



Course Syllabus- FALL 2019

Last Updated: August 20, 2019

General Course Information

Number	LDR 501
Name	Advanced Leadership Theory and Practice
Credit	Three (3) Credit Hours
Term Dates	August 26 – December 18, 2019
Course Prerequisites	None
Meeting Time/Location	On-Line
Instructor	Jacqueline Faulhaber, Doctor of Strategic Leadership
Course Webpage	Desire2Learn
Contact Information	Jacqueline.Faulhaber@usd.edu :

Important regarding D2L and USD email: For communication before, during, and after the semester please communicate with me using your USD email address. Please note that D2L email allows only the sending of a message, and any replies to that message will be sent to your email on file in Self-Service (Banner), always keeping in mind that emails may require response through your USD email address. Thus, you should always check your USD email on a regular basis. Thank you in advance for your cooperation.

I check my USD emails at least once a day Monday through Friday. I do not regularly check my email over the weekends. I will try to respond to email messages within 48 hours Monday through Friday, with the exceptions of holidays.

My office hours are between 11:30 am and 1:00 pm Central Standard Time (CST) on Wednesdays during the semester. Please email me via USD email to set up a time during these office hours if you need to talk with me via Zoom web conferencing.

Optional Zoom Sessions:

~Welcome: 7:00 – 7:45 pm CST September 16th

Instructor Biography

I have several years of experience helping organizations in non-profit, for profit, government, and church sectors become more effective in reaching their vision, mission, goals, and objectives. I served in the U.S.A.F. many years ago within an electronic technology-based field. My doctoral degree is in Strategic Leadership earned from Regent University's School of Global Leadership and Entrepreneurship. I earned my Master's in Public Administration from Troy State University and earned a Bachelor of Art degree in Human Resource Management from Saint Leo University. I have experience teaching online using both WebCt and Desire 2 Learn (D2L) course management software. As well I have a tremendous amount of experience as an online student. My research interests include: public leadership; spiritual (to include servant and transformational) leadership; spiritual formation, character development, and ethics; strategic thinking; creating innovative/creative cultures; leadership in turbulent environments; and leading in multicultural and global environments. Some time ago I had the opportunity of providing leadership training and development in Cameroon, Africa, within four different cities and regions of the country. Regarding my personal interests, I enjoy traveling and anything to do with the great outdoors. I have a wonderful husband and two boys. In a sense their interests have become my interests as well! I look forward to your introductions over the next two days.

Course Description

In this course we will critically review and analyze current strategic ideas about leadership from both theoretical and operational perspective. We will also engage past concepts of leadership and management and identify its social, economic, political, and technological drivers so as to understand that perspectives of leadership are not only individually constructed but also constructed by social-political culture of the time. It is within this process and other methods that the students will be able to distinguish leadership from management (or another group activity). Another goal of this course is to emphasize the leadership perspectives, values (realizing that values drive behavior, policy, decision making, strategic direction, motivation, reinforcing a culture, reward systems, communication, etc.), qualities, traits, skills, knowledge and practices needed for success.

The purpose then of this course is to help you become (or continue as) a student of leadership as you engage in public, non-profit, or private organizations. Your study of leadership will also impact your involvement in social, civic, religious, or other group activities. LDR 501 is also designed to give you the opportunity to define for yourself the meaning and significance of leadership in organizations by exposing you to different "frames" or perspectives found in the literature. Through forum discussions, case study discussions, and individual projects you will have the chance to go beyond the outline of the course to enhance not only your own but each other's knowledge and practice of leadership. Through this course we hope to help prepare future leaders for success in *their* work of leadership and to encourage continuous study to prepare for this challenge.

This is, in essence, the vision for the course. The day-to-day activities of the class will be guided by the following values:

- A belief that leadership is a noble and necessary endeavor.
- A mutual respect and concern for each other, including a commitment to fairness and justice in interactions with others.
- A respect for the learning process so that student and teacher mutually benefit from the interaction.
- A commitment to maximize student independence and freedom of choice.

Course Texts & Materials

Please ensure that you order the following books and case study well in advance of class. It will be expected that students read assigned course materials prior to the forum start date.

Books

Northouse, P.G. (2016). *Leadership: Theory and practice*. (8th ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781506362311.

Wheatley, M. (2006). *Leadership and the new science: Discovering order in a chaotic world*. (3rd ed.). (San Francisco, CA: Berrett-Koehler Publishers). ISBN: 1576753441

Wren, J.T. (1995). *The leader's companion: Insights on leadership through the ages*. New York, NY: The Free Press. ISBN: 0028740912

Wren, D.A. (2009). *The evolution of management thought*. (6th ed.). Hoboken, NJ: John Wiley & Sons. ISBN: 9780470128978

Harvard Business Review Case Study:

Koehn, N., Helms, E., & Mead, P. (2003). Leadership in crisis: Ernest Shackleton and the epic voyage of the Endurance. Product Number 803127-PDF-ENG

**This case study is available from Harvard Business Review, which may be found at the following URL: <http://hbr.org/product/leadership-in-crisis-ernest-shackleton-and-the-epic-voyage-of-the-endurance/an/803127-PDF-ENG>

Please be sure to order this case study before the course begins.

Supplemental Readings:

Bass, B.M., & Steidlmeier, P. (1998). Ethics, character, and authentic transformational leadership. Can be found through a Google search of "Bass and Steidlmeier"

Fairholm, M.R. (2004). Different perspectives on the practice of leadership. *Public Administration Review*. 64 (5), 577-590. This article can be accessed using USD's Research Gateway, on-line library.

I also may direct you to additional reading materials that are on the Internet or within USD's on-line research gateway.

Technology

Note: This course requires the use of Microsoft Word.

This course has been designed to be an online interactive discussion course. It is not an independent study course. D2L will be the course management software for this course. Please review the [Online Orientation](#) guide. This orientation also provides *netiquette* guidelines that are vital in maintaining a collaborative online learning environment. Please be sure to follow these guidelines. Thank you in advance for your cooperation.

A USD email account is required for all online courses. If you have an active account but unsure of your username or password, please contact the USD helpdesk at 605.658.6000. The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses; those requirements are listed in the student guide. Course materials will be provided as online documents that you can read or print off. You will submit your assignments to me through the D2L dropbox.

Please note that it is very important that you login into the D2L course within the first few days of class to show that you are engaged in the course. It is further necessary, due to the intensity of this course that you begin module one immediately.

Please keep in mind that you will also need a PDF reader (Acrobat Reader). Research using peer reviewed articles is necessary for Module posting discussions and research papers. Please make sure you know how to access and use USD's on-line research [library](#). Keep in mind that USD provides some excellent reference librarians if you find that you are having difficulty locating resources.

