ASU

ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit   *ENGINEERING*   Department   *SGSE*

Subject *CON* Number *457* Title *Leadership Principles* Units: *3*

Is this a cross-listed course?   (Choose one) *NO*
If yes, please identify course(s)   _____

Is this a shared course?   (choose one)   If so, list all academic units offering this course   _____
Course description:

Requested designation: (Choose One) *HU*
Note- a separate proposal is required for each designation requested
Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
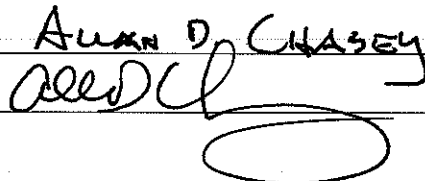- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- ☐ Signed General Studies Program Course Proposal Cover Form
- ☐ Criteria Checklist for the area
- ☐ Course Syllabus
- ☐ Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name   *Mike Sever*   Phone   *5-1202*

Mail code   *5306*   E-mail: *Mike.Sever@asu.edu*

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):   *Alan D. Chasey*   Date: _____

Chair/Director (Signature):   *[signature]*

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/ 12/11, 7/12

Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	Syllabus
☒	☐	2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	Syllabus, Book Report Grading Rubric
☐	☐	3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
☐	☐	4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
☒	☐	**a.** Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus
☐	☐	**b.** Concerns aesthetic systems and values, literary and visual arts.	
☐	☐	**c.** Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
☒	☐	**d.** Deepen awareness of the analysis of literature and the development of literary traditions.	Syllabus, Grading Rubric for Book Report
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted **primarily** to teaching skills.	

Course Prefix	Number	Title	Designation
CON	495	Principles of Leadership for Project Managers	Humaities (HU)

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	The course develops an understanding of the fundamental values and behaviors of people and the evolution of those behaviors throughout the history. It also guides the students in developing their own personal philosophies or beliefs and to better understand their own social experience as potential leaders. A "Personal Certificate of Ethics" is submitted by each student at about the 1/3 point in class (lecture 11 - ethics).	Syllabus pg. 2, "Course objectives" and pg. 4, "Types of Assignments" - Final Paper "My Personal Leadership Philosophy", pg. 8, Lecture 11 topic and Assignment.
2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	The syllabus requires each student to summarize their own comprehension and interpretation/analysis of the material through a point paper submitted after each lecture. Also, each student selects a (different) leadership book for which they have to submit a written critical review and presentation.	Sylabus pg. 4, "Types of Assignments" - Point Papers, and Leadership book written report. See specific requirement for strunts to provide an evaluation of the book in the following four categories: 1. Book's Intellectual Value, 2. Book's Scientific Rigor, 3. Book's Value for Leadership, 4. Readability
4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	The course contrasts the thinking systems that differentiate leadership philosophy from management, including their transformations in the contemporary society.	Syllabus pg. 2, Areas of Focus: Principles of leadership as distinctive from management. Development of personal leadership philosophy (35% of the grade) see syllabus pg. 5, weight of assignments.
4d. Deepen awareness of the analysis of literature and the development of literary traditions.	Each student performs an in-depth analysis of a (different) book on leadership and constructs a model of the concepts presented in the book, then rank the book on the following four categories: 1. Book's Intellectual Value, 2. Book's Scientific Rigor, 3. Book's Value for Leadership, 4. Readability (how easy it is to read). Additional learning takes place by double peer rading of the student reports.	25% of the grad for undergraduate students represents the leadership written report (15%) and the double peer reviewed oral presentation. See Syllabus pg. 5 "Weights of assignments". For the requirment of creaiting a total leadership model or a mind map of the knowledge presented in the book see "Rubric for Book Report" pg 1 paragrah 1.

COURSE SYLLABUS - CON 457/557
LEADERSHIP PRINCIPLES
Spring 2014

Last updated: 1/10/2013, 7:00 am

1. COURSE INFORMATION
Semester: Fall 2013
Lecture Days: Tuesdays and Thursdays
Lecture Time: 3:00 pm – 4:15 pm
Lecture Room: USE 125

2. INSTRUCTOR: Dr. Avi Wiezel
Phone: 480-965-4121
Email: leadership@asu.edu
Office: USE 248
Office Hours: Mon. – Thu 1:30 PM – 2:30 PM;
Availability: Other times by apointment

INSTRUCTOR BIO:

Dr. Wiezel (pronounced like an Easel with a V in front - VEasel) joined the Del E. Webb School of Construction in 1995. He served as Director of Graduate Studies between 2006 and 2012 and as Chairman of the Del E. Webb School of Construction in 2010-2012. Under his leadership, the DEWSC started a complete online offering of the MS in construction degree and a PhD in construction (in-class). He also served as the President of the Educational Activities Committee of the American Society of Civil Engineers (ASCE) and the President of the Fulton School of Engineering Faculty Senate.

