

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Social Science
Prefix	ISS	Number	410
		Title	Integrative Leadership Studies
			Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

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

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials
N/A
(Required)

Course description: Explores the concept and practice of leadership by examining general leadership theories and personal leadership skills with a view of transcending disciplinary boundaries.

Requested designation: Social-Behavioral Sciences-SB **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

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, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SO/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Nicholas Alozie E-mail Alozie@asu.edu Phone 480-727-1395

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Duane Roen Date: 12/14/16

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	ISS 410 Syllabus and textbook		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> ANTHROPOLOGY ECONOMICS POLITICAL SCIENCE SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	ANTHROPOLOGY ECONOMICS POLITICAL SCIENCE SOCIOLOGY	ISS 410 Syllabus and textbook
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	ANTHROPOLOGY ECONOMICS POLITICAL SCIENCE SOCIOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	ISS 410 Syllabus and textbook		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	ISS 410 Syllabus and textbook		
		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 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.			

Course Prefix	Number	Title	General Studies Designation
ISS	410	Integrative Leadership Studies	SB

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 checklist)	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. Course is designed to advance basic understanding and knowledge about human interaction.	Leadership inherently involves human interactions and social relations. ISS 410 discusses leadership, the relationship between leaders and followers, the historical development of leadership theories, leadership styles, and students' leadership attributes and development.	<p>Course Goals:</p> <ol style="list-style-type: none"> To integrate the theories of Leadership into a cohesive view of Leadership. To trace the historical development of leadership theory. To identify the core theories of leadership studies. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility. To identify and evaluate leadership in yourself and in others. To understand the application of basic leadership concepts within the context of practice. To critique leadership effectiveness. <p>Learning Outcomes:</p> <ol style="list-style-type: none"> To integrate concepts from political science, social science, economics, and philosophy into a cohesive theory of Leadership behaviors. To assess the societal consequences of leadership and followership behaviors on political science, social science, economics, and philosophy. To define leadership in individuals, groups, teams, and organizations. To trace the historical development of leadership theory. To identify, compare, contrast, and apply specific leadership theories. To critique leadership effectiveness. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility.

		<ol style="list-style-type: none"> 8. To think critically and analytically about leadership styles. 9. To understand the application of basic leadership concepts within the context of practice. 10. To evaluate leadership effectiveness in various contexts. 11. To distinguish between Leadership and Management. 12. To identify and evaluate leadership in yourself and in others. 13. To apply your personal leadership style in various situations. 14. To become an effective leader in groups, teams, and organizations. <p>Course Modules:</p> <ol style="list-style-type: none"> 1. Introduction to Leadership. 2. Leadership Ethics. 3. Gender and Leadership. 4. Culture and Leadership. 5. Approaches to Leadership (12). <p>Lectures for Course Modules:</p> <ol style="list-style-type: none"> 1. Introduction to Leadership. 2. Leadership Ethics. 3. Gender and Leadership. 4. Culture and Leadership. 5. Approaches to Leadership (12). 6. Leadership Instruments and Analyses (14).
<p>2. Course content emphasizes the study of social behavior.</p>	<p>Leadership occurs in groups and centers on group interactions. ISS 410 analyzes leadership styles in their historical development, and addresses the roles of gender and culture in leadership. Ethical leadership is highlighted.</p>	<p>Course Goals:</p> <ol style="list-style-type: none"> 1. To integrate the theories of Leadership into a cohesive view of Leadership. 2. To trace the historical development of leadership theory. 3. To identify the core theories of leadership studies. 4. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility. <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. To integrate concepts from political science, social science, economics, and philosophy into a cohesive theory of Leadership behaviors. 2. To assess the societal consequences of leadership and followership behaviors on political science, social science,

