

DePaul University | of Continuing and Professional Studies |Program Identifier:
Undergraduate Programs, Graduate Programs, Undergraduate/Graduate Programs

Course: #: LLS 420

Course Title: Leadership, Change & Positive Organizations

Fall, 2020

Instructor: Renee Kosiarek

Office Location: Remote

My office hours are by appointment.

You can reach me at 708-373-3972 or rkosiare@depaul.edu. I pride myself on answering calls and emails quickly (usually within 24 hours,) so please do not hesitate to reach out more than once if, for some reason, you do not hear from me.

Course Dates: 09/09/2020 to 11/18/2020

Course Location and Delivery Format: This is an online class with potential synchronous meetings TBD

Course Description

This course examines leadership and change theories, with a particular emphasis on positive psychology. Students will examine a variety of leadership theories and discover how to craft meaningful change in their organizations. They will use emotional intelligence, job crafting and strength based leadership to enhance themselves and others. Students will learn about the theories and concepts and apply them to self and others through a variety of exercises that will then be shared and discussed with peers in our discussion forum. The final project asks students to apply the course concept to real world problems in their organization. If possible, students and the instructor will also meet synchronously online for 2-3 sessions over the term.

Learning Outcomes and, if relevant Competencies:

After completing this course, you will be able to:

1. Articulate and apply major leadership theories including trait, skill, transformational and situational theories.
2. Describe the importance of crafting a positive organization and articulate methods of doing so that include concepts such as job crafting, strength based leadership and purpose driven leadership.
3. Apply leadership and strength based leadership concepts to self and organizations using assessment tools such as Strengths Finder and Job Crafting guides.
4. Create a training plan that incorporates the leadership principles we study in class to tackle organizational and leadership deficiencies.

Learning Strategies & Resources

We will be using a wide variety of materials this term, including videos, articles and our textbook. All of your materials for the class can be found in D2L or in your textbook.

Your textbook is:

Northouse, P. (2018). Leadership: Theory & practice (8th Ed.) Los Angeles; Sage Publications.

Learning Deliverables (graded evidences of learning) & Assessment of Student Learning

Students are graded throughout the term on their discussion posts, a mid term project and their final project. Because this is a small graduate class, please note that discussion posts are much more extensive than what you might expect. Our discussion posts are, in essence, mini-papers that we share with each other for reflection and feedback. Initial discussion post assignments are quite comprehensive and require thoughtful attention to your readings and other assigned material. You will be expected

to quote, cite, use and demonstrate understanding of the course content each week in those posts. Discussion posts are required every week except for the last two weeks. **Discussion posts require active, ongoing participation and will be locked 24 hours after the due date.** Our discussion posts are worth 20 points each, except for the one due week 8 (30 points):

Discussion Points are worth: 170 points total

MidTerm Project: 90 points

Final Project: 110 points

Final Presentation: 30 points

Your work must be completed on time. If, for some reason, you are unable to turn in work on time, please let the instructor know in advance. In most cases, discussion forum posts will not be accepted late. For all other work, you will receive a deduction of 10% for every calendar day that work is late. Work can not be accepted at all 1 week after its due date.

Grading Scale

Below is the grading scale. Fractional points/percentages will be rounded to the higher grade.

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	

Pass/Fail Grade Policy

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements

Incomplete (IN) Grade

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- *The instructor has discretion* to approve or not approve the student's request for an IN grade.
- *The instructor has discretion* to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor *may not* enter an IN grade on behalf of a student without a completed and agreed upon contract.

- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Course Schedule

Our course has 10 weekly modules that begin on a Wednesday (September 9th). Our modules thus run Wednesday-Tuesday each week.

You will find overviews and summaries of those modules within D2L. Please review those overviews carefully.

You should complete the readings and video assignments within the first couple of days of each module. Initial discussion post assignments are quite comprehensive and require thoughtful attention to your readings and other assigned material. Those initial discussion forum posts are typically due Sunday, with responses due Tuesday. Your mid-term project is due at the end of week 5 (Tuesday) and your final project is due at the end of week 9 (Tuesday). Your final presentation date is TBD, but will either be due Week 10 on a synchronous session date or on the discussion forum (by Sunday) with responses to peers due Tuesday of week 10.

Week 1

Reading Assignments:

- Goffee, R.; Jones, G. (2000, Sept-October). Why should anyone be led by you? Harvard Business Review
- Positive Psychology Website
<https://positivepsychology.com/positive-organizational-psychology/> (Read through Topics from the Emerging Positive Organizational Psychology Literature and STOP at Positive Individual Attributes)
- Mills, M. J., Fleck, C. R., & Kozikowski, A. (2013). Positive psychology at work: A conceptual review, state-of-practice assessment, and a look ahead. *The Journal Of Positive Psychology*, 8(2), 153-164.
- Chapter 1, Northouse, Leadership: Theory & practice
- Clerkin, C. (2020). Power of Positive Self Talk when leading through difficult times.