Prior to becoming a professor, Dr. Wiezel held several managerial positions with construction and engineering firms in Europe and the Middle East, culminating with the position of Senior VP for planning, scheduling and control in a 5,000 employee EPC company. His activities resulted in continuous productivity improvements averaging 15% per year for the units in which he was in charge.

Dr. Wiezel taught in four languages on three continents (Asia, Europe, and America) to students of all levels, ranging from bricklayer apprentices to doctoral students and senior executives of large construction companies. He constantly ranks among the top 5% of best teachers in the Ira A. Fulton School of Engineering at ASU and is the recipient of the Outstanding Faculty Member Award. His research centers on modeling the human skill, with particular focus on learning, construction processes, and project leadership.

3. PRE-REQUISITE COURSES
Senior Standing

4. **CATALOG DESCRIPTION**
This course is designed to educate the students about individual, organizational, and process/structure leadership. It covers a four step leadership transformational model:
1. Introduction
    a. Definitions of Leadership
    b. Models of Leadership
2. Leading Self
    a. Knowing yourself (Inward looking)
    b. Interactions with others (peers and bosses)
3. Leading Others
    a. Leadership Tools
    b. Application of leadership tools
4. Leading Leaders
    a. Models of organizational leadership
    b. Application of Corporate Level Leadership

The unofficial description: Intelligence (as measured by IQ or by academic scores), correlates with the success of individuals at a rate of only 25%. Some people interpreted this fact as meaning that 75% of the people with lower IQ than yours will outperform you! We know that the key to success is having other people help you be successful. How do you achieve that? Through leadership!

5. **COURSE OBJECTIVES**
No one becomes a leader simply by taking one course, it takes knowledge and years of practice. What I do expect is that you complete this course with a basic understanding of the fundamentals of leadership. At the conclusion of this course the student is expected to:
- Understand Self
- Know leadership skills, traits, and theories
- Understand how to implement leadership
- Appreciate how to develop others
- Develop a personalized leadership and management philosophy

Areas of Focus:
- Principles of leadership as distinctive from management.
- Understanding of individual/professional personality and its application to leadership.
- Team Building and organizational dynamics as related to construction operations.
- Development of a "personal leadership style" for application upon graduation.
- Development of communication skills with oral presentations and writing projects.
- Role of professionalism and ethics in relation to construction leadership.

6. **CALENDAR**
Important dates – Fall 2012

01/08 (Tue)   First day of the Leadership Class – Recorded Lecture
03/12 (Tue)   Spring Break - No class
03/14 (Thu)   Spring Break - No class

04/25 and 04/30 Classes are rescheduled to form a 3 hours block for the SEMAC exercise.
05/02 (Th)   Culminating Experience (in lieu of Final Exam) 2:30 - 4:20 PM

7. TEXTBOOKS AND REFERENCES
a. Emotional Intelligence 2.0 by Travis Bradberry and Jean Greaves. Note: Make sure you buy the book new – it contains a unique code for taking the Emotional Intelligence Appraisal. For the Kindle version you will be emailed the code.
b. StrengthsFinder 2.0 by Tom Rath. Note: Make sure you buy the book new – it contains a unique code for taking the Emotional Intelligence Appraisal. For the Kindle version you will be emailed the code.
c. Each student will select a different leadership textbook, read and report on it. A hyperlink to the sign-up list is published in the Assignments area on BlackBoard. Written report listing the most significant wisdoms found in your a.leadership book is required. See section 9 Assignments and Course Requirements in this syllabus for further details.
d. Students are encouraged to purchase "The DNA of Leadership" by William Badger from the ASU bookstore. This will allow the students who miss an assignment or class the opportunity to read the corresponding chapter and prepare a one-page point-paper reviewing the chapter.

8. ELECTRONIC RESOURCES

The results of a number of self-evaluation tests are used in this class. Two of the test (Emotional Intelligence and the Strengthfinder) are only available with the purchase of the appropriate book (see Textbooks). Additional sites for free self-evaluation tests will be pointed out during the semester.