		<p>economics, and philosophy.</p> <ol style="list-style-type: none"> 4. To trace the historical development of leadership theory. 7. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility. 11. To distinguish between Leadership and Management. <p>Course Modules:</p> <ol style="list-style-type: none"> 1. Introduction to Leadership. 2. Leadership Ethics. 3. Gender and Leadership. 4. Culture and Leadership. 5. Approaches to Leadership (12). <p>Lectures for Course Modules:</p> <ol style="list-style-type: none"> 1. Introduction to Leadership. 2. Leadership Ethics. 3. Gender and Leadership. 4. Culture and Leadership. 5. Approaches to Leadership (12). 6. Leadership Instruments and Analyses (14).
<p>3. Course emphasizes: a) the distinct base of the social and behavioral sciences and distinct method of inquiry of the social and behavioral sciences.</p>	<p>The text in ISS 410 emphasizes the historical perspective on leadership. Other assigned readings are broad-based and classic sociological materials. Assigned videos include some economic considerations.</p>	<p>Course Goals:</p> <ol style="list-style-type: none"> 2. To trace the historical development of leadership theory. 3. To identify the core theories of leadership studies. 4. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility. 7. To critique leadership effectiveness. <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. To integrate concepts from political science, social science, economics, and philosophy into a cohesive theory of Leadership behaviors. 2. To assess the societal consequences of leadership and followership behaviors on political science, social science, economics, and philosophy. 4. To trace the historical development of leadership theory. 7. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility.

		<p>8. To think critically and analytically about leadership styles.</p> <p>Course Modules:</p> <p>6. Introduction to Leadership. 7. Leadership Ethics. 8. Gender and Leadership. 9. Culture and Leadership. 10. Approaches to Leadership (12).</p> <p>Lectures for Course Modules:</p> <p>7. Introduction to Leadership. 8. Leadership Ethics. 9. Gender and Leadership. 10. Culture and Leadership. 11. Approaches to Leadership (12). 12. Leadership Instruments and Analyses (14).</p>
<p>4. Course illustrates use of social and behavioral science prespective and data.</p>	<p>Leadership is a behavioral science, as well as an art. Students study, in part, leadership theories and the sociological and contextual development of those theories. Students analyze their individual leadership attributes based on those theories.</p>	<p>Course Goals:</p> <p>8. To integrate the theories of Leadership into a cohesive view of Leadership. 9. To trace the historical development of leadership theory. 10. To identify the core theories of leadership studies. 11. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility. 12. To identify and evaluate leadership in yourself and in others. 13. To understand the application of basic leadership concepts within the context of practice. 14. To critique leadership effectiveness.</p> <p>Learning Outcomes:</p> <p>15. To integrate concepts from political science, social science, economics, and philosophy into a cohesive theory of Leadership behaviors. 16. To assess the societal consequences of leadership and followership behaviors on political science, social science, economics, and philosophy. 17. To define leadership in individuals, groups, teams, and organizations. 18. To trace the historical development of leadership theory. 19. To identify, compare, contrast, and apply specific leadership theories.</p>

		<ol style="list-style-type: none">20. To critique leadership effectiveness.21. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility.22. To think critically and analytically about leadership styles.23. To understand the application of basic leadership concepts within the context of practice.24. To evaluate leadership effectiveness in various contexts.25. To distinguish between Leadership and Management.26. To identify and evaluate leadership in yourself and in others.27. To apply your personal leadership style in various situations.28. To become an effective leader in groups, teams, and organizations. <p>Course Modules:</p> <ol style="list-style-type: none">6. Introduction to Leadership.7. Leadership Ethics.8. Gender and Leadership.9. Culture and Leadership.10. Approaches to Leadership (12). <p>Lectures for Course Modules:</p> <ol style="list-style-type: none">7. Introduction to Leadership.8. Leadership Ethics.9. Gender and Leadership.10. Culture and Leadership.11. Approaches to Leadership (12).12. Leadership Instruments and Analyses (14).
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ISS 410
Integrative Leadership Studies

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>. If you have questions or concerns, please send your inquiry to cisa@asu.edu.

Instructor: Sara Moya, Ph.D.

