315 points minimum
E = less than 60% =fewer than 315 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

Course Outline:

<u>*The Foundational Element of Leadership*</u>

January 12   **Introduction to Course**

January 17   **Leadership Theories**
Leadership-Chapter 1 (pp. 2-22)
APP 1

January 19   **Leadership Models**
Leadership-Chapter 5 (pp. 158-185)
APP 2

January 24   **Leadership Styles**
Leadership-Chapter 2 (pp. 28-53)
APP 3

The Conceptual Element of Leadership

January 26   **Developing Vision**
Developing Leadership Abilities-Chapter 3
APP 4

January 31   **Goal Setting**
Training in Interpersonal Skills-Chapter 7
APP 5

February 2   **Strategic Planning and SWOT**
Leadership-Chapter 11 (pp. 458-473)
APP 6

February 7   **Critical Thinking**
Developing Leadership Abilities-Chapter 10 (pp. 129-133)

February 9   **Problem Solving**

February 14   **Ethical Decision Making**
Developing Leadership Abilities-Chapter 5 (pp. 62-66)
Leadership-Chapter 2 (pp. 53-63)
APP 7

The Human Element of Leadership

February 16   **Building Teams**
Leadership-Chapter 8 (pp. 292-320)
Training in Interpersonal Skills-Chapter 16
APP 8

February 21   **Effective Verbal Communication**
Training in Interpersonal Skills-Chapter 4
Leadership-Chapter 6 (pp. 196-201)
APP 9

February 23   **Listening and Nonverbal Communication**
Developing Leadership Abilities-Chapters 4 and 5 (pp. 56-61)
Training in Interpersonal Skills-Chapter 5
APP 10

February 28   **Giving and Receiving Feedback**

Training in Interpersonal Skills-Chapter 6
Leadership-Chapter 6 (pp. 206-210)
APP 11

March 1   **Coaching**
                           Leadership-Chapter 6 (pp. 211-219)
                           APP 12

March 6   **Motivation**
                           Developing Leadership Abilities-Chapter 7
                           Leadership-Chapter 3 (pp. 84-113)
                           APP 13

March 8   **Delegation**
                           Developing Leadership Abilities-Chapter 8
                           Leadership-Chapter 7 (pp. 279-284)
                           Training in Interpersonal Skills-Chapter 9
                           APP 14

March 20   **Diversity**
                           Leadership-Chapter 10 (pp. 427-439)
                           APP 15

March 22   **Midterm**

The Technical Element of Leadership

March 27   **Prioritizing**

March 29   **Public Speaking**

April 3   **Running Meetings**
                           Leadership-Chapter 8 (pp. 320-325)
                           Developing Leadership Abilities-Chapter 10 (pp. 117-123)
                           APP 16

The Political Element of Leadership

April 5   **Book Reviews**

April 10   **Networking**
                           Leadership-Chapter 4 (pp. 135-141)
                           APP 17

April 12   **Etiquette**

April 17   **Politicking**
                           Training in Interpersonal Skills-Chapter 10
                           Leadership-Chapter 4 (pp. 128-134)
                           APP 18

April 19   **Persuading**
                           Training in Interpersonal Skills-Chapter 11
                           APP 19

April 24	**Promoting and Managing Change**
	Training in Interpersonal Skills-Chapter 13
	Leadership-Chapter 11 (pp. 484-494)
	APP 20
April 26	**Resolving Conflict**
	Leadership-Chapter 6 (pp. 220-230)
	Developing Leadership Abilities-Chapter 9
	Training in Interpersonal Skills-Chapter 19
	APP 21
May 1	**Negotiation**
	Training in Interpersonal Skills-Chapter 20
	Leadership-Chapter 4 (pp. 142-149)
	APP 22
	Professional Self Development Action Plan
May 8 (8-10am)	**Final**

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