APA Guidelines

For very general and basic guidelines regarding APA citation guidelines you can visit Owl Purdue's APA guidelines which can be found through a web search. There are also many other internet cites available for you to reference in assisting your compliance with these APA formatting and citation standards. As a note, please use page numbers in all of your in-text citations. This requirement will apply to posts and research papers.

Overall Course Goals

The goals for this course are to help students attain the following overall course learning objectives noted in the below matrix. These course goals will be achieved by attaining the specific learning objectives noted in each period, which are described in the Schedule of Assessment (SOA).

Objective/Outcomes	Instructional and Assessment Methods
<p>You will be able to articulate and expound upon how leadership plays a role in organizational and personal settings.</p> <p>You will be able to articulate and expound how leadership is operationalized in your life and potentially in the life of others.</p> <p>You will be able to obtain the academic foundation to continue your practical education in leadership.</p>	<p>Forum posting discussions, case study and research papers that synthesize, analyze, and apply theory to real world situations and historical models of leaders/non-leaders.</p>

<p>You will be able to articulate, analyze, and expound upon the historical context of leadership study and how economic, political, social, and technological drivers influence leader goals and leadership in general.</p> <p>You will be able to differentiate, articulate, and expound upon the differences between the concepts of leadership and management.</p>	<p>Forum posting discussions and historical leader research project.</p>
<p>You will be able to compare, evaluate, contrast/compare, and apply cross-cutting leadership ideas, such as power, motivation, change, and followership.</p>	<p>Forum posting discussions, historical leadership paper.</p>
<p>You will be able to articulate, expound upon, differentiate, and apply the different perspectives of leadership that people may hold and integrate the differences as you evolve your personal conception of leadership.</p>	<p>Forum posting discussions and research papers.</p>
<p>You will be able to articulate and expound upon and share with others the phenomenon of leadership.</p>	<p>Forum discussions.</p>
<p>You will be able to assess areas of your own leadership that needs improvement.</p>	<p>Self assessments.</p>
<p>By gaining the academic foundation to continue your practical education in leadership, integrate the big picture of leadership in organizational and personal settings by seeing how leadership is operationalized in your life and potentially in the life of others.</p>	<p>Forum discussions and research paper.</p>
<p>Integrate the different perspectives of leadership that people may hold in thought and practice as you evolve your personal conception of leadership.</p>	<p>Forum discussions and research papers.</p>
<p>Purpose of activities & learning methods:</p>	<p>All of these methods and</p>

activities will allow you not only to reflect upon theory, but apply theory to real-world situations and allow you to draw upon your personal experience within the context you lead in into your learning.

Course Topics, Assignments, Grading, and Due Dates

The final grade for the course is based upon the scores you earn on discussion posts, papers, and assignments given throughout the term. In completing assignments, you should incorporate material from the texts, any supplementary material presented, and your personal study (to include academic journals), experiences, and observations. The following is an outline of the relative weight given to each assignment:

Forums, Topics, Assignments	# Posts	Points	Initial Post Due	Final Post/Assignment Due
Student and Instructor Introduction	1	2	NA	Aug 30
<i>Theme: Introduction to Leadership</i>				
Forum 1- Topic: Leadership versus management	3	4	Sept 2	Sept 5
Forum 2- Topic: Cry and crisis for leadership	3	4	Sept 9	Sept 12
Forum 3- Topic: Influencers of organizational stress	3	4	Sept 16	Sept 19

Forum 4- Topic: Leadership perspectives <i>** Historical leader for paper project proposal due (include name and why you would like to research this person)</i>	3	4	Sept 23	Sept 26
<i>** Be sure to start reading the Shackleton case study and assigned reading for topic 7 to prepare good/bad paper</i>			NA	DUE: Sept 30

Theme: History of Leadership Thought (until the late 1940s)

Forum 5- Topic: History of leadership during the pre-industrial and scientific era	3	4	Sept 30	Oct 3
Forum 6- Topic: History of leadership in the social era	3	4	Oct 7	Oct 10

Theme: Leadership & Ethics

Forum 7- Topic: Leadership ethics and theory	3	4	Oct 14	Oct 17
Good/Bad Contrast/Comparison Paper on Ernest Shackleton Due		20	NA	DUE: Oct 17

Theme: Leadership in the Modern Era (late 1940s to the present)

Forum 8- Topic: Modern era- traits and skills approaches to leadership along with cultural considerations	3	4	Oct 22	Oct 31!
Forum 9- Topic: Modern era- behavior, style, situational, contingency approaches to leadership	3	4	Nov 4	Nov 7
Forum 10- Topic: Modern era- leader/follower and team/group approaches to leadership	3	4	Nov 11	Nov 14

Theme: Dynamics of Leadership

Forum 11- Topic: Systems thinking, self-organization, and chaos theory applications in leadership	3	4	Nov 18	Nov 21
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Forum 12- Topic: Leadership as citizenship in democratic societies	3	4	Nov 25	Dec 5!
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Note: Thanksgiving Break: November 27- December 1. No posts during this time, as you will all need and want a break! Happy Thanksgiving!

Famous Historical Leader Analysis Paper Due		30	NA	DUE: Dec 11
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Total	100
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GRADING SCALE:

100% to 90% (90-100 Points)	A
80% to 89% (80 – 90 Points)	B
70% to 79% (70- 79 Points)	C
60% to 69% (60- 69 Points)	D
59% and below (0-59 Points)	F

Overdue Assignment Policy

Assignments are expected to be turned in on time. Only in the case of an approved extension (due to emergency reasons only) requested before the due date, will the assignment be accepted. An assignment (papers only) turned in one day late will be deducted 10 points and up to 5 points for each additional day late. If you cannot hand the assignment in on time, contact me before the due date and I will *consider* an alternative due date; however, late points may still be assessed. For the last paper due within the last two weeks of the semester, consideration will be given only in extreme circumstances. Even with an extension, the latest that a paper will be accepted is the last day of the semester. In the rare case that an offer to re-write the assignment was extended to the student, the assignment will not be accepted unless it is prior to the re-write due date; in this case, the student would maintain their original grade. Keep in mind the necessity of planning ahead. Work related travel and

long work hours will not preclude you from turning an assignment in on time. If advance permission is not granted for assignments with an extension due date, you may receive a “zero” for that assignment depending upon the reason.

All discussion posts are expected to be turned in by the final due date. Extensions of due dates are not given for forum discussions, as these discussions are part of your participation and learning in the course and thus must occur during the designated time. No credit will be given for late posts. Please see the Schedule of Assignments (SOA) section toward the end of this document for more specific guidelines regarding discussion posts and assignments.

