

Argosy University
COURSE SYLLABUS
L7101
Foundations in Leadership

Faculty Information

Faculty Name: Barbara Cole, Ph.D.

Campus: San Francisco

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Office Hours: M-Th; by appointment

Short Faculty Bio: Currently Dr. Cole serves as the Acting Program Chair for the Graduate Education Program at AUSFBA. Her background includes experience leading and directing various education and business groups.

Course description:

This course examines the process of leadership, delineating the leader's responsibility within that process. From historical to current leadership theories, leadership principles and theoretical concepts are addressed. Focus is on 'real world' and present day application and the implications to organizations and to leaders. This course examines the development of leadership theories and approaches and their role in organizations today. This course also examines the differences between management and leadership and why those differences are important to the health of organizations

Course Pre-requisites: None

Required Textbooks:

Northouse, P.G (2007). *Leadership Theory & Practice (4th Ed.)*. Thousand Oaks, CA: Sage. ISBN: 1-4129-4161-X

Kouzes, J.M. & Posner, B.Z (2008). *The Leadership Challenge (4th Ed.)*. San Francisco: Jossey-Bass. ISBN: 0-7879-8492-2

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Leadership in Teams: Given an organizational situation, identify strategies to develop, maintain, motivate, and sustain self-managed teams using concepts, theories and techniques of team leadership.

2. Collaboration in Teams: Given a case study or leadership situation, collect, assimilate, disseminate, and maximize the views of team stakeholders in order to reach defensible goals with minimal conflict.
3. Conflict: Given an organizational situation that requires interpersonal or interdepartmental action, identify situations of conflict, diagnose the impact of both overt and covert behavior, and develop a plan for conflict resolution using evidence-based methods.
4. Ethics: Given an organizational setting, identify ethical and dilemma-resolution practices, and make evidence-based decisions that integrate personal, social, and corporate responsibility.
5. Communication: Communicate orally and in writing to individuals and groups in a concise, clear, organized, and well-supported manner using formats and technology relevant to the organizational context.
6. Motivation: Given a leadership situation, identify workplace commitment theories to incorporate influences and power as a leader to motivate organizational stakeholders.
7. Research: Given an organizational need to evaluate and defend its actions or potential actions, select, analyze, and apply the assessment techniques, research methods, and/or statistical analyses needed to evaluate and defend those actions based on evidence
8. Knowledge and Understanding of the Field: Demonstrate competency in identifying and integrating the major concepts, theoretical perspectives, historical trends, and key figures in the field of organizational leadership.
9. Change: Evaluate the impact of change on organizations, organizational members, and other stakeholders and apply appropriate change models and theories to facilitate successful change.
10. Global diversity: Analyze and evaluate the involvement of diversity in leadership issues, with special attention to the implications of diversity for individuals, organizations, and societies.
11. Interpersonal Effectiveness: Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Course Objectives:

By the end of the course, students will be able to:

1. Compare and contrast the major leadership theories and discuss the key points of each theory. (Program Outcome 8).

2. Given different organizational scenarios, discuss and analyze the responsibilities and privileges of leaders, including ethical and moral decisions and the use of authority and power. (Program outcome(s) 3, 4, 6, 8)
3. Analyze their own leadership style(s) and the impact of those approaches in the workplace (Program Outcome 8, 10).
4. Analyze and interpret a particular performance-based organizational issue, develop a solution to the issue at hand, and apply appropriate leadership theories in the given situation (Program Outcome 6, 8, 9, 10).
5. Evaluate an organizational situation and discuss the process of leadership within groups relating to the alignment of the group to rules and norms of the organization.(Program outcome(s) 1, 2, 8)
6. Examine the differences between a leader and a manager and analyze the perspectives that shape each role for maintaining a healthy organization.(Program outcome 8)

Assignment Table:

Week	Module Topics	Readings	Formative Assignment/Assessment
1	What is Leadership? What makes a good leader?	<ul style="list-style-type: none"> • Northouse, 1 • Kouses & Posner, 1-2 	Write a 3 p. paper citing about a leader, citing specific examples of where credibility was an issue and how s/he handled it. Email to instructor and bring to class.
2	Leadership Theories: Trait Approach; Skills Approach	<ul style="list-style-type: none"> • Northouse, 2-3 • Kouses & Posner, 3-4 	Choose a content area and a group. Write a one page plan as to how you would proceed to help the group develop/change their values. Give citations and explain rationale. Email to instructor and bring to class.
3	Leadership Theories: Style Approach; Situational Approach	<ul style="list-style-type: none"> • Northouse, 4-5 • Kouses & Posner, 5-6 	Using Kouzes, p. 135 as the model, write your own vision statement for your self or organization. Email to instructor and bring to class.
4	Leadership Theories: Contingency Theory; Path-Goal Theory	<ul style="list-style-type: none"> • Northouse, 6-7 • Kouses & Posner, 7-8 	Write a 5 p. paper comparing and contrasting LMX theory with other leadership theories. Email to instructor and bring to class and be prepared to defend your position in class.
5	Leadership Theories: Leader-member	<ul style="list-style-type: none"> • Northouse, 8-9 • Kouses & 	Complete the questionnaire on p. 156-7 in Northouse.

	Exchange Theory; Transformational Leadership	Posner, 9-10	Choose an organizational setting and write a plan (approx. 5 p.) explaining how you would engage participants in the collaborative process. Email to instructor and classmates.
6	Leadership Theories: Team Leadership; Psychodynamic Approach	<ul style="list-style-type: none"> • Northouse, 10-11 • Kouses & Posner, 11-12 	Prepare a two day agenda for leading a group to “tell the organizational story”. Email to instructor and classmates.
7	Gender Issues & Leadership; Ethics & Leadership	<ul style="list-style-type: none"> • Northouse, 12-13 • Kouses & Posner, 13 	Prepare an annotated bibliography of no less than ten items which focus on gender and cultural issues in relation to leadership. Email to instructor and classmates.
8	Final Synthesis & Integration	<ul style="list-style-type: none"> • Peer reviewed articles based on paper topic 	

Grading Criteria

Grading Scale

A	100 -93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 – 73
C-	72 – 70
F	69 and below

Grading requirements

<i>Attendance/participation</i>	<i>40</i>
<i>Assignments</i>	<i>60</i>
	<i>100%</i>

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin,"

(www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.