Class Power Point Presentations will be posted on BlackBoard under the Course Information tab.

Course Web Page: https://myasucourses.asu.edu (login with ASURITE ID and password). Please note that your access to the material on blackboard is guaranteed only for the duration of the current semester. While you may have access to the material as long as you are an ASU student, ASU is often updating the versions of BlackBoard and prior versions are usually taken off line.

9. ASSIGNMENTS AND COURSE REQUIREMENTS

Please see exact schedule of assignments and their due dates below.

Homework assignments will be given periodically as supported by the lecture.

- The homework should be submitted at least one minute prior to the start of the lecture on the due day.

- *No late homework will be accepted.*

- **Independent work is expected on all individual assignments**, although students are allowed and encouraged to discuss their ideas with other people, once underway, **the homework should be original.**

Grading will in part be based on the **professional standards** of the work presented (neatness, completeness, organization, references, etc.) as well as on the content of the submission.

TYPES OF ASSIGNMENTS

- **Point papers and/or in-class/homework assignments** will be given in class each week this will consist of readings, activities, etc.
- **Graduate Student Research Assignment 1 -** Development of a leadership implementation tool based on previous research. More details will be given during individual discussions with Dr. Wiezel and members of his research team.
- **Leadership book written report**
A hyperlink to the Book List is posted on Black Board under the Assignments tab. Each student will be responsible for selecting a unique book from the list (additional suggestions can be considered), reading it and submitting a five (5) page report on it. The report should be meant for executives and produced at the highest professional level. The report will contain at least one visual representation of the leadership model presented in the book and the ten most significant wisdoms found in the selected leadership book. The list of wisdoms should contain two categories of wisdom: intuitive wisdoms and counterintuitive wisdoms. The sum total of the wisdoms in the two categories will be 10. On the cover page of the report the student will also present the grading of the book (on a scale from 1 to 5) on the following four categories: 1. Book's Intellectual Value, 2. Book's Scientific Rigor, 3. Book's Value for Leadership, 4. Readability (i.e. how easy it is to read).
- **Leadership book 5 minutes presentation (starting Apr. 16)**
Each student will be presenting the lessons learned from the selected leadership book. Selected executives will be invited to attend these presentations.
- **Final paper on "My Personal Leadership Philosophy" (due date: May. 1)**
This term paper, the most significant part of your final grade, expresses your personal leadership philosophy – it is a paper that you may show your future bosses, as well as your parents. This assignment is a executive level term paper that is formally edited (check your spelling and grammar!), professionally presented, and should be 8 pages long (double-spaced).
- **Graduate Student Research Assignment 2 (graduate students only)** - This is a professional research paper in an aspect of leadership of your choice. Students are expected to select the topic and meet or communicate regularly with Dr. Wiezel regarding their research.
- **Culminating Experience (in lieu of Final Exam)** At the end of the semester you will be participating in a panel discussion about how you plan to apply the leadership principles you learned.

EXTRA CREDIT

No extra credit problems will be assigned in this class but extra credit can be earned. Please contact the instructor if you feel you can make a contribution worth of extra credit.

HONORS CREDITS

Honors credit can be earned by completing the class at graduate level.

Graduate students have two additional assignments: development of a research implementation tool and a graduate research paper (see schedule below).

10. **ASSIGNMENT CHANGES**

The instructor reserves the right to change the listed assignments. Students will be given at least a one week notice and a revised syllabus if the listing of course assignments changes.

11. WEIGHTING OF ASSIGNMENTS:

Assignment	Undergraduate Student	Graduate Student
Point papers, in-class/homework assignments	30%	20%
Graduate Leadership Implementation Tool	-	20%
Leadership book written report	25%	15%
Leadership book 3 min. presentation	10%	5%
Final Leadership Philosophy Paper	35%	20%
Graduate research paper	-	20%

Please schedule an office appointment if you feel a grade is inappropriate. Please avoid initiating discussions regarding grades during the class or during breaks. Discussions at those times tend to be unprofessional. Please ask to discuss grades in a one-on-one, face-to-face private session with the instructor in a win-win atmosphere.

