



The Course Syllabus

Course Name:

DCM 301 Effective Leadership in a Changing Environment

Credit Hours:

DCM (4 credits)

Day/Time:

Tuesday, 5:45 pm - 9 pm – Loop Campus

DCM Contact Information:

snldcm@depaul.edu

Course Description:

In this leadership course, students will use the text, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments.

Learning Experience:**Learning Strategy includes:**

- Lectures: Mini-lectures will be provided at each session.
- Readings: The students are expected to complete each reading assignment and briefly summarize or chart problems/issues brought up in the chapter and complete all exercises as assigned. (Summarizing/charting will be reviewed in the first class meeting.)
- Discussion and debate: Students will discuss their reading summaries and issues in both small and large group settings.
- Collaborative learning: The students will participate in small group exercises with others. Students will apply collaborative learning skills, such as

communication skills, skills of group dynamics, etc. They will also reflect on their own ability to contribute to the collaborative learning process.

- Personal Learning Project/Concept Map: Students will reflect on their own values and beliefs to answer who he/she is as a leader, identify what their personal commitments are embedded in his/her practice, and think about how one would like to become in terms of effective leadership.

Course Outcomes:

The intended outcome of this course is that the students will understand leadership styles and theory and be able to apply them to their own leadership choices and practice.

Upon successful completion of this course, the students:

- Can identify and articulate two or more theories or models explaining at least four basic leader behavior styles.
- Can describe and assess anticipated change in the environment and plan change to address the problem associated with leadership and leadership skills.
- Can apply principles of cultural rules of engagement and communication in order to identify, analyze, plan, and implement personal and professional goals in changing environments.

Competences Offered:

FX, H3D (Can be taken for one or two competences. Each competence is 2 credit hours)

H3D: Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

- A. Can explain the skills of negotiation, mediation or interpersonal communication
- B. Can apply those skills in the resolution of a problem

FX: Can articulate leadership styles and theories and be able to apply them to their own leadership choices and practice.

- A. Explains theories and leadership styles
- B. Applies those theories to one's own leadership choices and practice

Course Resources:

Required Textbook:

The following required textbook can be obtained from www.amazon.com; www.barns&noble.com; MBS Direct, or available from the DePaul's bookstore:

Northouse, Peter G. (2012). Leadership: Theory and Practice. (6th ed.). Thousand

Oaks, CA: Sage Publications (***Please be sure you order the 6th edition!***)

Supplemental Required Reading Materials will be disseminated throughout the course:

Lee, R. J., & King, S. N. (2001). *Discovering the Leader in You: A Guide to Realizing Your Personal Leadership Potential*. San Francisco, CA: Jossey-Bass Inc. (p. 55-70).

Thomas, D. C. (2002). *Essentials of international management: A cross-cultural perspective*. Thousand Oaks, CA: Sage Publications. (p.47-79).

Goleman, Daniel. 1998. *What Makes a Leader?* Harvard Business Review 76 (6): 93-103.

The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques by Murray Hiebert and Bruce Klatt. McGraw-Hill (c) 2001 ISBN0-07-136308-4 UPC: 9780071363082 Found on the DePaul Library site under e-books>> Books 24x7 site

Course Grading Scale:

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Course Structure:

The framework of this course is composed of four modules. They are accompanied by numerous thought-provoking, highly practical exercises with specific personal questions to help students focus their essential needs and desires. The modules will support the course objectives.

Module 1: Leadership Approaches

- Trait Approach
- Skills Approach
- Style Approach
- Psychodynamic Approach

Module 2: Leadership Theories

- Contingency Theory
- Path-Goal Theory
- Effective Leadership: 2

- Leader-Member Exchange Theory

Module 3: Leadership Models and Personal Values

- Transformational Leadership
- Authentic Leadership
- Vision and Values (Lee & King)

Module 4: Cultural Considerations

- Individualism/Collectivism (Thomas, D.)
- Culture and Leadership
- Women and Leadership

Class Schedule:

Session	Description	Assignments due
Session 1	<ul style="list-style-type: none"> • Introduction to course and each other • Housekeeping • Review of syllabus/text • Preview of Personal Learning Project • Establish Individual Objective(s) 	
Session 2	Review of Session 1 – Q&A <ul style="list-style-type: none"> • Preview of collaborative concept map/poster session Chapter 2, Northouse: Trait Approach <ul style="list-style-type: none"> • Description and Model • How does the Trait Approach work? • Strengths, Criticisms, & Application • Case Studies • Leadership Trait Questionnaire • Summary & Reflection Chapter 3, Northouse: Skills Approach <ul style="list-style-type: none"> • Description and Model • How does the Skills Approach work? • Strengths, Criticisms, & Application • Case Studies • Skills Inventory • Summary & Reflection 	Read and summarize/chart Chapter 2 and Chapter 3
Session 3	Review of Session 2 – Q&A Chapter 4, Northouse: Style Approach <ul style="list-style-type: none"> • Description • How does the Style Approach work? 	Read and summarize/chart Chapters 4 & 13

	<ul style="list-style-type: none"> • Strengths, Criticisms, & Application • Case Studies • Leadership Style Questionnaire • Summary & Reflection <p>Chapter 13 , Northouse: Psychodynamic Approach</p> <ul style="list-style-type: none"> • Description • Background • How does the Psychodynamic Approach work? • Strengths, Criticisms, & Application • Case Studies • Psychodynamic Approach Survey • Summary & Reflection 	
Session 4	<p>Review of Session 3 – Q&A</p> <p>Chapter 6, Northouse: Contingency Theory</p> <ul style="list-style-type: none"> • Description • How does the Contingency Theory work? • Strengths, Criticisms, & Application • Case Studies • Least Preferred Coworker (LPC) Measure • Summary & Reflection <p>Chapter 7, Northouse: Path-Goal Theory</p> <ul style="list-style-type: none"> • Description • How does the Path-Goal Theory work? • Strengths, Criticisms, & Application • Case Studies • Path-Goal Leadership Questionnaire • Summary & Reflection 	<p>Read and summarize/chart Chapters 6 Read Chapter 7</p> <p>Prepare a draft of your initial outline for your final paper – Due on the 5th session.</p>
Session 5	<p>Review of Session 4 – Q&A</p> <p>Chapter 8, Northouse: Leader-Member Exchange Theory (LMX)</p> <ul style="list-style-type: none"> • Description • Early & Late Studies, & Leadership Making • How does the LMX Theory work? • Strengths, Criticisms, & Application • Case Studies • LMX 7 Questionnaire • Summary & Reflection 	<p>Read and summarize/chart Chapter 8</p>
Session 6	<p>A draft of your final paper outline is due this week.</p> <ul style="list-style-type: none"> • Study week NO CLASS SESSION • Work on Concept Map for poster session 	<p>A draft of your final paper outline is due</p>

	<ul style="list-style-type: none"> Work on draft outline of final paper 	this week.
Session 7	<p>-Return outlines -Discuss poster session -Review of Session 5 – Q&A Chapter 11 Northouse: Authentic Leadership</p> <ul style="list-style-type: none"> Description How does authentic leadership theory work? Strengths, Criticisms, & Application Case Studies Leadership Instrument and self-assessment Summary & Reflection <p>Lee & King: Vision and values</p> <ul style="list-style-type: none"> Why be clear? Rating your values Managing this over time 	<p>Read and summarize/chart Chapter 11</p> <p>Read and summarize/chart the Lee & King handout</p>
Session 8	<p>-Review of Session 7 – Q&A -Discuss Poster Session Thomas: Vision and values</p> <ul style="list-style-type: none"> Comparing Cultures Individualism/ collectivism Cultural norms and scripts 	Read and summarize/chart Thomas handout
Session 9	<p>Review of Session 8 – Q&A Chapter 15 Northouse: Culture and Leadership</p> <ul style="list-style-type: none"> Description and definition Overview of concepts and characteristics Strengths, Criticisms, & Application Case Studies Dimensions of Culture Questionnaire Summary & Reflection 	Read and summarize/chart Chapter 15
Session 10	<p>Review of Session 9 – Q&A Poster sessions will be held</p> <p>Chapter 14, Northouse: Women and Leadership</p> <ul style="list-style-type: none"> Description Overview of Research Trends Strengths, Criticisms, & Application Case Studies Gender Consciousness Questionnaire Summary & Reflection <p>Review of the course:</p>	<p>Read and summarize/chart chapter 14</p> <p>The final paper is due on the 11th session</p>

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| | <ul style="list-style-type: none"> • Reflection – Students' Self-Assessment | |
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The final paper is due today.