Technology

This course has been designed to be an online interactive discussion course. It is not an independent study course. D2L will be the course management software for this course. Please see the [Online Orientation Guide](#). This orientation also provides *netiquette* guidelines that are vital in maintaining a collaborative online learning environment. Please be sure to follow these guidelines. Thank you in advance for your cooperation.

Please note that it is very important that you login into the D2L course no later than **August 30th** to show that you are engaged in the course. It is further necessary, due to the intensity of this course that you begin module one immediately.

Please keep in mind that you will also need a PDF reader (Acrobat Reader). I will post most module documents in PDF. Research using peer reviewed articles is necessary for forum posting discussions and research papers. Please make sure you know how to access and use the [USD Library Research](#) website.

Please familiarize yourself with USD’s online library to access search engines for peer reviewed and scholarly articles. You will be expected to use this resource within this course. To examine peer reviewed and scholarly journals you can click on the appropriate blocks within the search engine itself.

Key Elements to Keep in Mind with On-Line Autonomous & Collaborative Learning

Four key components are necessary for the completion of this on-line course: self learning or autonomous learning and collaborative learning, critical thinking, and effective writing skills. First, is the ability to proactively engage in the self-learning process. Self-learning does not necessarily mean that you go at your learning experience alone. You will learn through active participation

with other members of this course and the instructor. What self-learning means in this course is that you ultimately take responsibility for your own learning. For example, the self-learner takes a proactive approach to his or her learning by reading and synthesizing course readings prior to the period start date. As well he or she knows the importance of researching different mediums to find answers to solutions. The instructor might further ask the student to answer his or her own questions by searching out the answers through course and non-course readings and dialogue with other students. In other words, the instructor will act as a facilitator and will point you in a direction or potential alternative explanation for you to consider and synthesize. As well, collaborative learning is vital in achieving course learning objectives. These strategies can further help facilitate the second key component for this course, critical thinking. Critical thinking is also considered a very important skill that all leaders to find creative and innovative solutions to problems that can arise out of turbulent, uncertain, and continuously changing environments. Lastly, effective writing and communication skills are necessary for the completion of this course. This course relies primarily on written communication. As such, your writings, everything from forum discussions to case study discussions to research papers will require good writing skills that effectively communicate your knowledge and understanding to others.

On-Line Discussion Participation for Each Forum

Your participation in discussing the readings, assignments, and cases will be one important way in which your progress in achieving the learning outcomes will be assessed. You will be asked to post an initial post of at least 200 words and construct two response (except last forum) posts to other students' posts with a word count of more than 100 words. You can post beyond the minimum number of posts, but please be sure to have at least 3 posts within the stated requirements. You can use the toolbar word count option in your word processor to easily count the number of words you have typed. As well, I would recommend using the grammar and spell check function to ensure grammatical and spelling accuracy. You can further expect at least an hour outside of the readings to research and construct each post. Please see the Schedule of Assessment (SOA) for the minimum number of posting required for each topic. **Please note: in order to see the post of others, one must post their initial post to the forum first.**

Post Grading for Each Forum:

Your discussion posts will be graded for each forum on the above noted requirements and the grading rubric below. Please note that each element of the grading rubric is not mutually exclusive, but interdependent. Grades in one element can affect scores in other elements. For example, if: a) an initial post

is late, it will impact the group dynamic score depending upon the degree to which it is late; b) the expressed views are not supported, it can affect the comprehension scores; c) there are not 3 full posts that meet the word count, it can impact other element areas; d) the information is not cited, inappropriately cited, etc., it can affect the requirement for supported views in the comprehension section; e) the initial post and response posts are submitted on the final day posts are due, a few hours, or one hour before the final due date hour, it can be expected that they will not get a good group dynamic score because most students have already submitted their discussion posts prior to the closing of the forum at 11:59 pm...nor can it be expected they will earn a good grade even if the other elements are met; and, f) a student does not use course and/or external resources to support their views because they did not cite the sources, it can impact the extra resources element of the rubric. These are just a listing of potential adverse effects insufficient performance on one element can affect another element.

DISCUSSION PARTICIPATION RUBRICⁱ for Forum:

	A+ (96-100)	A (90-95)	B (80-89)	C (70-79)	D (60-69)	F (below 60)
COMPREHENSION & CRITICAL THINKING (e.g. probes deeper thinking, questioning of assumptions, critical)	Comments advance the level and depth of the dialogue (consistently)	Comments occasionally advance the level and depth of the dialogue	Makes relevant comments based on the assigned material (on-going)	When prepared, makes relevant comments based on the assigned material	Demonstrates a noticeable lack of interest in the material (on occasion)	Demonstrates a noticeable lack of interest in the material (on-going)
GROUP DYNAMIC	Group dynamic and level of discussion are consistently better because of the student's presence	Group dynamic and level of discussion are often better because of the student's presence	Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence	Group dynamic and level of discussion are not affected by the student's presence	Group dynamic and level of discussion are harmed by the student's presence	Group dynamic and level of discussion are significantly harmed by the student's presence

EXTRA RESOURCES USED: (helps facilitate understanding, critical evaluation of materials, assertions, biases, assumptions, etc., and aids in the support of

Overall for period: comments rely on course materials and at least 2 peer reviewed sources outside of course material.

Overall for period: comments rely on course materials and at least 1 peer reviewed source outside of course material.

Overall for period: comments rely on course materials.

Overall for period: comments demonstrate lack of integration of course materials to support assertions, opinions, etc.

Please note: you will not receive a grading rubric attachment for grades >90% and if your grade is <70% (the latter would be due to not having enough posts or insufficient number of words in post).	Grade in %
Follows forum discussion post directions.	%
Consistent proper grammar and spelling; netiquette is followed; posts include APA citation (in-text) and full reference at the end of the posting, similar to citing a reference in a research paper. Please use page numbers in all in-text citations.	%
Comprehension and critical thinking [see description above] & [posts are supported by readings/outside research , thought provoking, are relevant to posed question, assignment, case, etc.; they do not include fluff comments, such as those that belong in outside communication]. This grade also includes meeting the minimum number of adequate posts for period, e.g. >200 words for initial posts and >100 words for response posts due according to noted dates in the syllabus. (Note: Posts before 12 am of the period start date and after 11:59 pm period stop date do not count.) The initial post is due no later than Monday midnight (unless otherwise stated in the syllabus, and response posts are spread throughout the period rather than both submitted in the final due date).	%
Group dynamic [see description above].	%
Extra resources [see description above].	%
Student's Final Grade for Posting:	Points

