WALSH UNIVERSITY

ODL 200

Introduction to Leadership

(8 – Week Format)

PREREQUISITES: None

Instructor: Stephen Craig, M.A.

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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: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.

REQUIRED TEXT: Northouse, P. G. Introduction to Leadership: Concepts and Practice (4th ed.). Thousand Oaks, CA: © 2018, SAGE Publishing.

PROGRAM SPECIFIC LEARNING OUTCOMES:

PSLO 1: apply knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.

PSLO 2: recognize and evaluate ethical issues and situations.

PSLO 3: apply qualitative and quantitative analytical reasoning skills to solve problems and evaluate outcomes.

PSLO 4: communicate effectively in forms appropriate to the discipline, individually and/or in groups.

OUTCOMES OF THE COURSE (CSLOS):

• Students will gain through self-assessment questionnaires an awareness of their own leadership philosophy, traits, skills, and behaviors.

• Students will gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in on-going organizations.

• Students will gain through reflection and action activities an understanding and appreciation for the unique dimensions of their own leadership style, their strengths and weakness, and ways to improve what they do as leaders.

COURSE REQUIREMENTS RELATED TO EVALUATION:

Quizzes. Students are required to take two quizes. The tests will be based on the reading material discussed and other course resources provided. The tests will be multiple choice.

Paper. Each student will write a 3-page Leadership Philosophy paper due at the end of the sixth week of the course. The paper will utilize information students gain from completing self-assessments, questionnaires, course resources and readings.

Final Exam. Students will complete an open book/note final exam that will ask them several open-ended essay-response questions. Students are expected to provide detailed answers to each question that show an in-depth understanding of the concepts. References to the book as well as to learning resources are also expected.

EVALUATION:

Discussions Module 1 through 7	35% (70pts)
Leadership Philosophy Paper	15% (30pts)
Case Studies (5)	25% (50pts)
Quiz 1	5% (10pts)
Quiz 2	5% (10pts)
Final Exam	15% (30pts)
Total:	100% (200pts)

Grading Scale:
A   100-93
A-   92-90
B+ 89-87
B   86-83
B-   82-80
C+ 79-77
C   76-73
C-   72-70
D+ 69-67
D   66-63
D-   62-60
F   59 and below

ACADEMIC INTEGRITY STATEMENT:

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. You should consult the instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

MODULE 1

Module Overview

Module 1 Objectives

       1. Review the evolution of leadership.

       2. Examine the different perspectives on leadership.

       3. Understand the impact of culture on leader effectiveness.

       4. Understand the six key leadership traits.

       5. Reviewing traits and characteristics of famous leaders.

Module Outcomes

Students will:

- Explore the functionality of ECN

- Review Introductions from Instructor

- Review Chapters 1 and 2 including the conceptualization of leadership

- Introduce themselves to the rest of the class via discussion board

- Participate in discussion on prompt from instructor

- Complete Case Study 2.1

- Assess their personality traits utilizing a Myers-Briggs like typology

Key Concepts

• Trait Approach

• Behavior Approach

• Situational Approach

• Relational Approach

• "New Leadership" Approach

• Emerging Leadership Approaches

• American Perspective

• The GLOBE Studies

• Demand for Leadership

• Effective Leadership

• Intelligence

• Confidence

• Charisma

• Determination

• Sociability

• Integrity

Learning Activities

1. Introduction to all - Tap on the "Discussion Forums" on the left navigation menu and post an introduction of yourself by Wednesday by midnight. Respond to a minimum of two other introductions.

2. Read chapters 1 and 2 and review PowerPoints with professor's commentary.

3. Please Answer Question # 1 in the Discussion Forum for Module 1:

   Look back at chapter one of our book. Look at the negative leadership attributes and the section on Dark Leadership. In a couple paragraphs describe a public leader, from the past or present, who personifies negative and dark leadership attributes What are their attributes and why is it Dark Leadership? (Due Wednesday by midnight).

   After you write your post look at two of your classmate's posts and comment on a positive leadership aspect that that leader displayed using the Universal Positive Leader Attributes. (Due Saturday by midnight)

   An example of this could be if someone wrote about Adolf Hitler's dark leadership. Someone could comment saying Hitler's oratory skill was effective in motivating others to do his will. Please do not use this example or Adolf Hitler. Please make sure that you are

not repeating comments that others have already said on a post. If you do not know anything about the dark leaders being talked about look them up.

4. Read and complete all questions from 2.1 Case Study: An Emerging Leader from Resources folder on left navigation (can also be found at end of Chapter 2 in your book) and place in the drop box (left navigation bar) before midnight on Saturday. Must be titled "Case Study 2.1".