Office: Santa Catalina 252, Polytechnic Campus

Contact Info: sdmoya@asu.edu; 480-727-1526

Course Goals:

SOC 410 is designed to provide the student with an integrated, general introduction to Leadership. Specifically, the Course Goals are

1. To integrate the theories of Leadership into a cohesive view of Leadership.
2. To trace the historical development of leadership theory.
3. To identify the core theories of leadership studies.
4. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility.
5. To identify and evaluate leadership in yourself and in others.
6. To understand the application of basic leadership concepts within the context of practice.
7. To critique leadership effectiveness.

Learning Outcomes:

At the end of this course students are expected to have acquired the following knowledge/skills:

1. To integrate concepts from political science, social science, economics, and philosophy into a cohesive theory of Leadership behaviors.
2. To assess the societal consequences of leadership and followership behaviors on political science, social science, economics, and philosophy.
3. To define leadership in individuals, groups, teams, and organizations.
4. To trace the historical development of leadership theory.
5. To identify, compare, contrast, and apply specific leadership theories.
6. To critique leadership effectiveness.
7. To identify and describe the links between leadership and its components such as power, motivation, trust, and responsibility.
8. To think critically and analytically about leadership styles.
9. To understand the application of basic leadership concepts within the context of practice.
10. To evaluate leadership effectiveness in various contexts.
11. To distinguish between Leadership and Management.
12. To identify and evaluate leadership in yourself and in others.
13. To apply your personal leadership style in various situations.
14. To become an effective leader in groups, teams, and organizations.

Required Course Texts/ Readings/Materials:

Northouse, Peter G. (2016), *Leadership: Theory and Practice*. Sage Publications. ISBN: 978-1506305288. Available from the ASU Polytechnic Bookstore, the publisher

(<http://www.sagepub.com/books/Book235117>), or your favorite online bookseller.

Lectures for *Leadership*. Available in PowerPoint on Course website.

Course Format:

Online course.

Weekly assignments from assigned reading, videos, and literature searches; weekly quizzes.

Short papers.

Course work :

Orientation Assignments	4 %
Midterms (multiple choice)	2 x 12% = 25 %
Papers	1 x 10%, 1 x 31% = 41 %
Leadership Instruments and Analyses	15 x 2% = 30 %

Final Grades

A	90-100	Excellent
B	80-89.9	Good
C	70-79.9	Average
D	60-69.9	Passing
E	<60	Failure
XE		Failure due to Academic Dishonesty

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester, and in the event you wish to contest any grades.

Disability Accommodations for Students:

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DR C as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

CLASS DATES:**Thursday, August 18, 2016: Course Orientation and Introduction to Leadership**

- Complete the Course Orientation assignments by 11:59 PM MST Wednesday, August 24, 2016.
- Take Quiz 1 (the Syllabus Quiz) by 11:59 PM MST, Wednesday, August 24, 2016. Quiz 1 covers the Course syllabus. Click on Quiz 1 (Syllabus Quiz) in the Quizzes and Final tab.
- Email your introduction by Wednesday, August 24, 2016 at 11:59 PM MST.

Wednesday, August 24, 2016: Introduction to Leadership, I

- Introduction: What is leadership?
- Definition of Leadership: How is Leadership defined?
- Readings:
 - Northouse (2016), Chapter 1.
 - Lectures for Northouse (2016), Chapter 1.
 - Nahavandi, Asfaneh (2014), *The Art and Science of Leadership (7th edition)*, Chapter 1.
 - French, J. R. P., Raven, B. The bases of social power. In D. Cartwright and A. Zander. *Group dynamics*. New York: Harper & Row, 1959.
- Syllabus Quiz due.

Wednesday, August 31, 2016: Introduction to Leadership, II

- Introduction: What is leadership?
- Definition of Leadership: How is Leadership defined?
- Readings:
 - Select videos from list in Appendix.
 - Select articles from list in Appendix.
- Respond to the questions provided for the videos and articles.

