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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>College of Public Programs</th>
<th>Department</th>
<th>School of Public Affairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>PAF</td>
<td>Number</td>
<td>410</td>
</tr>
</tbody>
</table>

Is this a cross-listed course? Yes
If yes, please identify course(s) URB 410

Is this a shared course? No
If so, list all academic units offering this course

Course description:
Introduces understanding and developing leadership skills, including an examination of leadership theories and models from multidisciplinary and crosscultural points of view, an assessment of the student's leadership capabilities, and practical applications to improve individual leadership capabilities.

Requested designation: Social and Behavioral Sciences-SB

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 (SO/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 list of required readings/books

Contact information:
Name Chris Hiryak
Mail code 3720
Phone 602-496-0465
E-mail chris.hiryak@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Karen Mossberger
Date: 1-30-14
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

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[SB] CRITERIA

A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td>☐</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>• ANTHROPOLOGY</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>• ECONOMICS</td>
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<td>☒</td>
<td>☐</td>
<td>• CULTURAL GEOGRAPHY</td>
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<td>☒</td>
<td>☐</td>
<td>• HISTORY</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>Management, Sociology, Political Science, Psychology</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>3. Course emphasizes:</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>OR</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
</tr>
<tr>
<td>☒</td>
<td>☐</td>
<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
</tr>
</tbody>
</table>

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily fine arts, humanities, literary, or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
The field of leadership is cross-disciplinary relying on theories and methods primarily from public administration, psychology, sociology, political science, and management. It is the study of how one person - the leader, helps and guides a group of others – the followers, an organization, or an institution (or even country), set goals and achieve them. It therefore involves understanding individuals, groups, and organizations and human interaction, all topics that are at the heart of social sciences. There are no leaders without followers. By nature, the topic of leadership is therefore a social science most often studied in social psychology and political science. The methods that have been typically used to explore leadership, such as lab experiments, surveys, naturalistic observation, interviews, and case studies, are also based on various social sciences.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF</td>
<td>410</td>
<td>Building Leadership Skills</td>
<td>SB</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>How course meets spirit</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is designed to advance basic</td>
<td>As indicated by the course description and objectives PAF 410 is designed to advance students’ leadership</td>
<td>See course description and course objectives on page 1 of the attached syllabus.</td>
</tr>
<tr>
<td>understanding and knowledge about human</td>
<td>skills through an examination of leadership theories and methods. It is designed to advance the basic</td>
<td></td>
</tr>
<tr>
<td>interaction.</td>
<td>understanding of human interaction, in this case the leadership process. It further relies on and uses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>psychological concepts of self-awareness and learning to help student expand their leadership skills.</td>
<td></td>
</tr>
<tr>
<td>Course content emphasizes the study of</td>
<td>PAF 410 relies and theories and methods primarily from the fields of social psychology, political science,</td>
<td>For example, the course includes a study of (see attached syllabus):</td>
</tr>
<tr>
<td>social behavior such as that found in</td>
<td>and sociology.</td>
<td>- Leader personality based in psychology (Week 5, p. 6)</td>
</tr>
<tr>
<td>Management, Sociology, Political Science,</td>
<td></td>
<td>- Power based in psychology, political science, and sociology (Week 6, p. 7)</td>
</tr>
<tr>
<td>Psychology.</td>
<td></td>
<td>- Connecting with others through use of emotions based in psychology (Week 8, p. 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Leading teams based in social psychology (Week 9, p. 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Leading change based on psychology, political science, and sociology (Week 10, p. 8)</td>
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<td>Additionally, the examination of the table of contents of The Art and Science of Leadership (referred to as A&amp;S below, copy attached), one of</td>
</tr>
</tbody>
</table>
the required texts, clearly indicates that theories covered in areas such as culture (chapter 2), early theories of leadership (chapter 3), individual differences (chapter 4), teams (chapter 8) draw directly from and are based on fields such as anthropology and social psychology.

Because of the nature of leadership as a social process, it is inherently a study of social behavior. Examples of social science-based theories and concepts covered in the course include:

- Hall’s cultural context (A&S text, ch. 2)
- Gender and leadership (A&S text, ch. 2)
- Intelligence and emotional intelligence, Big Five personality traits (A&S text, ch. 3)
- Lewin’s force field model of change (A&S text, ch. 9)
- Individual development concepts (A&S text, ch. 10)

Specific other examples are provided in Criteria 2.