5. Take it one step further: learn more about your traits by taking a Myers-Briggs like personality test. Follow this link: http://www.humanmetrics.com/cgi-win/jtypes2.asp. Take the test and then read about the different typologies. Write down your personality type (example: ENFJ) and remember what it means. You will be using this information later for your Leadership Philosophy paper. Nothing to turn in at this point with this assignment.

MODULE 2

Module Overview

Module 2 Objectives

1. Explore how strengths can make one a better leader.

    2. Understand the concept of strength.

    3. Describe the historical background of strengths-based leadership.

    4. Examine how to identify strengths.

    5. Review measures used to assess strengths.

    6. Examine strengths-based leadership in practice.

    7. Discuss the formation of a person's philosophy of leadership.

    8. Differentiate between Theory X and Theory Y of leadership.

    9. Examine the most commonly observed styles of leadership

Module Outcomes

Students will:

1. Review Chapters 3 and 4 including focusing upon one's strengths as a leader

2. Examine video on "first followers"

3. Explore one's own leadership style

5. Complete a case study on the different styles of management.

Key Concepts

• What are strengths?

• Historical background

• Gallup organization

• Positive psychology

• Gallup and the strengths finder profile

• Values in Action Institute and Inventory of Strengths

• Centre for Applied Positive Psychology and Realise2 Assessment

• Strengths-Based Leadership in Practice

• Differences across cultures

• Leadership Philosophy Explained

• Leadership Styles Explained

• Authoritarian

• Democratic

• Laissez-Faire

• Leadership Styles in Practice

Learning Activities

1. Read chapters 3 and 4

2. Review chapter 3 and 4 guided instructor Power Points

3. Please Answer Question # 2 in the Discussion Forum for Module 2:

   Northouse explains that Gallup's Strengths Finder really finds talents. It is up to us to hone in on these talents through practice to make them strengths. Gallup also explains that these talents can be used "on the balcony" for good and "in the basement" for personal and selfish reason. Think of a strength and describe in two paragraphs how it can be used "on the balcony" and "in the basement". (Due Wednesday by midnight)

   Discussions: Each student is responsible for posting a thoughtful and reflective response to either another students answer to the prompt or a response to a comment left by another student. Each of you should respond to at least two other students. Comments should facilitate further discussion by follow-up with additional questions and/or critical contributions. (Responses due Saturday at midnight)

4. Complete Questionnaire 2 Leadership style from Chapter 4. No need to turn this in. Will be using results for Leadership Philosophy paper.

5. Read and answer all questions to the case found in Chapter 4 entitled "Case Study: Many Managers, Different Styles" Place in the drop box by midnight on Saturday. Must be entitled "Case 4.1".

6. Students will watch First Follower Video #1 on how to start a movement: https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

7. Students should begin writing their Leadership Philosophy paper (due at end of week 6). Directions found in resources file labeled: Leadership Philosophy paper.

MODULE 3

Module Overview

Module 3 Objectives

1. Explain the task and relationship styles of leadership.
2. Describing the use of task and relationship leadership in practice.
3. Understanding administrative skills and their use in practice.
4. Understanding interpersonal skills and their use in practice.
5. Understanding conceptual skills and their use in practice.

Module Outcomes

Students will:

1. Review Chapters 5 and 6 including task and relationship leadership

2. Examine video on Trust- Simon Sinek

3. Explore one's own leadership skills

Key Concepts

• Task-Oriented Style

• Relationship-Oriented Style

• Task and Relationship Styles in Practice

• Task Leadership

• Relationship Leadership

• Change Leadership

• What Kind of Leader Do Your Followers Need?

• Definition of skills as learned competencies

• Administrative Skills

• Administrative Skills in Practice

• Managing people

• Managing resources

• Showing technical competence

• Interpersonal Skills

• Interpersonal Skills in Practice

• Being socially perceptive

• Showing emotional intelligence

• Handling conflict

• Conceptual Skills Explained

• Conceptual Skills in Practice

• Problem solving

• Strategic planning

• Creating vision

Learning Activities

1. Read chapters 5 and 6

2. Review PowerPoint Presentations with instructor's commentary for Chapters 5 and 6 found in Resources tool on the left navigation menu

3. Please Answer Question # 3 in the Discussion Forum for Module 3:

   If you were to change in an effort to improve your leadership, what aspect of your style would you change? Would you try to be more task oriented or more relationship oriented? Why? (Due Wednesday by midnight)

   Discussions: Each student is responsible for posting a thoughtful and reflective response to either another students answer to the prompt or a response to a comment left by another student. Each of you should respond to at least two other students. Comments should facilitate further discussion by follow-up with additional questions and/or critical contributions. (Responses due Saturday at midnight)

4. Read and answer all questions to the case found in Chapter 6 entitled "Case Study: Sweet Caroline" Place in the drop box by midnight on Saturday. Must be entitled "Case 6.1".