Student/Instructor Responsibilities

Responsible Party	Expectations
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Students	<ul style="list-style-type: none"> • Familiarize yourself with all course procedures, assignments and web etiquette. • Participate in each assigned discussion thread. • Follow course syllabus and course calendar to remain current with the rest of class. • Check D2L “news”, content, e-mail, etc. at least a few times a week to remain current with rest of class, and respond to instructor D2L discussion and email questions. • Complete assignments on time and contact the instructor prior to scheduling conflicts to seek alternative approach if schedules cannot be kept. See grading section for more information.
Instructor	<ul style="list-style-type: none"> • Be accessible to students through D2L e-mail, phone calls and discussion threads. • Return phone calls and emails within 48 hours Monday-Friday with exception of holidays. I will notify you if there might be an exception to this. I do not check regularly emails over weekends and holidays, so if there is an emergency, please call me. • Give feedback on assignments and forum discussions within 10 days of the end of the period. • Post grades in D2L within 2 days of grading assignments. • Moderate all discussions but will not participate in per se. I will step in to guide the direction if it is felt the discussion is getting off on a tangent. • Provide brief scan and review of drafts of research papers, when asked to do so. Student request of current draft must be made at least 1 week prior to the assignment due date.
University of South Dakota	<ul style="list-style-type: none"> • Provide technical, academic and student support services, as well as information on how to take advantages of these services, which is available through the following URL: http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf

Policies

Unfortunately, human nature requires that we take provisions for when individuals are driven not by their desire to learn, but by other motives. Sometimes this is a good thing – some things, people and relationships are more important than others – choose wisely. As such, the following policies apply to this course.

Overdue Assignments

Please see page 6 of the syllabus for details.

Attendance

Attendance is measured by your timely completion of course assignments and completion of posts for a posting period. If you fail to make the required number of posts for a posting period, I will treat you as absent for that time span. I reserve the right to facilitate an instructor-initiated drop (e.g., the right to dismiss you from the course). As noted in the overdue assignments policy noted earlier, late discussion postings will not be counted for credit. Thus, successful completion of this course requires timely submission of assignments and posts. If you have any questions, please email me.

Accessibility Statement

The University of South Dakota strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students

currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Disability Services
North Complex Commons 116
(605) 658-3745
[Website](#)
E-mail: disabilityservices@usd.edu

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college that offers the class to initiate a review of the evaluation.

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the [Office of Diversity](#).

Title IX

In compliance with Title IX, University of South Dakota must provide a safe and equitable learning environment for all students. You have the right to protection from: dating violence, domestic violence, gender harassment, discrimination based on pregnancy and parental status, sexual assault/rape, sexual harassment, and stalking. Read more about your rights here. If you

experience or witness any of this type of behavior, please report it to the Title IX Coordinator, Khara Iverson, 605-677-5671, Khara.Iverson@usd.edu. If you have any other concerns regarding a student such as: alcohol abuse, drug abuse, depression or suicide, please report these to the Dean of Students, Kimberly Grieve, Vice President of Student Services; MUC #218; 605-677-5331. Anonymous complaints can also be made using the Silent Witness Form.

You can also get help through the Student Counseling Center at 605-677-5777. You can also get help from the Domestic Violence Safe Option Services located here in Vermillion. This is a confidential center that aids victims of sexual assault, domestic violence, and/or stalking. They have a 24-hour hotline at 605-624-5311. If you are not located in Vermillion, you can find your local services through the South Dakota Coalition Ending Domestic & Sexual Violence at this website.

Academic Integrity

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Other Information and Policies

Please see the Student Handbook, MSA Graduate Handbook and [South Dakota Board of Regents policy 2-33](#) to learn how to avoid plagiarism issues. In

addition to the information presented within the above sources, it is important to cite all information provided by another source using APA. For content that is word for word (whether a paragraph, sentence, or phrase), quotation marks must be used alongside in-text citation(s). If the borrowed content is paraphrased or the ideas come from another source and it is not word for word, then it must still be accompanied by an in-text citation. There should always be at least one in-text citation per paragraph if any of the information in the paragraph comes from another source.

Use of Turnitin: Please note that the use of Turnitin will be used for this course. Turnitin will automatically evaluate papers submitted to the dropbox.

Please note that when you submit your assignments, you will want to strive for less than a 20% originality score. If the score is high, the paper may be subjected to a deduction in points. The key is to utilize your own words and appropriately cite using APA standards for sources you used whether it is a direct quote or not.

****Please note:** All work must be original for this course and its assignments, and thus it is not acceptable to submit work in whole or in part from another course outside of this one. Submitting non-original work can result in a zero for the assignment grade.

Please make yourself familiar with the other policies of the University, including policies dealing with such things as adding and dropping classes, class cancellations/school closings, etc.

My Expectations on Discussion Posts, Academic Freedom, and Privacy

The classroom environment, whether face-to-face or online, provides an opportunity for each of us to share our views, thoughts, and even critique of events, contexts, policies, programs, and organizations. This is what makes learning in the United States very unique from other countries who do not share this opportunity and right. Freedom in learning and expression of our views are values most of us share. In a sense this value creates a bond among students and faculty. While this common bond provides excitement for what we are learning, at times it creates tension and potential conflict as worldviews and views in general collide. As a result, it can be easy for students to disregard another's right to academic freedom. Given this paradoxical tension between sharing the value of freedom in learning and each having their own views and opinions very much informed by one's own context and values, it is important to remember in this course that we need to uphold one's right to express their views....keeping in mind that parameters such as proper etiquette, pertinence to course content, and academic rigor are still boundaries

within which to dialogue in this course. And this expression of views in an academic setting should not be bound by the walls, virtual or otherwise, of the classroom. Students in this course should take care to ensure confidentiality and privacy of group discussion posts along with a respecting diversity of viewpoints. In other words, we are here to learn content within our chosen academic fields and programs, and we ought to respect these particulars if we wish others respect our own viewpoints. By no means does this mean that we must agree with the views of others; it instead means that confidentiality and privacy is to be respected. Not respecting these noted aspects limits freedom of thought and expression in the classroom. In the end, it is hoped that we can all be creators of a collegial learning environment that will not only benefit classroom learning, but will prove useful as leaders of our organizations and workplaces.

Course Schedule of Assignments (SOA)

The following SOA is an important guide to help understand each period's learning objectives, specific forum discussion directions, case study assignments and discussion, self-assessments, and research paper requirements.

Guidelines for submitting assignments: Please place assignments in the course dropbox within D2L by the due dates listed in the following schedule. As a reminder, any correspondence regarding the course, assignments, comments, concerns, etc. will need to be sent to me within the D2L course e-mail system.

**Also, do not wait until the week before your major paper is due to begin your research. Please begin working on these assignments immediately.

Directions for forum discussion posts: Please follow closely the "On-Line Discussion Participation Rubric" provided earlier in this syllabus, for the rubric will be the basis of your participation grade. Additional notes regarding forum discussions: 1) each forum should assist you in preparing your research reports; and 2) ensure that you post early in the week so that ongoing dialogue can take place.

