Texas A&M University-Texarkana
Introduction to Leadership: Concepts and Practices
Leadership 305
"Leadership and learning are indispensable to each other." ~John F. Kennedy

Effective Date: Summer I 2017- 6/5/17-7/6/17

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Office Hours:

Course Number: 305

Course Title: Introduction to Leadership: Concepts and Practices

Semester Credit Hours: 3

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.

Course Delivery Method: Web-based

Required Textbooks/Resources:
Northouse, P. G. (2014). *Introduction to Leadership: Concepts and Practice* (3rd ed.). SAGE

Required: Yes

Student Learning Outcomes:

1. Students will synthesis their individual potential leadership philosophy, traits, skills, behaviors, and develop a leadership portfolio through chapter assessment questionnaires and exercises.
2. Students will analyze an understanding of the fundamental ways leadership is practiced in on-going organizations by composing questions to case studies and responding to discussion board questions.
3. Students will interpret fundamental leadership practices relevant to contemporary organizations by composing an ethical dilemma paper.
4. Students will enhance their writing skills by comparing and contrasting different leadership approaches.

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 as it will be used in the Leadership Profile Portfolio.)
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.

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

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

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

Chapter 9-Listening to Out Group Members (Northouse)

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

Leadership Portfolio: 9.1 Conflict Style Questionnaires; 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: Conflict with My Father

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

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

Final Exam Leadership Profile Portfolio

Methods of Evaluation

Course Evaluation:	Points
*Syllabus Pop Quiz	10 points

Student Introductions (Discussion Board)	10 points
Discussion Board Questions (Four @ 5 points each)	20 points
Case Study (Four @ 15 points each)	60 points
Mid-Term Exam	100 points
Final Exam	100 points
Leadership Profile Portfolio	50 points
Ethical Dilemma Paper	50 points

Total Points: 400

A: 400-360   B: 359-320   C: 319-280   D: 279-240   F: 239 or below

*Please see online course participation policy in the syllabus. This Syllabus Pop Quiz must be completed by the Friday of the first week of class or the student will be dropped.

Grading Scale:

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

A: 400-360   B: 359-320   C: 319-280   D: 279-240   F: 239 or below

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. 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 as done so respectfully.   E-mail the instructor in 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.

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 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 to help the student understand course and portfolio expectations. The student should read the syllabus, Q&A documents, and the save the 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, lecture content or any other questions regarding the course.

Four Discussion Board Questions (20 points): There are four discussion questions valued at 5 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, proper grammar, and good philosophical content. Please avoid choppy sentences and statements as "I agree with you". The original posting from the student must be 250 words and must respond to the required response per the discussion board instructions. Responses to student's posting should be a minimum of 50 words and free of spelling and grammar errors. **20 points**

Case Study (60 points):

Student will submit a case study from an assigned chapter from the text, Introduction *to Leadership: Concepts and Practices*. The case study is designed to help the student understand how to become a better leader and contrast different leadership styles. After each case study, prolific questions are provided in the textbook to help the student analyze the case study using ideas and practices presented in each chapter. Each case study will be submitted in Blackboard. Case study should be submitted in a word document with the appropriate title header, must be a minimum of 350 words, and free of spelling and grammar errors to receive full credit. There will be a total of four case studies valued at 10 point each.

Leadership Profile Portfolio (50 points):

Each student will complete a leadership questionnaire 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.

Formatting of Portfolio:

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

1. (Cover Page) 12 Journal Entries - Each chapter questionnaire, observational exercise, reflection/action should be labeled as Journal Entry #1, #2, etc. There will be a total of 12 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 and a synopsis of the student's leadership profile results the student will syntheses 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.   (What did the student learn about themselves from this process?)

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 – The purpose of the picture page is to articulate the type of leader the student aspires to become through visual media.

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

Each student is encouraged to be creative with this project and encouraged for the student to use in professional evaluations or professional interviews. Correct grammar, APA style, and good writing mechanics will only be accepted. A cover sheet of each section should be included.   Again, creativity is encouraged as this project is for the student's benefit of learning and reflecting about their leadership styles, traits, and abilities.   The paper should be saved as a word or PDF file and submitted via Blackboard.

Ethical Dilemma Paper (50 points) Student will prepare a 2-4 page paper on how ethical dilemmas can influence the student as a leader. A cover sheet does not count as one of the 2-4 content pages**. 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 reference s 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.

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 Final Exam. The Mid-term will cover Chapters 1-6 and the Final Exam will cover Chapters 7-12. Exams will consist of 40-50 true-false and multiple-choice questions concerning the reading assignments and the text. Exams will not be comprehensive, but will cover the assigned chapters. Exams will be available in the Blackboard program at designated times and will have time limits.   **200 points (100 points for each exam)**

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

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.

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.

Drop Policy: To drop this course after the census date, a student must complete a *Drop/Withdrawal Request Form*, located on the University Registrar's webpage 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.

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.

Students with federal loans and/or grants:

Students who have federal loans and grants must be aware that participation is monitored in online courses. In the event a student withdraws from a course the student will be required to refund all federal funds prorated from the last date of participation. A student's last access to Blackboard would not suffice as participation. The required weekly activity could include a comment to a blog, a discussion board posting, a journal entry, a quiz or exam, a submitted assignment, or other measurable and tracked activity.

Student Technical Assistance:

Solutions to common problems and FAQ's for your web-enhanced and online courses are found on the [Online Student Training](#) page on our website.

If you cannot find your resolution there, you can submit a support request by contacting the IT Service Desk:

Email: isite@tamut.edu

Phone: 903-334-6603

Submit a [Support Request](#)

Additional student help for Blackboard can be found here:

[Blackboard Help for Students](#)

Technical Requirements:

The following are the minimum computer requirements for online learning:

A computer capable of handling streaming video. A mid-range multi-core CPU should be adequate.

A sound card.

A high speed internet connection preferably directly connected to the computer via a hard-wired Ethernet connection rather than wirelessly connected.

Virus and adware protection software.

Microsoft Word, minimum version 2007 or above.

[Mozilla Firefox](#) browser available free.

The most recent versions of Java, Flash, QuickTime, Adobe Reader, and Shockwave. You can check this in the Firefox browser by visiting:

[Firefox Plugin Check Tool](#)

Please note: some instructors may require the use of a headset with microphone and/or a webcam. If so, the cost of these items is not included in your course fees and will need to be acquired at your own expense.

Blackboard Mobile for iOS and Android Devices

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

The Blackboard Mobile App provides limited access to courses, including the ability to read and contribute to discussions, check grades and announcements, access content, read and comment on blogs, reflect in journals, link to your

personal Dropbox, and receive push notifications when courses are updated. Limited course features may also be available via your mobile device's browser; however, your mobile device does not replace your personal computer and should not be used as a substitute for one. High stakes assignments, tests, etc. should be completed on your personal computer, and not on your mobile device.