Additionally, an examination of the other required text for the class, the Dance of Leadership shows the use of social and behavioral sciences in chapters such as “Understanding the rhythms of human interaction” (Chapter 3), “Communicating in images, symbols, and metaphors” (Chapter 4), and “Leading from within” (Chapter 6).

<table>
<thead>
<tr>
<th>Course emphasizes the distinct knowledge base of the social and behavioral sciences.</th>
<th>PAF 410 relies and theories and methods primarily from the fields of social psychology, political science, and sociology.</th>
<th>Examples of social science-based theories and concepts covered in the course include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Hall’s cultural context (A&amp;S text, ch. 2)</td>
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<td></td>
<td></td>
<td>- Gender and leadership (A&amp;S text, ch. 2)</td>
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<tr>
<td></td>
<td></td>
<td>- Intelligence and emotional intelligence, Big Five personality traits</td>
</tr>
</tbody>
</table>

Examples of social science-based theories and concepts covered in the course include:

- Hall’s cultural context (A&S text, ch. 2)
- Gender and leadership (A&S text, ch. 2)
- Intelligence and emotional intelligence, Big Five personality traits
| Course emphasizes the distinct methods of inquiry of the social and behavioral sciences. | PAF 410 explores concepts of leadership that have been developed using quantitative and qualitative methods to study various topics within leadership. | Such methods include quantitative approaches such as lab experiments, field studies and experiments and surveys, and qualitative approaches such as interviews, case studies, and analysis of speech and text. For example, presentation of the history and early theories of leadership (syllabus-week 4, page 6; A&S text, chapter 2) includes discussion of the strengths and weaknesses of the various research methods used in each of the eras of leadership, e.g., case studies, survey research, and lab and field experiments. Additionally, an evaluation of the strengths and weaknesses of the leadership theories presented (for example in A&S chapter 6) includes an discussion of the benefits and disadvantages of the methods used for the testing of each theory. |
7; A&S text-chapter 6) consider the various lab and field experiments that have been used to develop such theories.

The course is a combination of the study of the science, art and practice of leadership (syllabus, p. 1 in “Course objectives”). The “the science” and “practice’ components are based on behavioral science perspective and data. The second part of the course “the art of leadership” relies on understanding qualitative methods that can be used to both understand and practice leadership.
Click on the title of the course for more details. Each column can be sorted by clicking on the column header. Courses found: 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAF 410</td>
<td>Building Leadership Skills</td>
<td>3</td>
<td>SB</td>
</tr>
</tbody>
</table>

Introduces understanding and developing leadership skills, including an examination of leadership theories and models from multidisciplinary and crosscultural points of view, an assessment of the student's leadership capabilities, and practical applications to improve individual leadership capabilities.

- **Allow multiple enrollments**: No
- **Primary course component**: Lecture
- **Repeatable for credit**: No
- **Grading method**: Student Option

**Offered by**: College of Public Programs -- School of Public Affairs

**Pre-requisites**: Minimum 30 hours; Credit is allowed for only PAF 410 or URB 410
Instructor
Dana Newell, M.A., Assistant Dean, College of Public Programs
E-mail: dana.newell@asu.edu
Phone: 602-496-0416

Course Objectives
Develop an understanding of key leadership principles and skills and the changing roles of leadership and collaboration in a complex, diverse, and dynamic urban environment.

The field of leadership is cross-disciplinary relying on theories and methods primarily from psychology, sociology, political science, and management. It is the study of how one person - the leader, helps and guides a group of others – the followers, an organization, or an institution (or even country), set goals and achieve them. It therefore involves understanding individuals, groups, and organizations and human interaction. It is heavily based on the field of psychology with consideration of the context in which individuals operate. Leadership starts with self-awareness.