Theme: Introduction to Leadership

Introduction Forum

Within two days of the course begin date please introduce yourself. In your posting please include your name, occupation, experience in on-line learning,

interest in taking this course, other information you wish to share with others, and a question about leadership that you would like to explore with others in this course.

Voice-Over Presentations for Course Themes

For each forum please note that there is a voice over presentation to view. Please be sure to view weekly presentations and note that the presentation only covers an introduction to the information. It is vital that you read each week's assigned readings at minimum. **Note: discussion posts must cite the assigned readings rather than the voice over presentations.**

Self-Assessments

At times throughout the SOA you will see some recommended self assessment(s) that might add value to forum discussion(s). For this topic you can take these to determine where you stand in relationship to the topic discussed.

1. Leadership Trait Questionnaire (LTQ), page 37 of Northouse's book.
2. Skills Inventory, page 67 of Northouse's book.

Topic 1: Leadership vs. Management

(3 posts required: please note that for all forums except the last forum there is one initial post and two responses to other student's posts required. Please note for this course that you may post more than the minimum number of posts required. Keep in mind, however, at least 3 of the posts need to meet posting requirements. In fact, I would encourage you to post more to enhance learning and dialogue.)

Reading Assignment:

P.G. Northouse, chapter 1; J.T. Wren, chapters 3, 4, 5, 7, 8, 9, and 22

Learning Objectives for Topic 1:

Objective	Evaluation Assessment Method
You will be able to compare and contrast differences between leadership and management from a skills, qualities/characteristic, traits, personality, process, behavior, values, and power point of view.	Discussion posting content.

Forum 1 Directions:

Describe and defend (by way of supported assigned readings *and* additional research *and* experience) your view of what leadership is and what management is from a couple of the following areas: skills, qualities, traits/characteristics, personality, process, behavior, values, power, views of change, etc. perspective. Further consider the concept of whether or not managers can be leaders and vice versa and the concept of assigned and emergent leadership. Please begin this forum with a probing post that will assert a position and engage others into this conversation. Further respond to other student's posts with a critical, but respectful, analysis of the other student's position and assertion.

**Topic 2: *Cry for and Crisis of Leadership*
(3 posts required)**

Reading Assignment:

J.T. Wren, chapters 1, 2, D. Wren, chapter 1

Learning Objectives for Topic 2:

Period Objective	Evaluation Assessment Method
You will be able to articulate the primary underlying causes of the failure of leadership.	Discussion posting content.

Forum 2 Directions:

There are many vexing and deep-lying causes for the failure of leadership. With the support of your readings and additional research please post an initial probing post that asserts a position and engages others into this conversation regarding the causes of leadership failure and those actions that organizations and leaders can take to bring leadership out of this crisis. Then respond to other student posts by critically evaluating their position and assertions.

**Topic 3: *Influencers of Organizational Stress*
(3 posts required)**

Reading Assignment:

J.T. Wren, chapter 36

Locate and read 3 peer reviewed journal articles on what causes organizational stress internally and externally (e.g. those political, social, economic,

technological, and environmental trends and forces that impact an organization and the ability of it to carry out its mission and vision)

Learning Objectives for Topic 3:

Period Objective	Evaluation Assessment Method
You will be able to articulate the ways that leadership can go awry when an individual lacks the ability to lead and respond to organizational stress.	Discussion posting content.

Forum 3 Directions:

As a continuation of Forum 2's causes for leadership failure, let us explore ways that organizations as a whole experience stress inside and outside of the organization. With the support of the assigned readings and your researched 3 peer reviewed articles, discuss how organizations as a whole face stress, further noting how causes of leadership failure in forum 2 can mitigate organizational success. It is beneficial to think about organizational stress as those political, social, economic, technological, and environmental trends and forces that impact an organization and the ability of it to carry out its mission and vision.

**Topic 4: Perspectives of Leadership
(3 posts required)**

Reading Assignment:

J.T. Wren, chapter 6; P.G. Northouse, chapter 1; Fairholm's article

Learning Objectives for Topic 4:

Period Objective	Evaluation Assessment Method
You will be able to articulate those perspectives people generally have toward leadership and those perspectives leadership scholars have taken when describing and defining leadership.	Discussion posting content.

Forum 4 Directions:

Quoting Gil Fairholm, Mathew Fairholm writes, "people view leadership in at least five different ways. These perspectives not only shape how one

internalizes observation and eternalizes belief sets, they also determine how one measures success in oneself and others" (2004, p. 580). As well, leadership scholars and researchers have viewed leadership using different lenses. This is reflected in many different texts on leadership, such as P.G. Northouse and J.T. Wren's books. With the support of your readings please post an initial probing post that asserts a position and engages others into conversation about one or two of Fairholm's different perspectives toward leadership. Discuss your experience with a particular view and articulate why you feel that this view might be a perspective worthwhile of discussion and use. Also respond to the posting of other students with a critical eye.

Fairholm, M.R. (2004). Different perspectives on the practice of leadership. *Public Administration Review*, 64(5), 577-590. Retrieved June 9, 2008, from ProQuest database.

Other Project/Assignments & Grading Rubrics:

Proposal, e.g. leader name and why you would like to research this leader, for historical leader paper is due to me via D2L dropbox no later than **September 30th.

**Begin to prepare for your good/bad leadership paper. Will need to have the Harvard Business Review Shackleton case study to accomplish this assignment.

Theme: History of Leadership Thought (until the late 1940s)

Learning Objectives for Topic 5 & 6:

Period Objective	Evaluation Assessment Method
You will be able to articulate: <ol style="list-style-type: none"> 1) How the general scarcity of resources and hostility in nature gives rise to economic, social, and political needs whereby people to satisfy these needs people form social, economic, and political organizations; and how, 2) In forming the above organizations people develop technology and engage in management activities to accomplish organizational goals to meet human needs; and how, 3) This system feeds back into the cultural (e.g. political, social, and economic)(D. Wren, 2005, p. 	Discussion posting content.

<p>9) and sub-cultural (D. Wren, 1995, pgs. 245-252) environments; and how,</p> <p>4) The above system feeds into the organization's culture and finally impacts both leader and followers (D. Wren, 1995, pgs. 245-252).</p>	
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Topic 5: *History of Leadership (impact of social, economic, political, technological environmental forces on leadership): Pre-Industrial and Scientific Era, until the early 1920s (3 posts required)*

Reading Assignment:

D. Wren, chapter 1, 2 alongside J.T. Wren, chapter 36; D. Wren, chapter 12 (which is a summary of chapters 3-11); and, J.T. Wren, chapters 9-15.

