DePaul University
School of Continuing and Professional Studies

1. Program Identifier: Undergraduate Programs
2. Course #: DCM 301
3. Spring, 2020

4. Instructor: Susan Neustrom, Ed.D. SNEUSTRO@depaul.edu, 630-408-4038, available virtually and by appointment.

5. Course Dates: March 28, 2020-June 12, 2020
6. Loop Campus/online

7. Course Description
In this leadership course, students will use the text, behaviour/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 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.

8. Learning Outcomes and, if relevant, Competencies
The intended outcome of this course is that the students will understand leadership styles and theory and be able to apply them to their leadership 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 behaviour 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

9. Learning Strategies & Resources

Required Textbook:
The following required textbook can be obtained from [www.amazon.com](http://www.amazon.com); [www.barnes&noble.com](http://www.barnes&noble.com); MBS Direct, or available from the DePaul’s bookstore:


Supplemental Required Reading Materials will be included in each module in D2L.


Applying Leader-Member Exchange Theory (2015) Retrieved from [http://sites.psu.edu/leadership/2015/03/06/applying-leader-member-exchange-theory/](http://sites.psu.edu/leadership/2015/03/06/applying-leader-member-exchange-theory/)


Ethical Leadership: Doing the Right Thing. Retrieved from  

George, B. (2016) The truth about authentic leadership  Retrieved from  
[https://hbswk.hbs.edu/item/the-truth-about-authentic-leaders](https://hbswk.hbs.edu/item/the-truth-about-authentic-leaders)


Idealist.org (2015) Five practice of successful nonprofit leaders  

[https://www.forbes.com/sites/hennainam/2016/06/25/five-practices-of-transformational-leaders/#47f18575d0f7](https://www.forbes.com/sites/hennainam/2016/06/25/five-practices-of-transformational-leaders/#47f18575d0f7)


Leadership. Retrieved from  
[http://www.ethicalsystmes.org/content/leadership](http://www.ethicalsystmes.org/content/leadership)


Seven traits of highly effective leaders (2013) Retrieved [https://www.inc.com/peter-economy/7-traits-highly-effective-leaders.html](https://www.inc.com/peter-economy/7-traits-highly-effective-leaders.html)


The Leader-Member Exchange Theory Getting the Best From all Team Members Retrieved from [https://www.mindtools.com/pages/article/leader-member-exchange.htm](https://www.mindtools.com/pages/article/leader-member-exchange.htm)


Wilson, A.A. (2014) Utilizing the team leadership model proves successful for virtual team Retrieved from [http://sites.psu.edu/leadership/2014/10/24/utilizing-the-team-leadership-model-proves-successful-for-virtual-team/](http://sites.psu.edu/leadership/2014/10/24/utilizing-the-team-leadership-model-proves-successful-for-virtual-team/)


### 10. Learning Deliverables (graded evidences of learning)

**Learning Strategy includes:**

- **Presentations:** A power point informational overview will be provided in each module.

- **Readings:** Students are expected to complete each reading assignment and incorporate theory, concept, and practices introduced in the module to complete all exercises as assigned.

- **Discussion:** Students will discuss specific questions related to the readings and critically address problems presented in case studies. They will contribute to the collaborative learning process.

- **Analysis and Assessment:** Students will use critical thinking skills to analyze arguments presented in scholarly articles. They will assess leadership skills to determine gaps in personal leadership and determine skills to be developed. Students will also discover perception of their leadership through interaction with colleagues.

- **Reflection of Learning:** Students will reflect on their learning, their values and beliefs to uncover who he/she is as a leader, identify how theories, concepts, and practices impact their leadership, and determine what skills are necessary to become an effective leadership.

- **Leadership Development:** Students will identify competencies and determine strengths and weaknesses to becoming an effective leader. They will develop a personal leadership plan with actions steps, a support system, and a timeframe for learning new skills.

### 11. Assessment of Student Learning

**Class Participation:**
Students are expected to participate actively and continuously throughout each week of the course. DePaul University anticipates that all students will be present for all modules in the course. Since the course builds on participants’ active contributions, the instructor will evaluate course activity using the guidelines described in the requirements and rubrics for each assignment.

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 research of scholarly sources, as well as personal practical experiences, is important.