5. Complete Questionnaire # 3 (Leadership Skills from Chapter 6). No need to turn anything in. This will be used in your Leadership Philosophy paper.

6. Watch Video #2 (from Chapter 6) by following the link:
   https://www.youtube.com/watch?v=4VdO7LuoBzM

   (Note: take notes as this may be on the test).

MODULE 4

Module Overview

Module 4 Objectives

1. Understand the characteristics of a vision.

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

Module Outcomes

Students will:

1. Review Chapter 7 including having a leadership vision

2. Examine video on using vision to inspire followers

3. Explore one's own leadership vision

4. Take quiz on past 4 modules

Key Concepts

• Vision

• Leadership research on vision

• Values

• Adapting the vision

• Choosing the right language

• Inclusivity

Learning Activities

1. Read chapter 7

2. Review PowerPoint Presentation with instructor's commentary for Chapter 7 found in Resources tool on the left navigation menu

3. Please Answer Question #4 in the Discussion Forum for Module 4:

How important is vision in your current or intended career? How does (or would) it impact your performance? (Due Wednesday by midnight)

Discussions: Each student is responsible for posting a thoughtful and reflective response to either another students answer to the prompt or a response to a comment left by another student. Each of you should respond to at least two other students. Comments should facilitate further discussion by follow-up with additional questions and/or critical contributions. (Responses due Saturday at midnight)

5. Complete Questionnaire #4 (Leadership Vision from Chapter 7). No need to turn this in. Will use information gathered for Leadership Philosophy paper.

6. Watch Video #3 (from Chapter 7) by following the link below:
   https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

   In this TED talk, Simon Sinek discusses how leaders use vision to inspire followers. *(Note: take notes as this may be on the test).*

7. QUIZ! Complete quiz # 1on chapters 1-7 found in "Test & Quizzes" on the left navigation menu. Complete by Saturday at Midnight.

MODULE 5

Module Overview

Module 5 Objectives

1. Understand the concept of constructive climate.
2. Review factors considered to establish constructive climate.
3. Explain the process for providing constructive feedback to employees.
4. Discuss the importance of diversity and inclusion to organizations.
5. Examine historical approaches to diversity.
6. Review how the inclusion process works in practice.
7. Understand barriers to embracing diversity and inclusion.

Module Outcomes

Students will:

1. Review Chapters 8 and 9 including group dynamics

2. Examine video on diverse leadership

3. Explore one's own cultural diversity

Key Concepts

• Constructive Climate

• Providing Structure

• Clarifying Norms

• Building Cohesiveness

• Diversity and Inclusion

• Barriers to embracing diversity and inclusion

Learning Activities

1. Read chapters 8 and 9

2. Review PowerPoint Presentations for Chapters 8 and 9 with instructor commentary found in Resources tool on the left navigation menu

3. Read and answer all questions to the case found in Chapter 8 entitled "Case Study: A Tale of Two classes" Place in the drop box by midnight on Saturday. Must be entitled "Case 8.1".

4. Watch Video #4 by following the link below:

    https://www.ted.com/talks/rocio_lorenzo_want_a_more_innovative_company_hire_more_women/transcript?language=en (This will be used for your discussion).

5. Please Answer Question #5 in the Discussion Forum for Module 5:

    What are your reactions to the Ted Talk on innovation and diversity? How important is diversity and inclusion to leadership in organizations? (Due Wednesday by midnight)

    Discussions: Each student is responsible for posting a thoughtful and reflective response to either another students answer to the prompt or a response to a comment left by another student. Each of you should respond to at least two other students. Comments should facilitate further discussion by follow-up with

additional questions and/or critical contributions. (Responses due Saturday at midnight)

6. Remember that Leadership Philosophy paper is due at the end of week 6. Make sure you are working on it.

MODULE 6

Module Overview

Module 6 Objectives

1. Discuss the importance of listening to out-group members.
2. Examine the membership of the out-group.
3. Review how out–groups form.
4. Discuss how a leader should manage out-groups.