Forum 5 Directions:

In the first period we focused on various elements of leadership, which will be further explored in other course periods. In this period, we will begin to integrate the environmental context, (e.g., the long-term social-cultural, political, economic, and technological forces) that impacts cultural values, which further influences leadership of a particular time (J.T. Wren et al., 1995, 246). Daniel Wren refers to this environmental context as a "cultural framework", which includes the following facets: 1) economic facet, the relationship of people to resources; 2) social facet, the relationship of people to other people; 3) political facet, the relationship between the state and people; and, 4) technological facet, relationship of art and applied science of making tools, equipment (2005, pgs. 5-9), and I add systems, such as information and communication systems. Leadership or management, as Daniel Wren refers to, arises when cooperative effort is found to be necessary to meet the various human economic, political, and social needs arising out of scarcity of resources and hostility in nature (Wren, 2005, p. 9).

With this framework in mind, we begin a discussion around the history of management (this term is used frequently by Daniel Wren)/leadership thought up to the time period Daniel Wren calls Pre-Industrial (beginning with Hammurabi in approximately 2100 B.C.) through the Scientific Era (beginning with the Industrial Revolution beginning in the late 1700s and ending around the late 1920s with the advent of the Social Era). J. Thomas Wren also provides discussion of this era with excerpts from the thoughts of Plato, Aristotle, Machiavelli, Lao-tzu, Carlyle, Tolstoy, Lao-tzu, Max Weber, and Adam Smith.

Please begin this forum with an analysis of one of these management thinker's ideas, or another management/leadership thinker of this era (one who proposes concepts, ideas, theories, styles, theories, etc.; **not** a leader in general, but leadership thinker noted in the textbooks for this time period) in meeting the human needs of his or her time and discuss the significance of their thoughts in light of their historical context as outlined by Wren & Bedeian, chapter 1's cultural framework.

Further, as you respond to another student's posting think about how the concepts presented by this leader might or might not work in today's context.

**Topic 6: History of Leadership in the Social Era, early 1920s to late 1940s
(3 posts required)**

Reading Assignment:

D. Wren, chapter 18 (summary of chapters 12-17). Please look to outside journal articles and readings to support your findings.

Forum 6 Directions:

With the cultural framework described in the previous forum, we begin this discussion with the history of management/leadership thought during the Social Era, beginning with the late 1920s and ending around the very late 1940s. Please begin this forum with an analysis of one of these era's management/leadership thinker's (one who proposes concepts, ideas, styles, theories, etc., **not** a leader in general, but thinker) ideas to meeting the human needs of his or her time and discuss the significance of their thoughts in light of their historical context as outlined by Wren & Bedeian, chapter 1's cultural framework. Further, as you respond to another student's posting think about how the concepts presented by this leader might or might not work in today's context.

Theme: Leadership & Ethics

Learning Objectives for Topic 7:

Period Objective	Evaluation Assessment Method
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<p>You will be able to articulate, synthesize, analyze, and apply <i>conduct</i> and <i>character</i> domain ethical theories to different leadership scenarios.</p>	<ol style="list-style-type: none"> 1. Compare / contrast Research paper. 2. Discussion posting content. 3. Case study based written assignment.
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Reading Assignment:

P.G. Northouse, chapter 13; J.T. Wren, chapters 61-64

Transformational leadership

Bass and Steidlmeier's Article; P.G. Northouse, chapter 8, J.T. Wren, chapter 19-22, 43

Self assessment(s) that might add value to forum discussion(s):

*Multifactor Leadership Questionnaire (MLQ) Form 5X-Short, page 191 of Northouse's book.

Servant leadership

J. T. Wren, chapter 4; P.G. Northouse, chapter 10, 13

Fairholm's article, with particular attention to values-based, trust culture, and whole-person leadership

Shackleton Harvard Business Review Case Study

Topic 7: Leadership Ethics and Theory, e.g. "Good Leadership" (3 posts required)

Self assessment(s) that might add value to forum discussion(s):

*Ethical Leadership Style Questionnaire, page 360 of Northouse's book.

Forum 7 Directions:

Northouse in chapter 13 provides you with two primary domains of ethical leadership (conduct and character), along with other principles of ethical leadership. Which ethical domain and principles do you most closely associate with, and why? Provide examples and support your views with the readings and outside sources. Further probe one another's posts.

Project/Assignments & Grading Rubrics:

Good/Bad Leadership paper will be due no later than **October 17th 11:59 pm**. Please place in D2L course dropbox.

Evaluating whether or not leadership is moral, evil, bad, good, etc. is normative in nature. Numerous scholars and thinkers over the ages have sought to categorize and define moral leadership. We too use our own value system, experience, and history when contemplating what makes a leader "good" or "bad". Sometimes we want to categorically call leadership good or bad. For example, we can all think of good examples of each that make them distinguishably one or the other, such as Hitler, Stalin, Mussolini on one hand, and on the other hand good leaders such as President Lincoln, Mother Teresa, etc. More difficult to distinguish however, is the ability to evaluate those behaviors, visions, values, etc. that manifest itself as good or bad in the same person or individual. For example, some have heralded Ernest Shackleton as a great leadership example, and some as less so depending upon the examples in his life that led to such a conclusion.

Using Harvard Business Review's Shackleton case study, make an argument as to whether or not he was a good or bad leader, or one that exhibited both good and bad leadership in his leadership. Please use Northouse's chapter 13, J.T. Wren's chapter 4, 19, 61, and 64, and Bass and Steidlemeier" article on authentic transformational leadership to support your views.

Rating Scale:

90 to 100 points: Excellent to Outstanding
80 to 89 points: Good to Excellent
70 to 79 points: Below Average to Good
60 to 69 points: Poor to Below Average

Your performance on this research paper of approximately 5 to 6 double spaced pages, excluding the title page and reference section, in APA style is a way to measure your progress in meeting course objectives. A paper comparing and contrasting Shackleton's times of good and bad leadership will be graded based upon the following elements:

**Please note that the below requirements are not required to be presented as linear in nature, but are requirements that should be integrated into your paper in a fashion that allows you to make a strong and supported position.