Additional Resources:

Bass, B. M. (1968). How to succeed in business according to business students and managers. *Journal of Applied Psychology*. 52, 254-262.

Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.

Bass, B. M., & Steidlmeier, P. (1998). *Ethics, character, and authentic transformational leadership*. Binghamton, NY: Center for Leadership Studies, School of Management, Binghamton University.

Bryant, S. E. (Spring 2003). The role of transformational and transactional leadership is in creating, sharing, and exploiting organizational knowledge. *Journal of Leadership & Organizational Studies*. Flint: 9, (4), 32.

Burns, J. M. (1978). *Leadership*. Perennial, An Imprint of Harper Collins Publishers.

Dess, G. G., & Picken, J. C. (Winter 2000). Changing roles: Leadership in the 21st century. *Organizational Dynamic*.

Harris, K. J., Harris, R. B., & Eplion, D. M. (Jan. 2007). Personality, leader-member exchanges, and work outcomes. *Journal of Behavioral and Applied Management*. Glendale: 8.(2). 92.

Hofstede, G. (1976). Nationality and espoused values of managers. *Journal of Applied Psychology*, 61, 148-55.

Hofstede, G. (1980). Motivation, leadership, and organization: Do American theories apply abroad? *Organizational Dynamics*.

Hofstede, G. (1981). *Culture's consequences: International differences in work-related values* London: Sage.

Hofstede, G. (1991). *Culture and organization: Software of the mind*. London: McGraw-Hill.

House, R. J. (1977). A 1976 theory of charismatic leadership. In J. G. Hunt & L. L. Larson (Eds.). *Leadership: The cutting edge*. Carbondale: Southern Illinois University Press.

- House, R. . & Aditya, R. M. (1997). Te social scientific study of leadership: Quo vadis? *Journal of Management*, 23; 409-473.
- Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge*. (3rd ed.). San Francisco, CA: Jossey-Bass.
- Kuhnert, K. W. (1994). Transforming leadership: Developing people through delegation. In B.M.
- Bass & B. J. Avolio (Eds.). *Improving organizational effectiveness through transformation leadership*. pp. 10-25. Thousand Oaks, CA: Sage.
- Lee, R. J., & King, S. N. (2001). *Discovering the leader in you: A guide to realizing your personal leadership potential*. San Francisco, CA: Jossey-Bass Inc. (p. 55-70). Effective Leadership: 13
- Liang, S. K., Ling, H. C., & Hsieh, S.Y. (Mar. 2007). The mediating effects of leader-member exchange quality to influence the relationships between paternalistic leadership and organizational citizenship behaviors. *Journal of American Academy of Business, Cambridge*. Hollywood: 1. (2), 127.
- Prager, K. J. (2002). *Trait approaches to personality*. Retrieved from <http://www.utdallas.edu/~kprager/trait-2002.htm>
- Schriesheim, C. A., Castro, S. L., & Cogliser, C. C. (1999). Leader-member exchange (LMX) Research: A comprehensive review of theory, measurement, and data-gathering practices. *Leadership Quarterly*, 10 (1). 63-113.
- Stogdill, R. M. (1948). Personal factors associated with leadership: A survey of the literature. *Journal of Psychology*, 25. 35-71.
- Stogdill, R. M. (1974). *Handbook of leadership: A survey of theory and research*. New York: The Free Press.
- Thomas, D. C. (2002). *Essentials of international management: A cross-cultural perspective*. Thousand Oaks, CA: Sage Publications. (p. 47-79).
- Velasquez, M. G. (2006). *Business ethics concept and cases*. (6th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.
- Wren, J. T. (Ed.). (995). *The leader's companion: Insights on leadership thought the ages*. New York: The Free Press.
- Yukl, G. (1006). *Leadership in organization*. (6th ed.). Upper Saddle River, NJ: Pearson-Prentice Hall.

