LEAD 101: Learning Leadership
3 credits

Office Hours: Friday 10-noon or upon request

Blackboard Website: www.online.und.nodak.edu

Required Texts:
• The Leadership Challenge, Kouzes & Posner
• The Student Leadership Practices Inventory, paper copy
• The Leadership Challenge Workbook, Kouzes & Posner

Course Description:

Leadership is a hot-topic in social sciences, management, and popular culture. Ask ten people “what makes a good leader?” and you might get ten different answers. Our subject is to explore leadership as a discipline, or as scholars. In order to prepare you for leadership in the future, we will work together on four major goals:

• Demonstration of your critical and creative thinking about the role of leadership in history and today’s society.
• Effective communication and interaction with diverse individuals and groups.
• Introduction to basic network-building concepts (strategic relationships).
• Assessment of application of leadership theory and skills.

Specifically, we are going to explore these questions throughout the semester:

• What is leadership?
• Who are some the major historical leaders of the past?
• How does one learn to be a good leader? Can leadership be taught?
• What are the current theories of leadership?
• How can you change and grow as a leader?

Grading: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, < 60% = F
Numeric Breakdown:
• Participation: 35%
• Small Writing Assignments (from Workbook): 30%
• Historical Leader Project: 20% on paper, 5% on presentation
• Student Portfolio: 15%

Classroom Meeting:
This is a face-to-face class where attendance AND participation are weighted heavily into the final grade. You are also expected to do the readings carefully and attend every class. Your classroom performance and demeanor do not fall under the rubric of "extra credit," but are rather central elements of your gradable "work." As a general rule, it is my expectation that you not only come to class, but actively participate. Please set that goal for each class meeting. Make sure you have a solid connection to the Internet, and the ability to send and receive messages with attachments.

A Word about Plagiarism:

The Code of Student Life has a section on academic dishonesty, a violation of the code. If you submit a paper written by someone else as if it were your own work, that's plagiarism. This act will result in an automatic F for the paper and, most likely, the course. Sometimes, however, students inadvertently plagiarize by failing to identify sufficiently ideas or wording that actually comes from the source. For example, if a writer paraphrases a paragraph from an article, that use of the source ought to be clearly indicated in the paper. It is your responsibility to ensure that any written material for class includes proper citations. Take the issue seriously. Your academic future is at stake. If you have questions about when and how to acknowledge sources in your essays, contact the UND Writing Center about the tricky business of citing.

Special Needs:

The Office of Disability Support Service coordinates and provides reasonable accommodations, promotes an inclusive campus environment, and encourages student independence. Reasonable accommodations are afforded to eligible students and are individualized to address specific functional limitations resulting from a disability. If you believe you require an accommodation, please contact me or with Disability Support Service staff. Their office is located in McCannel Hall, Room 190.
Courtesy:

As a working parent, I may have to re-arrange appointments due to child-care concerns. I will do my best to notify you of any last-minute changes, but as most parents would testify, that foresight is not always possible. I also expect you to offer professional courtesy to me as your instructor. LISTENING TO YOUR I-POD, OR TEXTING DURING CLASS IS UNACCEPTABLE. This courtesy is a part of becoming an effective leader, and it’s wise to practice now.

Discussion Expectations:

In any academic field, that has social, political, and value-oriented discussion, it is possible for a person to become emotional. While emotion is normal and appropriate, controlling one’s emotions is paramount. I reserve the ability to moderate our classroom discussion, not only for the purposes of our classroom agenda, but also to ensure the inclusion of multiple ideas and points of view. You may see me take a point-of-view that is not necessarily my own, for the sake of discussion. I will delete posts that including name-calling, threatening remarks, or other inappropriate class communications. It is my hope you will be able to address any concerns you may have, and if I can help, please let me know.

Late Assignments:
I reserve the right to refuse late assignments, and/or dock points from your overall score.