12. GRADING SCALE:

98 – 100%	A+
90 – 97%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60%	E

Note: 89.9 is a B

13. ETHICS

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. You are responsible to learn how the Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity) applies to you personally and to this course in particular. Violations of the University Academic Integrity policy will not be ignored.   Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees. The university requires that should I implement any of these penalties, I must report the matter to the Dean's office. Now, in terms of defining specific examples of cheating, the university policy is very simple. Everything is forbidden until the instructor authorizes it. Cheating is doing something that affects an academic evaluation without the instructor's authorization. We will discuss in class what is authorized and that if you want to do anything else, you need to ask me first.

14. COURSE STANDARDS

1. Prior to the start of class, please turn your cell phones and/ or pagers off, or to silent mode, to avoid unnecessary classroom disruptions. Cell phones usage in class is not allowed out of respect to other students. This includes earpieces or earbuds / headphones.
2. There will be no food or drink consumed. Unless mandated by religious practices, no hats will be worn in classroom.
3. **Computer use during the lectures is DSICOURAGED**. The reason behind this standard will become clear during the class.
4. Arizona State University maintains the highest standard for academic honesty and trusts that each student will perform ethically and professionally when preparing required work for this course. Each assignment must represent the student's collective **original** work, even for work designated as **group work**. Although ASU encourages collaboration between students, and faculty, in the sharing of ideas and experiences, **individual work** needs to represent the student's original thought and be distinguishably different from other students work. While discussions between students are encouraged, cheating will not be tolerated. Any student found cheating on an exam, a quiz, or assignment may be given a failing grade for the course and flagrant violations can result in additional consequences. You are cheating if you represent someone else's work as your own or if someone else represents your work as theirs. All graded work (exams, homework assignments, as well as any written exercises or quizzes) in this class must represent your own individual work only. Students may discuss the conceptual aspects of an assignment, but students must turn in their own, independently developed solutions. Grading will include comparing the structure and content of your solution with that of other students. By registration in this class, you are assumed to have read, understand and agreed to this policy, as well as to the procedures conveyed at the web sites below.

   ABOR Student Code of Conduct and Student Disciplinary Procedures
   http://students.asu.edu/srr/code

   ASU Academic Integrity Policy:
   http://provost.asu.edu/academicintegrity

15. **CLASS PARTICIPATION**

The class is based on lectures, interaction with other students in class, individual homework and one team project for graduate students.

No attendance will be taken, but in-class assignments not submitted by the absent students will be graded with zero. Should it be necessary for the student to miss a class, he/she is fully responsible for the lesson assignment and any supplemental material that may have been issued or graded material assigned that day**. The instructor reserves the right to adjust the schedule during the semester and will issue revised schedules as appropriate**.

16. **ASSIGNMENT POLICY**

See assignments and course requirements above. **No late submissions will be accepted**.

The instructor reserves the right to change the listed assignments. Each student should review the syllabus and discuss with the instructor questions that need to be clarified. It is important that the student's have a clear understanding of the course requirements. Adjustments may be made during the semester. I want the students to continue to develop this course and make it world-class. Notices involving assignments, grades, changes to schedule, etc. will be entered on Blackboard throughout the semester.

17. MAKE-UP POLICY
Prior notice, when possible, will be given to the instructor when a class will be missed. Only under the most extreme circumstances, supported by written documentation, will a make-up assignment be given. The final decision rests with the instructor. When a class is missed, it is the student's responsibility to obtain notes and assignments from fellow classmates. If you miss a class due to university-sanctioned activities please refer to ACD 304–02 at (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

18. ATTENDANCE & QUIZZES
Punctuality, class attendance, participation and preparation are explicit reflections of your interest in the course.

19. ACCOMMODATION
Reasonable accommodations are made on an individualized basis. It is the responsibility of persons with disabilities, however, to seek available assistance and make their needs known. The University has designated the Disability Resource Center as the campus coordinating office for the provision and delivery of services and reasonable accommodations that ensure the University's programs, services, and activities are accessible to students with disabilities. The Disability Resource Center is available to assist any student who has a qualified and documented disability. Please contact the Disability Resource Center at 480-965-1234 (Voice) 480-965-9000 (TTY) for additional information.
URL: http://www.asu.edu/studentaffairs/ed/drc/

20. DETAILED CLASS SCHEDULE

The instructor reserves the right to adjust the schedule during the semester and will issue revised schedules as appropriate. Changes will be announced in due time through the BlackBoard system.