Content:

1. Shackleton's character in terms of virtue/vice and its subsequent behavior;
2. Shackleton's likely domain of ethical thought as outlined by Northouse in chapter 13 (e.g. conduct and character theories, and if character theory, identification of person with Heifetz, Burns, and/or Greeleaf's concept of ethical leadership- see also chapter 10);
3. Shackleton's macro level environmental context (using Wren & Bedeian, chapter 1 & Daniel Wren, chapter 36), as discussed in topics 5 and 6, that played a role in his leadership, e.g. the political, social, economic, and technological trends and context of his day;
4. Shackleton's leadership in terms of authentic and pseudo transformational leadership, as termed by Bass & Steidlemeir article, with parameters described by Northouse in chapter 13 and J.T. Wren in chapter 19. **Or** his leadership compared/contrasted with servant leadership ideas noted by J.T. Wren in chapter 4 or Northouse in chapter 10. Sufficient articulation and synthesis of details regarding transformational leadership or servant leadership needed.
5. Sufficient research [at minimum: one biography on Shackleton (could include autobiographical accounts or memoirs written by the leader, film documentaries, dramatized accounts of significant events involving the leader, etc.; the HBR case study may be used,

but in addition to the 1 biography noted above) and *two* scholarly (peered reviewed journal articles, of which you can find at USD's on-line library) that has enough information on leadership traits, skills, values, virtues, behaviors, influence processes, and/or Shackleton's social-historical context];

6. Impact of this leader's leadership/principles on your own leadership thoughts;
7. Research supported opinions and conclusions; and,
8. Use of critical thinking skills;
9. Paper is 5 to 6 pages double-spaced, excluding title and reference pages;
10. Organization and structure of the paper [e.g. thesis/introduction, body, and conclusion];
11. Soundness of argument and conclusion;
12. Writing style (proper grammar and spelling);
13. **Proper use of APA style (this regards all areas of paper structure and presentation to include page numbers for direct quotes; only sources used in paper are included in references section; AND, there should be corresponding in-text citation(s) for all references listed):**

A good source for APA style standards OWL Purdue's APA guidelines which can be found through a web search.

For examples not found at this site, please refer to other education websites by doing a web search, or you may want to locate a copy of APA standards from a local library or bookstore. Turning the paper in on time (5 points off for papers turned in one day late, and an additional 1 point taken for each additional day the paper is late).

Total

General Comments:

Theme: Leadership in the Modern Era (late 1940s to the present)

Reading Assignment:

D. Wren, chapters 19-23; J.T. Wren, chapter 18

Learning Objectives for Topics 8-10.:

Objective(s)	Evaluation Assessment Method
You will be able to articulate, apply, synthesize, and assess your own leadership according to different views, understanding, approaches, and ways of thinking about leadership common in the modern era, to include: trait, skills, behavioral, style, situational, contingency, leader/follower, and team/group approaches	<ol style="list-style-type: none"> 1. Self assessments. 2. Discussion posting content. 3. Case study discussion content.

Topic 8: Trait and Skills Approaches Along with Cultural Considerations

(3 posts required)

Reading Assignment:

Trait/Psychodynamic/Personality Approach

Northouse, chapters 2 & 12; J.T. Wren, pages 83-84, chapters 23, 24

Self assessment(s) that might add value to forum discussion(s):

*Leadership Trait Questionnaire (LTQ), page 37 of Northouse's book.

Skills/Cognitive Approach (e.g. cognitive ability, critical thinking, strategy thinking, visionary leadership, communication, conflict resolution, goal setting, etc.)

P.G. Northouse, chapter 3; J.T. Wren, chapters 18, 48-56

Self assessment(s) that might add value to forum discussion(s):

* Skills Inventory, page 67 of Northouse's book.

Culture and Leadership
Northouse, chapter 16

Where applicable: D. Wren, chapters 19-23; J.T. Wren, chapter 18

Forum 8 Directions:

As far back as 1948 some scholars, such as Stogdill, have asserted that traits are not universal (Northouse, 2007, p.15), yet as Kirkpatrick and Locke assert, research over the past decade has shown that leaders are different (J.T. Wren, 1995, p. 134). Kirkpatrick and Locke advocate that traits do matter, yet also suggest that traits are insufficient alone for successful organizational leadership (p. 134). These scholars indicate that traits [defined as “capacities, motives, or patterns of behavior”, and I would add character disposition defined by virtue qualities, which influence motives and patterns of behavior, or personality, which might inform capacity] are a precondition and what matters also is the leader’s ability to take the necessary actions (p. 134) and build the right relationships with others. In other words, for leaders to take the necessary actions leaders need to have the right skills to attain organizational goals and build effective relationships.

Another confounding aspect of leadership study are the cultural nuances within which leadership occurs. Northouse’s 8th edition, chapter 16 (“Culture and Leadership”) provides numerous dimensions of culture, theories that consider culture, and cultural profiles of leadership.

In this discussion, based on the readings: 1, support whether or not a trait and skills understanding can contribute positively to leadership success, 2, discuss why it is important to understand leadership in light of one’s culture, and 3, discuss whether or not there are universal skills, traits, attributes, etc. that all cultures honor.

Please be sure to support your arguments and opinions with sound research. Ensure that you are responding to others with a critical eye.

Topic 9: Behavior, Situational, Adaptive Approaches
(3 posts required)

Reading Assignment:

Behavior/Situational/Adaptive Approach (emphasizes leader behavior toward task and relationships, and changing environments)

35 P.G. Northouse, chapter 4, 5, 11; J.T. Wren, chapters 18, 25, 32-

Self assessment(s) that might add value to forum discussion(s):

1. Leadership Behavior Questionnaire, page 89 of Northouse's book.
2. Situational Leadership Questionnaire, page 111 of Northouse's book.

Where applicable: D. Wren, chapters 19-23; J.T. Wren, chapter 18

Forum 9 Directions:

Choose case 4.3 (Northouse, p. 86) or 5.2 (p. 107) and answer the questions. Post two analytical/critical responses to another student's posts. Your answers and responses should be supported by assigned reading resources and additional research.

** Be sure to start on your historical leadership paper if you have not done so already.

**Topic 10: Leader/Follower and Team/Group Approaches
(3 posts required)**

Reading Assignment:

Leader/Follower Dynamics, Relationship, and Self-Leadership (leading others to lead themselves)

P.G. Northouse, chapter 7; J.T. Wren, chapters 29-31, 33-35;

Self assessment(s) that might add value to forum discussion(s):

*LMX 7 Questionnaire, page 157 of Northouse's book.

Team/Group leadership

P.G. Northouse, chapter 14; J.T. Wren, chapters 46, 47

Self assessment(s) that might add value to forum discussion(s):

*Team Excellence and Collaborative Team Leader Questionnaire, page 397 from Northouse's book.

Where applicable: D. Wren, chapters 19-23; J.T. Wren, chapter 18

Forum 10 Directions:

This forum takes a new direction. Rather than focusing purely on leader behavior, context, or situation, this forum discusses the dynamic between leader(s) and follower(s) that facilitates effective and productive relationships that result in the accomplishment of some goal.