Course Schedule (subject to change, check Blackboard for updates)

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<tr>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>8/25  Syllabus and Introductions</td>
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<td>8/27  What is Leadership?</td>
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<td>9/1   Leaders of the Past, Preface of K &amp; P</td>
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<td>9/3   Choosing Historical Leaders</td>
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<td>9/8   Chapter 1 (The Five Practices of Exemplary Leadership)</td>
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<td>9/10  Chapter 2 (Credibility)</td>
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<td>9/15  Chapter 3 (Find Your Voice)</td>
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Writing #1 Workbook p. 20-26
9/17 Chapter 4 (Set the Example)
9/22 Chapter 5 (Envision the Future)

9/24 Chapter 6 (Enlist Others)
Writing #2 Workbook p 46-50
9/29 Chapter 7 (Search for Opportunities)

10/1 Chapter 8 (Experiment and Take Risks) Writing #3 Workbook p. 67-70, 75-76
10/6 Chapter 9 (Foster Collaboration)
10/8 Chapter 10 (Strengthen Others)
10/13 Chapter 11 (Recognize Contributions)
Writing #4 Workbook p. 79-90
10/15 Chapter 12 (Celebrate)
10/20 Writing #5 Leadership Assessments Due
10/22 Academic Plan Drafting Day
10/27 Peer Review Day of Leadership Paper
10/29 TBA
11/3 Class Presentations
11/5 Class Presentations
11/10 Class Presentations
11/12 Class Presentations
11/17 ALL Research Papers Due (both paper and electronic form by 11am)
11/19 Case Studies
11/24 Case Studies Part II
11/26 No Class (Thanksgiving)
12/1 Writing Assignment #6 Due
12/3 Web Resources & Portfolio Wrap Up Instructor & Course Evaluations
12/8 Portfolios Due
12/10 Case Studies Part III
Historical Leader Assignment (Paper and Presentation)

Paper & Handout of Leaders
Leadership 101: “Learning Leadership”
Powell: Fall 09

Daniel Boorstin said: “trying to plan for the future without a sense of the past is like trying to plant cut flowers.” In exploration of historical leaders, you are expected to write an original, formal paper on the leader of your choice—NO DUPLICATION OF LEADERS FOR THIS CLASS (e.g., two people cannot both chose Nelson Mandela). (WE WILL USE A WIKI OR DISCUSSION BOARD BEFORE YOUR OFFICIAL TOPIC IS CHOSEN--DO NOT BEGIN RESEARCH UNTIL YOU HAVE RECEIVED CONFIRMATION ON YOUR CHOSEN LEADER FROM THE INSTRUCTOR)

RESEARCH PAPER: Your paper should be at least eight (8) pages long, MLA format, using at least one biography, the Kouzes & Posner book (The Leadership Challenge), and two additional (CREDIBLE) sources. If you are uncertain as what credible source means, consult your instructor in advance. Make sure you create a thesis statement, and use the content of the paper to support that thesis. Include a “Works Cited” page, numbered as part of your paper, and be prepared to give me ANY referenced material to class if asked. (This means
Every fact that is not common knowledge must be cited and you have access to those sources as I am grading your papers. An example of this: you do not have to cite a source that George Washington was the U.S. first president, but the date he assumed office must be cited.

The following questions can help you start to frame your paper, but should not be answered systematically:

- How would this person define leadership?
- What was her leadership philosophy?
- How did he learn to lead?
- Are there areas where you can personally identify with this leader’s circumstances, struggles, insights, etc.? What were this person’s vulnerabilities?
- What was exceptional about this leader? In what areas, was he a pioneer, group organizer, motivator, visionary?
- Where or how could she or he have been more effective?
- What did you learn from this person’s experience that can help you be a better leader yourself?
- How well does the Kouzes/Posner leadership framework explain this person’s leadership adventures? For example, did this person practice what he preached? How did she handle mistakes? Was she inspirational, and, if so, in what ways? Did he challenge the process? How did this person build a team and strengthen others? Did this person recognize others, and celebrate accomplishments?
- Use 12 point font, 1 inch margins, and have a right-aligned header on the top of each page, except the first, saying your last name and a page number such as (Shaboobliack 2).