Last Updated: 12/28/2012 6:22 am

No.	Date			Topic	Assignments
1	Tue 08 Jan			Introduction to Leadership	One Pg. Resume; Book Selection; My Leadership Philosophy (Entry)
2	Thu 10 Jan			Future Skills of Project Managers	Skills I Need to Start Working On
3	Tue 15 Jan	Introduction	Definitions	Good/Bad Bosses	Good Boss / Bad Boss
4	Thu 17 Jan			Lead vs Manage	Leadership vs Management
5	Tue 22 Jan			Defining Leadership	My Leadership Definition
6	Thu 24 Jan			Leadership Theories - **Std. Pres.**	My Leadership Theory; GRIT Test
7	Tue 29 Jan		Models	Learn from the Masters - WWB	My Role Model
8	Thu 31 Jan			Project from Hell Game	My Leadership and Management Style
9	Tue 05 Feb			Core Values & Myers Briggs -	Core Values; Myers-Briggs

No.	Date			Topic	Assignments
				WWB	
10	Thu 07 Feb			DISC	DISC profile
11	Tue 12 Feb			Business Ethics - CJE	Personal Ethics Certificate
12	Thu 14 Feb			Competitive Edge - WWB	Competitive Edge
13	Tue 19 Feb	Interactions		Time Management Part 1 - WWB	
14	Thu 21 Feb			Time Management Part 2 (GTD)	My Time Allocation Priorities
15	Tue 26 Feb			Who's on Your Molecule	
16	Thu 28 Feb			Difficult Bosses	How to improve my relationship with my boss plan
17	Tue 05 Mar	Lead Others	Tools	Hassle Exercise	Hassles In Construction
18	Thu 07 Mar			Motivation	**Written Book Report Due Mar 5**
	Tue 12 Mar			Spring Break - Co Class	
	Thu 14 Mar			Spring Break - Co Class	
19	Tue 19 Mar			Communication for Leaders 1	Emotional Intelligence Test
20	Thu 21 Mar			Communication for Leaders 2	Cross-Cultural Communications
21	Tue 26 Mar			Leader's Toolbox	My Joke
22	Thu 28 Mar		Application	Case Studies - WWB	
23	Tue 02 Apr			Conflict Management	
24	Thu 04 Apr			Oops Game	Lessons Learned from the Oops Game
25	Tue 09 Apr			Team Building CJE	My Five Principles of Team Building
26	Thu 11 Apr	Lead Leaders	Models	No Rules Leadership Style - CJE	My Take on No Rules Leadership
27	Tue 16 Apr			Leadership Book Presentations (1/3)	PPT (all students)
28	Thu 18 Apr			Leadership Book Presentations (2/3)	
29	Tue 23 Apr			Leadership Book Presentations (3/3)	
30	Thu 25 Apr		Appl.	Corporate Level Leadership **(Merged to: tt:00 - tt+3, dd Apr.)**	
31	Tue 30 Apr				
	Wed 01 May			Reading Day - No Class	

No.	Date			Topic	Assignments
	Thu 02 May			CULMINATING EXPERIENCE Laughter for Leaders (in lieu of Final Exam) 2:30 - 4:20 PM	My Leadership Philosophy (Exit Paper)

CON 457 - Personal Leadership Philosophy Paper

The Personal Leadership Philosophy Paper is meant to serve as a guideline for you and for your future direct reports. As such, each reference to any action should be in the form of first person active verb. For instance rather than "If you watch a person's non-verbal cues you can tell how they honestly feel about what you are saying" or "A leader watches a persons non-verbal cues so she can tell how they honestly feel about what they are saying", use "I watch a person's non-verbal cues so I can tell how they honestly feel about what I say."

All papers MUST be TYPED and e-mailed as an MS Word Document Attachment to leadership@asu.edu. The subject of the email shall be: "<Your Alias Here>'s Leadership Philosophy" Replace the <Your Alias Here> with the name you would like me to remember you by.

Grading Rubric

Format (10 points)

1. 1 inch page margins
2. 12 point standard Times New Roman font
3. Double-Spaced
4. 4 to 5 pages
5. Personal letterhead
6. Professional looking

Structure (10 points)

1. **Title** (My leadership Philosophy)
2. **Author** (you)
3. **Date** (Your philosophy may change in the future – good to have the date on it).
4. **Personal motto** (A few words that describe you as a leader. If it is a quote from somebody else note the author. Dr. Wiezel's motto: "Only do what only you can do" is a chiasmus. Your motto doesn't have to be a chiasmus, but it should reflect your aspirational behavior.)
5. **Abstract** (100 words max) – This is your elevator speech. It takes about 1 minute to recite and it answers the question: what kind of a leader are you? It world normally stat with a list of your fundamental values and continues describing your behavior as a leader.
6. **Background** - A couple of paragraphs about your history – how did you become who you are. This part would serve as the response to the interview question "tell me about yourself"
7. **Definition of leadership** – Your definition of leadership with a short explanation.
8. **Core Values** – present a list of your values and explain why they are ranked the way they are.