This course offers students the opportunity to explore the science, the art, and the practice of leadership through the study of leadership theory, by examining the leadership of others, and by beginning to develop their own capacity for leadership. At the end of the course students will:

- Have an understanding of key leadership concepts and theories
- Know the essential elements of effective leadership
- Appreciate the important role context plays in leadership
- Develop awareness regarding their own strengths and weaknesses in areas related to leadership

Texts and Readings


Handouts and articles from various sources (on Blackboard; BB), or online.
COURSE REQUIREMENTS

Class participation 15%
Post-class reflections 5%
Weekly written responses (7 in total) 20% (drop the worst one)
Leadership failure analysis 20% (5% for first draft – 15% final paper)
Leader failure presentation 10%
Personal reflection and development 30%

Class Participation (15%)
The class is based on readings and discussions. You will learn as much from the readings as you will from class lectures, discussions in class, and presentations. It is therefore essential that you participate actively and constructively in all discussions, exercises, and activities. Your participation includes, but is not limited to attendance. You are expected to be fully engaged in what we are doing, to make extensive and positive contributions to your own learning and that of others, and to be fully supportive of the work of other students.

Post-class Reflections (5%) – one paragraph for each class session completed at the end of class
We will take a few minutes at the end of each class to reflect on what you have learned and what you still would like to know about the topics we covered. The goal is to get you to briefly reflect on the class as it is still fresh in your mind and provide me with feedback to adjust course material to address your questions and interests in a timely manner.

Weekly written response to readings (20%) – 1 to 2 pages each (7 for the semester)
Keeping up with the reading and completing all assigned materials prior to class is essential to your learning and your ability to contribute to the class. To facilitate learning and discussion, you will prepare for each class a one page written response to the assigned readings for that week. These responses are not intended to be a “regurgitation” of the readings, so you don’t need to describe what the readings say. Instead, you should identify key topics, themes, and questions that you draw from the readings for each class by answering the following questions:

- What were the major points or themes you identified in the readings?
- Which part or parts, if any, struck a chord or created an “aha” moment? Why?
- Which part or parts, if any, did you have the most trouble understanding? Why?
- What do you think would be two or three of the most important quotes from these readings and why?
- What are the two or three most important questions that can be asked about these readings?
- What information should the readings provide (or clarify), but do not? What is missing?

Basically, I want to know what you “get” out of the readings for each class. You will be graded on the quality and thoughtfulness of each response based on three criteria: 1) The level of effort you put into the response; 2) how well you integrate material from the readings into your response to support your observations; and 3) the depth of your reflection. Your responses should be no more than three pages in length in a 12-point Times font with one-inch margins. Please be sure to cite any direct quotes from the author(s) properly, using APA style. Your responses will be due at the beginning of each class period.
You also will use your response papers for class discussion of the material. We will have time during each class period to discuss the week’s assigned readings and compare responses. You will discuss your response paper with the class in these discussions, so in addition to the copy you turn in at the beginning of class, please bring a copy for yourself to use as a reference. Please keep in mind as you lead and participate in these group presentations that the purpose is to facilitate a discussion rather than give a “formal” presentation on the readings.

**Leadership Failure analysis (20%) – 5 to 6 pages**
We can learn a lot from other people’s mistakes and failures. This assignment requires you to identify a leadership failure (preferably a recent one – in the past 5 to 10 years), and analyze its potential individual, group, and contextual causes. You must rely on concepts and theories from the class to conduct your analysis.

Five percent of the grade of this paper is based on the first draft due on 11/5. I will then meet with each of you on 11/12 to provide you feedback and ideas about the final paper and presentation. The final paper is due on 11/19 when you will make a 5 to 10 minute presentation about the case you studied. The presentation is worth a separate 10% of your grade

**Leadership failure presentation (10%) – 5 to 10 minutes**
You will present your leadership failure paper to the class, describing your leader’s style, strengths, weaknesses, his or her leadership context. You must use power point slides in your presentation.

**Personal Reflection and Development journal (30%) – minimum of 7 pages**
This assignment is aimed at helping you develop self-awareness regarding your leadership capabilities, strengths, and weaknesses, reflect on your own leadership style, and help you formulate and develop a plan to achieve your leadership goals.