Some tips on writing a research paper:

1. Second person writing (“you”) is unacceptable. I will accept both first and third person voices.
2. Do not end sentences with prepositions.
3. Watch the spelling of “they’re” versus “their” and other homonyms.
4. You should have a solid thesis for your paper: “Kouzes and Posner would agree that Golda Meir follows their ‘Five Practices of Exemplary Leadership’ in a unique and ground-breaking way.” Include that thesis at the end of your introductory paragraph, and reiterate the thesis in your concluding paragraph.
5. If section titles will help you organize your research, you may use them.
6. Make sure you have met the minimum expectations for citing your sources, including The Leadership Challenge, a biography and 2 additional credible sources.
Golda Meir: The First and Only Female Prime Minister of Israel

Due to instructor by beginning of class on Tuesday, November 17th, both a paper copy AND e-mailed as attachment in .doc, .docx, or .rtf to my e-mail kristin.powell@und.edu.

PRESENTATION: In order for our class to benefit from your research, please prepare a slide-show, or other presentation using multi-media, with the most important and relevant information on your leader. Please use creativity to explain why your chosen person is a good leader, in what way, and what you think your classmates should know about him or her, including his or her connection to the leadership theory that Kouzes and Posner describe. Feel free to use images, video, and quotes, but cite your sources appropriately! (Useful time estimate: 10 minutes of contact, then five minutes of Q & A per historical leader)

Prepare and distribute during your presentation, a one-page handout, enough copies for our each member of our class, that adds to your presentation in some way. It can be a summary, an activity, or any other reasonable addition to the display.

Student Leadership Portfolio Assignment
A portfolio is an increasingly popular way for students to demonstrate learning for instructors or employers. In this class, you will begin composing your Leadership Portfolio. You are expected to purchase a three-ring binder, that has your name clearly visible, as well as “The University of North Dakota.” (The specifics of how to accomplish that, or any other adornment, I leave to your discretion).

The portfolio must be submitted to me no later than December 3rd at the beginning of class. Comprising 15% of your final grade, the portfolio will have five component parts (labeled dividers are recommended):

I. ACADEMIC/LEADERSHIP PLAN

A. You are expected to compose an academic plan and include it in the portfolio. The first part of the plan is a graphic that includes the classes you are have completed, are enrolled in now, and plan to take for the remainder of your time in your undergraduate degree. For the majority of first semester students, this would include an eight-semester plan, but yours may differ. Include each semester’s academic classes, including a plan to complete your
major requirements, and the leadership minor. With each semester, a list of
goals or learning outcomes you plan to achieve by the end of that time period.
Include groups that you will join, leadership roles you plan to take on, study
abroad, workshops, internships, fieldwork or placements in your discipline, and
don’t forget to include how your summers will contribute to your learning.

B. Attached to the graphic representation of your academics, please write a
three page narrative, explaining your leadership background (if any), and how
your academic plan will benefit you as a leader. Include some critical thinking
about your class choices, and how those courses will add to your leadership
capacity. Also include how your planned extra-curricular and community
involvement will add to your skill set.

II. STUDENT LEADERSHIP PRACTICES INVENTORY & REACTION

Include the completed Student Leadership Practices Inventory you took earlier
in the semester. Attach a one page paper outlining what insight the instrument
has for you. (How accurate is it? Descriptive? Valid? Does it point out areas
for you to work on? What is your reaction to the instrument?)

III. COURSEWORK ON LEADERSHIP

Include a copy of the paper that you submitted for this class on a historical
leader. Make sure to include the one page in-class handout you used, and make
any corrections to the paper that your instructor gave you in your feedback.

IV. FUTURE CONTACTS

Include a one-page list entitled “Future Contacts.” These are names and
contact information of people with whom you would like to work. Think of the
exercise as a strategic networking goal sheet. Who are the professors who will
help you achieve your academic goals? Who are the leaders on- and off-campus
you want to meet and work with?

V.
PROFESSIONAL REFERENCES

Include no more than a single page list of references, or people who would serve as references for you, attesting to your demonstrated leadership ability. Include complete contact information, such as current job title, work address, phone number, e-mail address and website, if applicable. As you progress through college, you can expect this list to grow. But the expectation is by the end of our Leadership 101 class, you will have, at minimum, at least three names on this list. It is acceptable to list other college students, as long as you have worked with them on a project, and they could attest to your work with some credibility or authority (your significant other is not as credible as a job supervisor, volunteer coordinator, or officer of a group to which you belong).