Attendance & Participation:

Class Participation:

It is highly suggested that students do NOT miss the first session as the groundwork will be set during this class meeting. Students who do not attend session #1 and who do not communicate directly with the instructor will be asked to drop the class.

DePaul University anticipates that all students will attend all classes. Since the course builds on participants' active contributions, the instructor will evaluate classroom activity. In addition, self-evaluation and peer evaluation will be taken into consideration.

Both individual activity level and the quality of contributions are important. For a good class participation score, students should mobilize not only the respective textbook chapters and required readings, but knowledge originating from other courses as well as personal practical experiences, is also important. Reading summaries/chartings will be turned in for points each week after they are used for class discussions.

In the event of an absence, it is imperative that student(s) (1) let the instructor know in advance so that make-up assignment(s) will be given, and (2) contact a classmate ahead of time who would collect handouts and share the learning experience for the session missed. Always consult the course schedule of the syllabus for the future assignments. ***Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.***

Assessment of Learning:

Concept Map/Poster Session:

- A task called a Concept Map will be assigned to students in which you develop ideas around course topics and issues. This will help students gain a better understanding of the concepts and theories discussed in class.
- Each student will create a ***concept map*** to be delivered in an end of class ***poster session*** to visually represent the student's understanding of how effective leadership, its vision and collaboration, relate to each other. Each student will present to the class and discuss his/her concept map during a poster session in the last week of class. This assignment will be discussed and outlined in the early weeks of the quarter.

- Each student will submit an annotated bibliography to the instructor before the poster session in support of their concept map.

Personal Learning Project Paper:

- The personal learning paper will be evaluated based on how well your real life experiences are linked to the theoretical and practical approaches discussed during the course and in the textbook. That is, how much can you apply the theories to understand your own work situation and behavior, and whether you can arrive at real, relevant conclusions for yourself. In other words, you should reflect on your values and beliefs as a leader to answer who you are, identify what are your commitments embedded in your practice, and think about what and how you would like to lead effectively. This paper must demonstrate your understanding of the skills needed to address the always changing environment of today's professional.
- The guidelines and instructions regarding the format, the length, and the content of the essay will be covered during the first class meeting. You are encouraged to apply theories and concepts explored in the course to their actual workplace and/or community or family based situation.

Evidence Students will submit:

As outlined above, students will submit the following items:

- 1) Weekly chapter summary/charting of assigned readings as detailed in session #1.
- 2) Concept Map/Poster Session. Assignment will be detailed/outlined in the early weeks of the term.
- 3) Personal Learning Project – It consists of individually determined goal(s) based on individual's career and educational needs and/or personal interest. Each student will design and develop a Learning Project according to the guidelines provided in the early weeks of the term.

Percentage distribution of Assessments:

- **30% - Attendance and active participation:** Active participation in and contribution to the classroom discussions, small group exercises and ability to analyze critical incidents being presented in the classroom. (60 points total—6 points for each of the 10 sessions which will include the reading summaries/charts.)
- **30% - Concept Map/Poster Session:** Successful presentation and creation of a concept map that reflects understanding of what constitutes effective leadership as it aligns to student's Personal Learning Paper. (60 points total)

- **40% - Personal Learning Paper:** Completed Learning Project that reflects objectives and competence established. (Rubric will be handed out in class—80 points total)

Grading Policies and Practices:

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you may be required to participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Description of Pass/Fail Grading Options:

Students may have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when student work is completed at a level that would otherwise earn a grade of C- or higher.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, **this must be requested from the instructor in writing during the first two weeks of the quarter.** The assessment style may not be changed after this period, with no exceptions.

General Assessment Criteria for All Writing Assignments:

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are *free*.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

Policies:

DePaul Registration and Withdrawal Policies:

According to the policies of DePaul University:

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

For more information see:

<http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/pg140.html>

DePaul University Incomplete Policy:

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an

Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

NOTE: The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course and a formal contract must be signed by both parties (see IN form on SNL website, forms page).

Academic Integrity:

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Plagiarism:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without the permission of the current instructor.

- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

Disability Accommodations:

For Students Who Need Accommodations Based on the Impact of a Disability:

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Protection of Human Subjects:

For more information see: <http://research.depaul.edu/>

Demonstrating the acquisition of Outcomes in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.

3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>

Credits

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