Module Outcomes

Students will:

1. Review Chapter 10 including out-groups

2. Examine video on empathy in leadership

3. Explore one's building of community

4. Turn in Leadership Philosophy paper

Key Concepts

• Out-groups

• The impact of out-groups?

Learning Activities

1. Read chapter 10

2. Review PowerPoint Presentation for Chapter 10 with instructor commentary found in Resources tool on the left navigation menu

3. Please Answer Question #6 in the Discussion Forum for Module 6:

How should leaders approach out-groups that are a sizeable minority of the group? What if the out-group represents a majority of members? (Due Wednesday by midnight)

Discussions: Each student is responsible for posting a thoughtful and reflective response to either another students answer to the prompt or a response to a comment left by another student. Each of you should respond to at least two other students. Comments should facilitate further discussion by follow-up with additional questions and/or critical contributions. (Responses due Saturday at midnight)

4. Watch Video #5 (from Chapter 10) by following the link below: https://www.youtube.com/watch?v=1Evwgu369Jw (Note: take notes as this may be on the test).

5. Leadership Philosophy paper is due Saturday at midnight. Please place in drop box and label: Leadership Philosophy

MODULE 7

Module Overview

Module 7 Objectives

1. Understand conflict and importance of communication in the process of handling conflict.
2. Explain different kinds of conflict.
3. Understand Fisher and Ury's approach to conflict negotiation.
4. Discuss communication strategies for conflict resolution.
5. Discuss the five conflict handling styles.
6. Explain the concept of ethical leadership.
7. Discuss leadership ethics in practice by reviewing the six factors related to ethical leadership.
8. Examine the six pillars of character.
9. Discuss the three principles related to actions of ethical leaders.
10. Examine the five bases of power and its relationship to ethical leadership.
11. Examine ethics across cultures

Module Outcomes

Students will:

1. Review Chapters 11 and 12 including conflict styles

2. Examine video on essential listening

3. Explore one's own conflict style

4. Summarize collective leadership traits

Key Concepts

• Communication and Conflict

• Content

• Relational

• Fisher and Ury Approach to Conflict

• Differentiating

• Fractionation

• Face Saving

• Kilmann and Thomas' 5 Styles of Approaching Conflict

• Avoidance

• Competition

• Accommodation

• Compromise

• Collaboration

• Leadership Ethics

Learning Activities

1. Read chapters 11 and 12

2. Review PowerPoint Presentations for Chapters 11 and 12 with instructor commentary found in Resources tool on the left navigation menu

3. Watch Video #6 by following the link below:
   https://www.youtube.com/watch?v=saXfavo1OQo&spfreload=10

1. William Ury discusses how essential listening is when working with others. (Note: take notes your discussion will be based on this).

4. Please Answer Question #7 in the Discussion Forum for Module 7:

Reflect on the video you just watched. How does listening connect with what you have learned from the chapter about the five conflict styles? Are you good at dealing with conflict? (Due Wednesday by midnight)

Discussions: Each student is responsible for posting a thoughtful and reflective response to either another students answer to the prompt or a response to a comment left by another student. Each of you should respond to at least two other students. Comments should facilitate further discussion by follow-up with additional questions and/or critical contributions. (Responses due Saturday at midnight)

5. Read and answer all questions to the case found in Chapter 12 entitled "Case Study: The Write Choice" Place in the drop box by midnight on Saturday. Must be entitled "Case 12.1".

MODULE 8

Module Overview

Module 8 Objectives

1. Discuss the concept of obstacles in the workplace.
2. Discuss obstacles in practice.
3. Highlight seven major obstacles derived from path-goal theory of motivation.
4. Describe each obstacle and the various ways leaders can respond to these obstacles.

Module Outcomes

Students will:

1. Review Chapter 13 including various leadership styles

2. Examine video on servant leadership

3. Explore one's own path-goal style

4. Demonstrate proficiency through quiz on Chapters 8-13 as well as final exam

Key Concepts

• Obstacles

Learning Activities

1. Read chapter 13

2. Review PowerPoint Presentation for Chapter 13 with instructor's commentary found in Resources tool on the left navigation menu

3. Watch Video #7 (from Chapter 13) by following the link below: https://www.youtube.com/watch?v=md6monZNfyQ This video features a discussion about being a more supportive leader via servant leadership. *(Note: take notes as this may be on the test).*

4. Quiz #2 on Chapters 8-13. You can access the text by selecting "Test & Quizzes" on the left navigation. Due Saturday by Midnight.

5. Final Exam. You can access the text by selecting "Test & Quizzes" on the left navigation. Due Saturday by Midnight