**Late work**
Submitting all assignments by the due date and responding to discussion forums with an initial post and responding to students as outlined in the rubric is required. Work submitted up to seven days late will be accepted but subjected to loss of points as outlined in the rubric. In the case of extenuating circumstances that may preclude a student from submitting within seven days after the due date, a student must inform the instructor of the situation, and a mutual due date will be established.

In the event of an absence, it is imperative that students let the instructor know in advance so that revised due dates are confirmed. Always consult the course schedule of the syllabus for the module assignments.

**Assessment of Learning:**

**Discussions:** Ten discussion forums will address leadership topics and provide students a platform to share ideas, personal and professional experience, and present different perspectives. After the initial post, students will respond to a minimum of two students with thoughtful comments, questions, and relevant examples.

**Case Studies:** Ten case studies offer students an opportunity to critically think about organizational leadership issues.

**Article/Video Critique:** Four critiques will summarize and analyze popular or scholarly articles and videos pertaining to leadership theory, concepts, or practice. Chosen articles and videos will be embedded in D2L. The critique should be approximately 500 words (two pages double-spaced) using APA format.

**Skill Assessment:** Four skill assessments will determine level of leadership style and areas for development. The findings of the assessments will be used to design a
professional development plan. The analysis should be approximately 300 words (one-page double-spaced) using APA format.

Reflections of Learning: Ten reflective papers will provide students an opportunity to reflect on each module, the readings, videos, skill assessments, and discussions. Reflection papers should be approximately 300 words (one-page double-spaced) using APA format.

Personal Leadership Development Plan I: The final project is to design a leadership plan after assessing your leadership style and learning about the impact of behavior on followers and outcomes. The goal is to create a plan to achieve an ideal leadership self. Part I will begin the process of developing a personal leadership plan by conducting a gap assessment. The Personal Leadership Plan Part I should be approximately 500 words (two pages double-spaced) using APA format.

Personal Leadership Development Plan II: The final project is to design a leadership plan after assessing your leadership style and learning about the impact of behavior on followers and outcomes. Part II will complete the personal leadership development plan using the findings from your gap assessment and include three competencies to develop, action plan, timeframe for accomplishment, and recommendations for future development. The Personal Leadership Plan Part I should be 8-10 pages using APA format. Incorporate concepts derived from the readings and three additional scholarly sources to support the plan.

Evidence Students will submit:

As outlined above, students will submit the following items:

1) Article/Video critiques will follow the guideline of the rubric and submitted to the dropbox.

2) Skill Assessments will follow the guidelines of the rubric and submitted to the dropbox.

3) Personal Leadership Development Plan Part I – Students will develop a Leadership plan with action steps based on the finding of the skill assessment and submitted to the dropbox.

4) Personal Leadership Development Plan Part II – Students will develop a Leadership plan with action steps based on the finding of the skill assessment and submitted to the dropbox.
12. Grading Criteria & Scale

Course Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
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<tr>
<td>B</td>
<td>85 to 87</td>
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<tr>
<td>B-</td>
<td>81 to 84</td>
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<tr>
<td>C+</td>
<td>77 to 80</td>
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<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>69 to 72</td>
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<tr>
<td>D+</td>
<td>65 to 68</td>
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<tr>
<td>D</td>
<td>61 to 64</td>
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<tr>
<td>F</td>
<td>60 or below</td>
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<td>INC</td>
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Online Course Evaluation Table

<table>
<thead>
<tr>
<th>Evaluation Instrument</th>
<th>Number</th>
<th>Points Each</th>
<th>Total Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Topics (Modules 1-10)</td>
<td>10</td>
<td>20</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Case Studies (Modules 1-10)</td>
<td>10</td>
<td>20</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Article/Video Critique (Modules 3,4,7,9)</td>
<td>4</td>
<td>25</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Skill Assessments (Modules 1,2,6,8)</td>
<td>4</td>
<td>25</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Reflection of Learning (Modules 1-10)</td>
<td>10</td>
<td>10</td>
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<tr>
<td>Personal Leadership Plan I (Module 5)</td>
<td>1</td>
<td>150</td>
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<td>Personal Leadership Plan II (Module 10)</td>
<td>1</td>
<td>150</td>
<td>150</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
<td></td>
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<td>100%</td>
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Pass/Fail Exclusions

You may not use the Pass/Fail grading option if you are using this course to meet Liberal Studies Program (LSP) requirements. Likewise, if this course is taken to meet a requirement in your major (including intended and pre-majors), minor, and/or certificate (including intended and pre-minors/certificates) you may not use the Pass/Fail option.