9. **Leadership style** – for each subsection define your position / style and explain how your position is consistent with your core values.
    - 9.1. **Behavior**
    - 9.2. **Humor**
    - 9.3. **Time Management**
    - 9.4. **Communication**
    - 9.5. **Leadership vs. Management**
    - 9.6. **Motivation** (self and others)
10. **Conclusion** – A motivational paragraph about how you think this philosophy of yours will help you be an effective leader.
11. **References** – Optional – If you use any quotes provide the reference in this section.
12. **Active first person voice**. A total of 20 points may be deducted for passive third person tone (see paragraph 1)

Points per section (total 80 points)

Section	Points
4. Personal motto	2
5. Abstract	10
6. Background	5
7. Definition of leadership	3
8. Core Values	10
9. Leadership style	Total Points for section 9 : 40
9.1. Behavior	10
9.2. Humor	5
9.3. Time Management	5
9.4. Communication	10
9.6. Leadership vs. Management	5
9.7. Motivation (self and others)	5
10. Conclusion	10
12. Active first person voice (deductions)	Up to -20

Grading will be on a percent point scale, using the rubric below. 10 points will be given for including the section or subsection in the document. Full credit (i.e. 15 percent points will be given when component is not required for a particular section / subsection).

Components	Unacceptable 0% Points	Acceptable 5% Points	Good 10% Points	Excellent 15% Points
1. Content & vocabulary	little or no use of terms or incorrect use; cliche's, idiom's and colloquialisms	minimal use of terms but in isolation or use of jargon; name dropping of authors or terms but insufficient context or explanation	good use and linking of terms but still lacking fluency	fluency, sequencing, & appropriateness of terms, concepts, practices, & authors
2. Conceptualization	little or no use of concepts or practices; may show previous knowledge from career, but does not demonstrate learning related to course	clear presentation of sequenced concepts or practices	integrated concepts or practices	integrating or synthesizing concepts in original and innovative way
3. Organization	unclear or no purpose statement or overview, few organizational cues, disorganized presentation	clear statement or concise overview, well organized, but with few cues (e.g., headers, bullets, indentation); unclear transitions and sequencing	clear statement, well organized, thesis sentences, good cues; good transitions and sequencing	previous criteria plus attractive layout and design;
4. Argument	presentation of opinion or statement without evidentiary or logical support; illogical argument	support by argument and evidence but with weak sources	clearly sequenced steps leading to clear conclusion, logical argument with authoritative sources (not necessarily current)	clear statement, examples, sequencing, logical and multiple authorities, evidentiary support, current journal sources

Components	Unacceptable 0% Points	Acceptable 5% Points	Good 10% Points	Excellent 15% Points
5. Resources	no other resources referenced	personal communication or popular sources predominate; variable citation permanence	Use of secondary sources, accessible references, 1-2 sources	predominance of sound primary authorities, recent journals, in-text citations match references, good citations, accessible references, 3+ sources
6. Mechanics	several errors in spelling, punctuation, capitalization, and/or sentence structure showing carelessness	a few overlooked errors	few or no errors, but sentence structure could improve	no errors and excellent sentence structure and fluency

Rubric for Book Report

CON 457 Principles of Leadership

Each student will be responsible for selecting a unique book from the list of leadership books (additional suggestions can be considered), reading it and submitting a max. five (5) page report on it. The report should be meant for executives and produced at the highest professional level. The report will contain at least one visual representation of **the total leadership model or a mind map** of the knowledge presented in the book and developed by the reviewer, and the ten most significant **leadership wisdoms** found in the selected leadership book. The list of wisdoms should contain two categories of wisdom: intuitive wisdoms and counterintuitive wisdoms. The sum total of the wisdoms in the two categories will be 10. **Each of the wisdoms should be cross-referenced with other publications (articles, books).** I recommend reading at least one article (or at least blog posing) that criticizes the book.