Videos:

- Roselinde Torres' Ted Talk: "What It Takes to Be a Great leader"
https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader/transcript?language=en
- Simon Sinek's Ted Talk: Why Good Leaders Make You Feel Safe
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?language=en
- Power of Positive Video:
https://www.youtube.com/watch?v=N4_o4fGMr4c&feature=youtu.be

Assignments:

- Discussion Forum Post 1 Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. Please remember to monitor your post and check the forum regularly.
- Synchronous Session: TBD

Week 2

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 2
- E-Reserve Readings:
 - Goleman, D. What makes a leader? Harvard Business Review.
 - Center for Creative Leadership. The importance of empathy in the workplace.
 - CCL White Paper: The world versus Covid.

Videos:

- Daniel Goleman on EQ: <https://www.youtube.com/watch?v=7Qv0o1oh9f4>
- Chirmanda Ngozi Arichie's Ted Talk on The Danger of a Single Story
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story

Assignments:

- Discussion Forum Post 2 Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. Please remember to monitor your post and check the forum regularly.

Week 3

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 3 & Chapter on Servant Leadership
- E-Reserve Readings:

- Van Dierendonck, D. (2010). Servant Leadership: A Review and Synthesis. *Journal of Management*. (attached)
- Spears, L. (2004). Practicing Servant Leadership. (attached).
- Dutton, J.E., Workman, K.M., and A.E. Hardin. **Compassion at work**. *The Annual Review of Organizational Psychology and Organizational Behavior*, 1, 277-304, 2014.

Videos:

- Southwest Airlines' Colleen Barrett on Servant Leadership: <https://knowledge.wharton.upenn.edu/article/southwest-airlines-colleen-barrett-flies-high-on-fuel-hedging-and-servant-leadership/>
- Adam Grant's Ted Talk on Give & Take: https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker?language=en

Assignments:

- Discussion Forum Post 3 Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. Please remember to monitor your post and check the forum regularly.
- Begin working on mid-term project

Week 4

Reading Assignments:

- Northouse (2019). *Leadership: Theory & practice*, Chapter 4
- Strength Based Interview: A Guide
- E-Reserve Readings:
 - Rath, T. & Conchie, B. Finding your leadership strengths (Gallup)
 - Mishra, et. al. Downsizing your company without downsizing morale
 - The emerging practice of strength based recruitment

Videos:

- Appreciative Inquiry Video: <https://www.youtube.com/watch?v=QzW22wwh1J4>
- Chris Wejr's TedX Talk: <https://www.youtube.com/watch?v=MtduVS9BSxw>

Assignments:

- Discussion Forum Post 4 Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. Please remember to monitor your post and check the forum regularly.
- Continue to work on Mid Term Project, Due next week

Week 5

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 5
- Zax, D. Want to be happier at work? Learn how from these job crafters. Fast Company.
- Berg, J. M., Dutton, J. E., & Wrzesniewski, A. Job Crafting and Meaningful Work. In B. J. Dik, Z. S. Byrne & M. F. Steger (Eds.), Purpose and meaning in the workplace (pp. 81-104). Washington, DC: American Psychological Association.
- Dutton, J. & Wrzesniewski, A. What job crafting looks like. Harvard Business Review.

Videos:

- Job Crafting - Amy Wrzesniewski on creating meaning in your own work:
https://www.youtube.com/watch?v=C_igfnctYjA
- Situational Leadership Model Explained:
<https://www.youtube.com/watch?v=pykuvuA-QFU>

Assignments:

- Discussion Forum Post 5 Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. Please remember to monitor your post and check the forum regularly.
- Mid Term Project Due

Week 6

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 6
- E-Reserve Readings:
 - Cartwright, S., & Holmes, N. (2006). The meaning of work: The challenge of regaining employee engagement and reducing cynicism. *Human Resource Management Review*, 16(2), 199-208. doi:10.1016/j.hrmr.2006.03.012

Videos:

- Simon Sinek's Ted Talk: How great leaders inspire action
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en
- Drive: The surprising truth about what motivates us
<https://www.youtube.com/watch?v=u6XAPnuFjJc>

Assignments:

- Midterm presentations (Sync Session or discussion post, TBD)

Week 7

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 8
- Grant, A. (2012). Leading with meaning: Beneficiary contact, prosocial impact, and the performance effects of transformational leadership. *Academy of Management Journal*. Vol. 55, No. 2, 458–476.
- Bass, B. From transactional to transformational leadership: Learning to share the vision.
- Dutton, J. E., & Heaphy, E. D. (2003). The power of high-quality connections. In K. S. Cameron, J. E. Dutton and R.E. Quinn (Eds), *Positive Organizational Scholarship* (pp. 263-278). San Francisco: Berrett- Koehler.