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.

### 13. Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Description</th>
<th>Assignments due</th>
</tr>
</thead>
</table>
Seven traits of highly effective leaders (2013) Retrieved https://www.inc.com/peter-economy/7-traits-highly-effective-leaders.html | Discussion – Introduction  
Discussion One  
Leadership and Management and Case Study One  
Initial post due Wednesday response to two students due Sunday.  
Analysis of Skills Assessment  
Reflection of Learning One-Personal Perspective of Leadership |
| Module 2         | **Read:** Why credibility is the foundation of leadership – Barry Posner (2015) 8:43  
https://www.youtube.com/watch?v=QmMcSBQvQlQ  
What to look for in great leaders Gary Bertoline TedX-Purdue U (2013) 10:30  
https://www.youtube.com/watch?v=7IHQyEC2GRU | Discussion Two-Impact and Influence of Leadership Style |


**Watch videos:**

What do all great leaders have in common | Matt Beeton | TEDxOxbridge (12:12)

[https://www.youtube.com/watch?v=KgmKNKM0i1g](https://www.youtube.com/watch?v=KgmKNKM0i1g)

Stanley McChrystal: Listen, learn ... then lead (15:38)

[https://www.youtube.com/watch?v=FmpIMt95ndU](https://www.youtube.com/watch?v=FmpIMt95ndU)

**Module 3**  
**Follower-Centered Leadership**

**Read:**


**Discussion**  
**Three – Follower Role and Case Study Three**  
Initial post due Wednesday, response to two students due Sunday.
<table>
<thead>
<tr>
<th><strong>Module 4</strong></th>
<th><strong>Read:</strong></th>
<th><strong>Discussion Four</strong></th>
</tr>
</thead>
</table>
**Watch videos:** Blanchard, K. (2011) It’s always the leader (3:21).  
[https://www.youtube.com/watch?v=dS0cpKj1bL]{y}  
Linsky, M. (2011) Adaptive Leadership-Leading Change TEDxStCharles (21:00)  
[https://www.youtube.com/watch?v=af-cSvnEE]{x}  
[https://www.youtube.com/watch?v=MQo-1qlKUBE](https://www.youtube.com/watch?v=MQo-1qlKUBE) | Four  
**Three Most Important Factors in Leadership Development and Case Study**  
Initial post due Wednesday, response to two students due Sunday.  
**Article Critique**  
**Reflection of Learning-Relational Leadership** |
<table>
<thead>
<tr>
<th>Module 5: Leadership and Change</th>
<th><strong>Read:</strong></th>
</tr>
</thead>
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**Watch Videos:**

- How to inspire leaders to grow | Omid Aschari | TEDxZurich (2014) [https://www.youtube.com/watch?v=BHNlZ56-9zE](https://www.youtube.com/watch?v=BHNlZ56-9zE) (14:44)
- Get Your Employees Engaged (2012) (5:36) [https://www.youtube.com/watch?v=9buGE_vKxcc](https://www.youtube.com/watch?v=9buGE_vKxcc)

**Discussion Five:**

- The Value of Transformational and Transactional Leadership and Case Study Five
- Initial post due Wednesday, response to two students due Sunday.

**Personal Leadership Development Plan Part I**

- Reflection of Learning-Leadership at its Best
**Module 6 Leadership and Values**

**Read:**

**View Websites**
- Robert E. Greenleaf The Center For Servant Leadership [https://www.greenleaf.org/](https://www.greenleaf.org/)
- Servant Leadership Institute [https://www.servantleadershipinstitute.com/](https://www.servantleadershipinstitute.com/)

**Watch Videos:**
- [https://www.mindtools.com/pages/article/transformational-leadership.htm](https://www.mindtools.com/pages/article/transformational-leadership.htm)
- Watch Videos: Lessons on Leadership: From Mandela to Obama (2010) [https://www.youtube.com/watch?v=v_MholxhN4A](https://www.youtube.com/watch?v=v_MholxhN4A) (16:42)
- Cultivating Leadership: How to Become the Best Leader You Can Be (2015) [https://www.youtube.com/watch?v=DR8Hl30V5BU](https://www.youtube.com/watch?v=DR8Hl30V5BU) (32:34)