On the cover page of the report the student will also present the grading of the book (on a scale from 1 to 5) on the following four categories: 1. Book's Intellectual Value, 2. Book's Scientific Rigor, 3. Book's Value for Leadership, 4. Readability (i.e. how easy it is to read). The rankings (from 1 to 5, 5 being the highest) will be entered in the list of books as well.

The report should start with a synopsis and a short review of the credentials of the author. The information flow should be from general to specific.

Keep in mind that this is a highly professional document intended to be read by the CEO of the bst company you want to ever work for. You want to impress!

Note that the requirements change from semester to semester. This semester I added the total leadership model or mind map, as well as the requirement for a synopsis, information flow and references to critical review, so most probably you will not see models in the previous book reports. Browse through the reports so you learn from the thinking of previous generations students of leadership.

Make sure the list is saved after you added your choice.

Some guidance on reading and note-taking while you read:

http://keck.ucsf.edu/~craig/Mortimer_Adler_How_to_Read_a_Book.pdf

http://academics.keene.edu/tmendham/documents/AdlerMortimerHowToMarkABook_20060802.pdf

Examples of professional book summaries:

http://www.writinghelp-central.com/book-summary-sample.html

http://www.economist.com/media/globalexecutive/perfect_thing_levy_e.pdf

Rubric for Book Report

An example of Mr. Jerry Eyink's personal notes on the books he reads: TakingPeopleWithYou_070112.pdf

The grading rubric for the written report is as follows:

Grading will be on a 100 point scale, using the rubric below. 4 points will be given for submitting the paper.

Components	Unacceptable 0 Points	Acceptable 4 Points	Good 8 Points	Excellent 12 Points
1. Content & vocabulary	little or no use of terms or incorrect use; cliche's, idiom's and colloquialisms	minimal use of terms but in isolation or use of jargon; name dropping of authors or terms but insufficient context or explanation	good use and linking of terms but still lacking fluency	fluency, sequencing, & appropriateness of terms, concepts, practices, & authors
2. Conceptualization	little or no use of concepts or practices; may show previous knowledge from career, but does not demonstrate learning related to course	clear presentation of sequenced concepts or practices	integrated concepts or practices	integrating or synthesizing concepts in original and innovative way
3. Organization	unclear or no purpose statement or overview, few organizational cues, disorganized presentation	clear statement or concise overview, well organized, but with few cues (e.g., headers, bullets, indentation); unclear transitions and sequencing	clear statement, well organized, thesis sentences, good cues; good transitions and sequencing	previous criteria plus attractive layout and design;

Rubric for Book Report

Components	Unacceptable 0 Points	Acceptable 4 Points	Good 8 Points	Excellent 12 Points
4. Argument	presentation of opinion or statement without evidentiary or logical support; illogical argument	support by argument and evidence but with weak sources	clearly sequenced steps leading to clear conclusion, logical argument with authoritative sources (not necessarily current)	clear statement, examples, sequencing, logical and multiple authorities, evidentiary support, current journal sources
5. Resources	no other resources referenced	personal communication or popular sources predominate; variable citation permanence	Use of secondary sources, accessible references, 1-2 sources	predominance of sound primary authorities, recent journals, in-text citations match references, good citations, accessible references, 3+ sources
6. Graphics (Model)	no graphics(12 point given if graphics are definitely not needed)	graphics available but poor quality and content (e.g., faint, minimized font, unimportant content, etc.)	figures, tables and text match and are explained in text; titles & numbering of graphics	graphics add value to text by summarizing or simplifying key ideas; original graphics
7. Mechanics	several errors in spelling, punctuation, capitalization, and/or sentence structure showing carelessness	a few overlooked errors	few or no errors, but sentence structure could improve	no errors and excellent sentence structure and fluency
8. Professional Style	Not professional style	professional style but several errors in cover page content, page enumeration, format (margins & indentation), headers, citation & reference	Professional style with a few errors	Professional style, no errors.

Rubric for Book Report

Components	Unacceptable 0 Points	Acceptable 4 Points	Good 8 Points	Excellent 12 Points
		format		

The 5 minutes presentation will be graded on a scale from 1 to 10 on each of the following 10 aspects:

1. Introduction
2. Quality of Slides
3. Eye contact
4. Speaking voice
5. Posture
6. Attire
7. Organization
8. Timing (5 min)
9. Knowledge of subject
10. Usefulness of presenter's opinion

Total points achievable for the 5 minutes presentation is 100.