Gardner states, "Leaders are almost never as much in charge as they are pictured to be, and followers almost never are as submissive as one might imagine" (J.T.Wren, 1995, p.185). In the new leadership paradigm according to Rost, "*followers and leaders do leadership*" (J.T. Wren, 1995, p. 192). This paradigm infers that both the follower and leader "are in the leadership relationship together" (p. 192.). We must learn to understand then what dynamics facilitate the building of healthy relationships that further allow the accomplishment of a particular task, project, goal, etc. And given that organizations are becoming flatter, downsizing is a regular occurrence, virtual teams are becoming more prominent, etc. the infusion of the idea that leaders and followers are both engaged in leadership and the idea that self-leadership is necessary in this new environment is increasing in importance. Given this philosophy discuss in this dialogue some barriers (mindsets, perceptions, attitudes, motivation, culture [e.g. norms, values, traditions, rituals, etc.], end purpose of goals/objectives, etc.) that can prevent the building of healthy and productive relationships. As well, discuss how each of us might be better followers and how we might facilitate a culture of self-leadership.

Theme: Dynamics of Leadership

Learning Objectives for Topics 11-12:

Having progressed through the first four periods you should have come to an understanding that leadership is a complex phenomenon. We have discussed leadership's: ethical foundations, its history and the importance of understanding leadership in its historical context, those elements pertinent to the leader his or her self (e.g. traits, skills, abilities, qualities, etc.), the follower's role in leadership and the relationship between leader and follower in achieving organizational goals. This period focuses on other dynamics of leadership that are important to understand in complexity and uncertainty and ever-changing environments and leading in democratic societies. These dynamics can be positive for any organization, but they can also trigger negative consequences.

Objective(s)	Evaluation Assessment Method
In this period that you will be able to articulate, apply, and synthesize some of the environmental factors, new ways of thinking about leadership, and other dynamics of leadership not already discussed in previous periods.	1. Discussion posting content. 2. Leadership self-assessments.

**Topic 11: Systems Thinking, Self-Organization, and Chaos Theory
(3 posts required)**

Reading Assignment:

Systems Thinking/Chaos Theory for turbulent/uncertain/complex environments whereby innovative, creative, and learning organizational cultures and strategies are developed

M. Wheatley; D. Wren, chapter 21

Forum 11 Directions:

After having read Margaret Wheatley's book, chose one of the concepts that forms Wheatley's new worldview of leadership based on emerging areas in science such as quantum physics, self-organizing systems, and chaos theory (2006, p. xii), determine what leader/follower skills, abilities, mindsets, values, qualities, traits, or styles of leadership might be congruent with these various scientific applications to leadership. Further discuss some potential pitfalls in viewing leadership from a purely scientific and natural point of view.

**Topic 12: Citizenship and Democracy
(3 posts required)**

Reading Assignment:

J.T. Wren, chapters 3, 41, 42

Forum 12 Directions:

Having analyzed, evaluated, and assessed numerous different thoughts and theories on leadership we have found that not one of these thoughts or theories is perfect, particularly in a democratic society. For your initial post

please articulate your agreement/disagreement with the major propositions of Cronin (J.T. Wren, p. 303) or Mabey (J.T. Wren, p. 310). Your other posts should be a critical response to another student's posting.

No posts over Thanksgiving Holiday (November 27-December 1)

Project/Assignments & Grading Rubrics:

Famous Historical Leader Analysis paper due no later than December 11th 11:59 pm. Please place in D2L course dropbox. Your proposed leader should be sent to me no later than September 30th.

Your performance on a research paper between 7 and 8 double spaced pages, excluding the title page and references section, using APA standards is a way to measure your progress in meeting course objectives. A paper analyzing the leadership of a famous (deceased leader that has a sufficient amount of professionally developed information, e.g. books, journal articles, etc.) political, military, business, religious, sports, or leader of a social movement, will be judged on the basis of the following grading rubric:

	<i>Rating Scale:</i>
	90 to 100 points: Excellent to Outstanding
	80 to 89 points: Good to Excellent
	70 to 79 points: Below Average to Good
	60 to 69 points: Poor to Below Average

Paper topic received approval (Yes No)
Your performance on this research paper using APA style is a way to measure your progress in meeting course objectives. A paper analyzing the leadership of a famous (person who has a sufficient amount of research on them) political, military, business, religious, sports, or leader of a social movement, will be judged on the basis of:

**Please note that the below requirements are not required to be presented as linear in nature, but are requirements that should be integrated into your paper in a fashion

that allows you to make a strong and supported position.

Content:

1. Analysis of leader's leadership using various leadership styles and models learned in this course;
2. Description of the macro level economic, political, social, and technological context of the leader's time, thus seeking to answer the question, "What were needs [organizational, individual, societal, a particular movement, ideal, etc.] the leader was attempting to fulfill?" May use Wren and Bedeian chapter 1 framework of thought as a basis.
3. Analysis of the influence the leader had on the follower (quotes or factual details are helpful);
4. Analysis if there were others, and if so "who" influenced the leader;
5. Specific behaviors and relevant theories to explain why behavior was appropriate or inappropriate in the situation faced by the leader;
6. Identification of why the leader was successful enough to become a famous leader;
7. An assessment and appraisal of the leader's strengths and weaknesses;
8. Sufficient research [at minimum: two biographies (must include autobiographical accounts or memoirs written by the leader, other biographies from those knowledgeable about the

leader, film documentaries, dramatized accounts of significant events involving the leader, etc.) and *five* scholarly (peered reviewed journal articles, of which you can find at USD's on-line library) that has enough information on the leader's traits, skills, behaviors, influence processes, use of power, authority, and social-historical context of the leader]. Please note that biographies are different from peer reviewed journal articles and one must have the minimum above noted number of sources.

9. Impact of this leader on your own leadership thoughts, e.g. what principles might you implement in your own leadership?;
10. Research supported opinions and conclusions; and,
11. Use of critical thinking skills;
12. The paper should be between 7 and 8 double spaced pages;
13. Organization and structure of the paper [e.g. thesis/introduction, body, and conclusion];
14. Soundness of argument and conclusion;
15. Writing style (proper grammar and spelling);
16. **Proper use of APA style (this regards all areas of paper structure and presentation to include page numbers for direct quotes; only sources used in paper are included in references section; AND, there**

should be corresponding in-text citation(s) for all references listed);

A good source for APA style standards OWL Purdue's APA guidelines which can be found through a web search.

For examples not found at this site, please refer to other education websites by doing a web search, or you may want to locate a copy of APA standards from a local library or bookstore.

Turning the paper in on time (5 points off for papers turned in one day late, and an additional 1 point taken for each additional day the paper is late).

Total

General Comments:

ⁱ Adapted from Adam Chapnick, University of Toronto.

<http://www.uu.edu/centers/faculty/resources/article.cfm?ArticleID=469>.

Accessed 1/14/2007. Some updates by Eric James Mosterd and Jackie Faulhaber.