**Discussion Six-The Greater Good and Case Study Six**
Initial post due Wednesday, response to two students due Sunday.

**Analysis of Skills Assessment**

**Reflections of Learning Six-Your Greatest Crucible**
<table>
<thead>
<tr>
<th>Read:</th>
<th>Discussion Seven-Shared Leadership and Case Study Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilson, A.A. (2014) Utilizing the team leadership model proves successful for virtual team Retrieved from <a href="http://sites.psu.edu/leadership/2014/10/24/utilizing-the-team-leadership-model-proves-successful-for-virtual-team/">http://sites.psu.edu/leadership/2014/10/24/utilizing-the-team-leadership-model-proves-successful-for-virtual-team/</a></td>
<td>Case Study Seven</td>
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<table>
<thead>
<tr>
<th>Module 7 Team Leadership</th>
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<tbody>
<tr>
<td>Fett, A. (2017) Servant Leadership: How a jar can change the way you lead and serve TEDxFonduLac (17:35) <a href="https://www.youtube.com/watch?v=1vIPrR_cIEg">https://www.youtube.com/watch?v=1vIPrR_cIEg</a></td>
</tr>
<tr>
<td>George, B. (2009) Good Leaders are Authentic Leaders (4:56) <a href="https://www.youtube.com/watch?v=r6FdIVZJfzg">https://www.youtube.com/watch?v=r6FdIVZJfzg</a></td>
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<tr>
<td>Module 8</td>
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http://www.businessinsider.com/study-women-are-better-leaders-2014-1  
Alidina, R-K. (June, 2019) Diversity is a reality, inclusion is a choice: for long-term success, embed inclusion in every aspect of your decision-making. Leadership Excellence (36) (6) p. 36-37. |
| **Watch Videos:** | Medina, P. (2019) Let’s stop talking about diversity and start working toward equity. TedXPortland (15:33)  
https://www.youtube.com/watch?v=deYUUfak08Y  
https://www.youtube.com/watch?v=ExcDNly1DbI |
| **Discussion Eight:** | Diversity and Inclusion and Case Study Eight  
Initial post due Wednesday, response to two students due Sunday.  
**Bias Assessment**  
**Reflection of Learning Eight**  
Un-silencing the Voice |
| Module 9 Leadership and Ethics | **Read:**  
Leadership. Retrieved from [http://www.ethicalsystems.org/content/leadership](http://www.ethicalsystems.org/content/leadership) | **Discussion Nine-Moral Decisions and Case Study Nine**  
Initial post due Wednesday response to two students due Sunday.  
**Case Study Nine**  
**Reflection of Learning Nine-Ethical Leadership Style** |
|---|---|
| | **Watch Videos:**  
[https://www.youtube.com/watch?v=gUJ00vNGCPE](https://www.youtube.com/watch?v=gUJ00vNGCPE)  
Apple CEO Tim Cook on Ethical Leadership (2013) (2:48)  
[https://www.youtube.com/watch?v=3ygKNaMv4c](https://www.youtube.com/watch?v=3ygKNaMv4c)  
[https://www.youtube.com/watch?v=XBmJay_qdNc](https://www.youtube.com/watch?v=XBmJay_qdNc) |
Watch Videos:

**14. Course Policies**
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. You are required to participate in the course discussion forum by responding to all instructor requests.
and by interacting with fellow students. If any changes to the originally published course syllabus used to select/register for this course occurs, the changes will be communicated in the first session/week of the course in writing; if significant assignment changes are made during the course it will be done officially with the consensus approval of students.

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

Academic Integrity Policy (UGRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants

15. Other Resources for Students
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

16. Instructor Brief Bio
Dr. Susan Neustrom is adjunct faculty at School of Continuing and Professional Studies/DePaul University, as well as part time faculty at another university and has over thirty years’ experience in leadership positions in both corporate and non-profit sector. She holds a Bachelor of Science in Business Management from National Louis University and a Master of Science in Organizational Leadership with a concentration in training and development from Lewis University. Dr. Neustrom received her doctorate in education in Organizational Leadership from Argosy University and has developed many graduate and post graduate online courses. She is a published author of a book, peer-reviewed journal, and several conference proceedings and keynote speaker for academic conferences and professional associations. Presently, she is Director of a charitable foundation serving seniors in independent housing, assisted living, and memory care.

Additional Considerations
None
Updated January 2019 (Links, LSP Pass/Fail Policy)