The individual development project for the course is a personal reflection and development paper that requires you to identify your strengths and weaknesses as they relate to leadership, and set goals for improvement and development. You may rely on information you obtain in this class or materials you have previously completed in other classes or workshops (they must be attached). To that end, I recommend that you keep a leadership journal daily – or at least weekly – where you jot down your observations about yourself and others regarding leadership, things you discover about yourself in your interaction with others, errors you may make, ideas you may have for improvement, and so forth. Keeping this journal will help you write your paper at the end of the semester. Another recommended approach is to work on a personal mission statement as part of this journal. Some starting points for the mission statement can be found at:

- Writing a personal mission statement
- Franklin Covey
  [http://www.franklin Covey.com/cgi-bin/teens/teens-msb/part01/](http://www.franklin Covey.com/cgi-bin/teens/teens-msb/part01/)

Another starting point for you to consider are the self-assessments we complete for class and the following articles:


I will meet with each of you on 11/12 to discuss the direction of the paper and provide you with suggestions on how to approach the topic.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>100 – 95</th>
<th>94 – 90</th>
<th>89 – 87</th>
<th>86 – 83</th>
<th>82 – 80</th>
<th>79 – 77</th>
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</thead>
<tbody>
<tr>
<td>Grade</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
</tr>
<tr>
<td>Points</td>
<td>76 – 73</td>
<td>72 – 70</td>
<td>69 – 67</td>
<td>66 – 63</td>
<td>62 – 60</td>
<td>59 and below</td>
</tr>
<tr>
<td>Grade</td>
<td>C-</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
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</tbody>
</table>

The grades for individual assignments will not be curved.

**GENERAL POLICIES**

This class requires preparation and involvement. It is important that you keep up with the readings. We have no exams, but a lot of writing. Your papers must be typed 12 font with 1 to 1½ inch margins, double spaced. You must use APA style in citations and references. Please seek assistance as needed to review your papers to assure that you turn in your best possible work free of typos and grammatical errors. The clarity of your writing will be a criteria in grading all your work. In addition:

1. All assignments must be completed to pass the course.
2. Assignments dates may be changed. If you miss class it is your responsibility to check with me or other students concerning any changes announced in class or any material missed.
3. Should you have an emergency and have to miss an assignment, please contact me as soon as possible, preferably within 24 hours afterwards.
4. Regular attendance is essential to learning
5. You are expected to come to class prepared.

**Academic Integrity/Plagiarism**

ASU expects the highest standards of academic integrity. Violations of academic integrity include but are not limited to cheating, plagiarism, fabrication, etc. or facilitating any of these activities. This course relies heavily on writing and original critical thought. Any student who is suspected of not producing his or her own original work will be reported to the College of Public Programs for investigation. Plagiarism will not be tolerated. Any student who plagiarizes or otherwise fabricates his or her work will receive no credit for that assignment. It will be recorded as zero points. For more information, refer to [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).
**Student Conduct**
Respectful conversations and tolerance of others’ opinions will be strictly enforced. Flaming another student in a class discussion will result in zero points for that discussion. Any inappropriate language, threatening, harassing, or otherwise inappropriate behavior during discussion could result in the student(s) being administratively dropped from the course with no refund, per ASU policy [USI 201-10](#). Students are required to adhere to the behavior standards listed in the [Arizona Board of Regents Policy Manual Chapter V—Campus and Student Affairs](#).