Videos:

- Carol Dweck's Ted Talk: The power of believing you can improve.
https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

Assignments:

- Discussion Forum Post Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. Please remember to monitor your post and check the forum regularly.
- Begin working on your final paper
- Schedule & prepare for interview assignment, due next week

Week 8

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 11
- E-Reserve Readings:
 - K Golden-Biddle. 2013. How to change your organization without blowing it up. *Sloan Management Review*, Winter, 54(2): 35-41.
 - K Golden-Biddle and J Mao, What makes an organizational change process positive? Chapter 58 In: K.S. Cameron and G. Spreitzer (Eds.). *Handbook of Positive Organizational Scholarship*. Oxford University Press.
 - Kotter, J. On leading change: A conversation with John Kotter.

Videos:

- Ronald Heifetz, The Nature of Adaptive Leadership
<https://www.youtube.com/watch?v=QfLLDvn0pl8>
- Angela Lee Duckworth's Ted Talk on Grit:
https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en

Assignments:

- Discussion Forum Post Due: Initial Post Due Sunday, Responses to Peers Due Tuesday. This discussion post asks you to share your findings from an interview. It is worth extra points (30), so please write a thoughtful summary, answer questions within the prompt and respond thoughtfully to peers.

Week 9

Reading Assignments:

- Northouse (2019). Leadership: Theory & practice, Chapter 9
- E-Reserve Readings:
 - Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 801–823.
 - Liu, H., Cutcher, L., & Grant, D. (2016). Authentic leadership in context: An analysis of banking CEO narratives during the global financial crisis. *Human Relations*.

Videos:

- Brene Brown's Ted Talk on The Power of Vulnerability:
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en
- Bill George, Good leaders are authentic leaders:
<https://www.youtube.com/watch?v=r6FdIVZJfzg>

Assignments:

- Final Paper DUE Tuesday.

Week 10

Reading Assignments:

- None

Videos:

- First Follower: <https://www.youtube.com/watch?v=fW8amMCVAJQ>
- Drew Dudley's Ted Talk on Everyday Leadership:
https://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

Assignments:

- Final Presentations Due (Synchronous session TBD OR posting on the discussion forum. If on the discussion forum, presentations must be a voiceover PPT or Loom presentation of some sort, not to exceed 10 minutes. Points are given for:
 - 1) Clarity/Succinct summary of the organization & its issues
 - 2) Appropriate selection of theories, concepts & ideas to help enhance the organization
 - 3) Accurate discussion of theories, concepts & ideas that help enhance the organization
 - 4) Clear and compelling visuals and presentation

Course Policies

Changes to the syllabus will be communicated through D2L announcements and typically only during the first session/week of the course.

Late Policy: Your work must be completed on time. In most cases, discussion forum posts will not be accepted late as that work requires timely posting and responses to peers. Discussion forum posts are locked 24 hours after the due date.

If, for some reason, you are unable to turn other work in on time, please let the instructor know in advance. You will receive a deduction of 10% for every calendar day that work is late. Work can not be accepted at all 1 week after its due date.

This course includes and adheres to the college and university policies described in the links below:

[APA citation format](#) (GRAD)

[Academic Integrity Policy \(GRAD\)](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

[Protection of Human Research Participants](#)

Other Resources for Students

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

Instructor Brief Bio

Renee Kosiarek has extensive experience teaching creativity, conflict resolution and leadership at the graduate and undergraduate levels for a number of Universities including Aurora University, DePaul University, DePaul University Chicago School of Law and Loyola University Chicago School of Law. She designed and taught Creativity, Leadership & Change as a seminar for North Central College, and also taught Creativity & Innovation as well as Leadership courses at DePaul. In addition, Renee has taught Theories of Leadership, Conflict Resolution and The Ethical Challenges of Leadership several times.

Her passion is theater. She has helped several arts organizations including the International Music Foundation and About Face Theater, and currently spends time working as a Director for Broadway Weekends at School and the Broadway Weekends Scholarship Fund, where she helps bring Broadway talent to students all over the world. Renee believes in the power of positivity, and hopes to inspire leaders to bring greater creativity, positive leadership and evidence-based decision making into their lives.

Additional Considerations

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.