**Accommodations**
- **Disability accommodations:** Students who feel they may need disability accommodations in class should obtain the necessary information from the Disability Resource Center on campus. It is the student’s responsibility to contact the DRC. Instructors may provide accommodations only as specified by DRC documentation.
- **Religious accommodations:** Students will not be penalized for missing an assignment due solely to a religious holiday/observance, but as this class operates with a fairly flexible schedule, all efforts should be made to complete work within the required timeframe. If this is not possible, students must notify the instructor as far in advance as possible in order to make an alternative arrangement.
- **Military Accommodations:** A student who is a member of the National Guard, Reserve, or other branch of the armed forces and is unable to complete classes because of military activation may request complete or partial unrestricted administrative withdrawals or incompletes depending on the timing of the activation. For more information see ASU policy [USI 201-18](#).
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1 January 15 | Introductions and course overview | Nahavandi – Chapter 1 and D&D – chapter 1  
You can’t create a leader in a classroom  
5 habits of highly reliable organizations.  
[http://www.fastcompany.com/44844/5-habits-highly-reliable-organizations](http://www.fastcompany.com/44844/5-habits-highly-reliable-organizations)  
*Written response 1 – What is leadership (chapter 1 in N and D&D)* |
| 2 January 22 | Definition and significance of leadership “Leadership images” exercise | Nahavandi – Chapter 2 and D&D – Chapter 2  
Meet the League of Extraordinary Women  
*Written response 2 – The leadership context (chapter 2 in N and D&D)* |
| 3 January 29 | The leadership context “Is this sexual harassment” exercise  
The Narian bridges exercise | Nahavandi – Chapter 3  
Leadership primer from Colin Powell  
[http://www.govleaders.org/powell.htm](http://www.govleaders.org/powell.htm)  
*Written response 3 – Comparing early approaches to leadership (chapter 3 in N)* |
| 4 February 5 | The history of leadership  
LPC exercise  
In-groups and out-groups | Nahavandi – Chapter 4  
Leadership primer from Colin Powell  
[http://www.govleaders.org/powell.htm](http://www.govleaders.org/powell.htm)  
*Written response 4 – Understanding the individual (chapter 4 in N)* |
| 5 February 12 | Understanding the individual | Nahavandi – Chapter 4 and D&D – Chapter 6  
Isolating the leadership gene  
Do you have the will to lead?  
[http://www.fastcompany.com/38853/do-you-have-will-lead](http://www.fastcompany.com/38853/do-you-have-will-lead)  
How to bounce back from setbacks  
[http://www.fastcompany.com/node/42509/print](http://www.fastcompany.com/node/42509/print)  
*Written response 5 – Understanding the individual (chapter 4 in N)* |
| Written response 4 – Complete all self-assessments in chapter 4 and summarize and explain your score for each in 2-5 sentences and related to Chapter 6 in D&D |
| 6 February 19 | Power and leadership Individual and organizational sources Empowerment |
| Nahavandi – Chapter 5 The Dick Grasso Case |
| Power camp [http://www.fastcompany.com/magazine/10/camp.html?pag e=0%2C3](http://www.fastcompany.com/magazine/10/camp.html?pag e=0%2C3) |
| Written response 5 – How leaders use power (chapter 5 in N) |

**PART II: LEADING EFFECTIVELY**

| Written response 5 – How leaders use power (chapter 5 in N) |
| 7 February 26 | New models for leadership |
| Nahavandi – Chapter 6 |
| How to be a real leader [http://www.fastcompany.com/magazine/24/cashman.html](http://www.fastcompany.com/magazine/24/cashman.html) |

| Written response 6 – The art of managing change (Chapters 3 and 4 in D&D) |
| 8 March 5 | Connecting with followers: Emotions and human interaction |
| Denhardt and Denhardt – Chapters 3 and 4 |

| Written response 7 – Leadership in a different context (Chapters 7 and 8 in N) |
| March 12 | Spring Break |
| No class |

<p>| Written response 7 – Leadership in a different context (Chapters 7 and 8 in N) |
| 9 March 19 | Strategic leadership and teams |
| Nahavandi – Chapters 7 and 8 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 26</td>
<td>Leading change</td>
<td>Nahavandi – Chapter 9 and D&amp;D – Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Girls for a change</td>
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<tr>
<td></td>
<td>Written response 8 – Leading follower and organizations through change context (Chapter 9 in N and 7 in D&amp;D)</td>
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<tr>
<td>April 2</td>
<td>Developing leaders: Improvisation and discipline</td>
<td>Nahavandi – Chapter 10 and D&amp;D – Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>First draft of “Leadership Failure” paper due</em></td>
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**PART III: PUTTING IT ALL TOGETHER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 9</td>
<td>Individual meetings</td>
<td>Discuss leadership failure paper and outline of Personal reflection paper</td>
</tr>
<tr>
<td>April 16</td>
<td>Student presentations</td>
<td><em>Final draft of “Leadership Failure” paper due</em></td>
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<tr>
<td>April 23</td>
<td>Personal reflection preparation</td>
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<tr>
<td>April 30</td>
<td>Course conclusion: what we know and what we don’t know</td>
<td><em>“Personal Reflection” paper due</em></td>
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The Art and Science of Leadership

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The Dance of Leadership

The Art of Leading in Business, Government, and Society

Robert B. Denhardt and Janet V. Denhardt

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