Wednesday, September 7, 2016: Leadership Ethics

- What is Ethics?
- What are Leadership Ethics?
- Readings:
 - Northouse (2016), Chapter 13.
 - Lectures for Northouse (2016), Chapter 13.
 - Hardin, G (1968). "The Tragedy of the Commons." *Science* 162 (3859): 1243-1248.
- Leadership Instrument and Analysis, Chapter 13 due (Leadership Ethics).

Wednesday, September 14, 2016: Gender and Leadership

- What role does gender play in Leadership?
- What are your gender prejudices with respect to Leadership? How can you deal with them?
- Readings:
 - Northouse (2016), Chapter 15.
 - Bligh and M.S, Kohles, J.C. (2008). Negotiating gender role expectations: Rhetorical leadership and women in the US Senate. *Leadership* 4(4), 381-402.
- Definition of Leadership paper due.
- Leadership Instrument and Analysis, Chapter 15 due (Gender and Leadership).

Wednesday, September 21, 2016: Culture and Leadership

- What role does culture play in Leadership?

- What are your cultural prejudices with respect to Leadership? How can you deal with them?
- Readings:
 - Northouse (2016), Chapter 16.
 - Lecture for Northouse (2016), Chapter 16.
 - Vogelgesang, G., Clapp-Smith, R. and Osland, J. (2014). The relationship between positive psychological capital and global mindset in the context of global leadership. *Journal of Leadership & Organizational Studies* 21(2), 165-178.
 - Bird, A. and Fang, T. (2009). Cross cultural management in the age of globalization. *International Journal of Cross Cultural Management* 9(2), 139-143.
- Leadership Instrument and Analysis, Chapter 16 due (Culture and Leadership).

Wednesday, September 28, 2016: Midterm 1

- Midterm 1 due.

Wednesday, October 5, 2016: Approaches to Leadership

- Trait Approach.
 - How would you describe the trait approach?
 - How does the trait approach work?
 - What are the strengths and criticisms of the trait approach?
 - How is the trait approach applied? Give an example.
- Skills Approach.
 - How would you describe the skills approach?
 - How does the skills approach work?
 - What are the strengths and criticisms of the skills approach?
 - How is the skills approach applied? Give an example.
- Readings:
 - Northouse (2016), Chapter 2.
 - Lecture for Northouse (2016), Chapter 2.
 - Northouse (2016), Chapter 3.
 - Lecture for Northouse (2016), Chapter 3.
- Leadership Instrument and Analysis, Chapter 2 due (Trait Approach).
- Leadership Instrument and Analysis, Chapter 3 due (Skills Approach).

October 8, 2016 – October 11, 2016: Fall Break

- Enjoy your Break!

Wednesday, October 12, 2016: Approaches to Leadership

- Behavioral Approach
 - How would you describe the behavioral approach?
 - How does the behavioral approach work?
 - What are the strengths and criticisms of the behavioral approach?
 - How is the behavioral approach applied? Give an example.
- Situational Approach
 - How would you describe the situational approach?
 - How does the situational approach work?
 - What are the strengths and criticisms of the situational approach?

- How is the situational approach applied? Give an example.
- Readings:
 - Northouse (2016), Chapter 4.
 - Lecture for Northouse (2016), Chapter 4.
 - Northouse (2016), Chapter 5.
 - Lecture for Northouse (2016), Chapter 5.
- Leadership Instrument and Analysis, Chapter 4 due (Behavioral Approach).
- Leadership Instrument and Analysis, Chapter 5 due (Situational Approach).

Wednesday, October 19, 2016: Approaches to Leadership

- Path – Goal Theory
 - How would you describe the path-goal theory?
 - How does the path-goal theory work?
 - What are the strengths and criticisms of the path-goal theory?
 - How is the path-goal theory applied? Give an example.
- Leader – Member Exchange Theory
 - How would you describe the leader-member exchange theory?
 - How does the leader-member exchange theory work?
 - What are the strengths and criticisms of the leader-member exchange theory?
 - How is the leader-member exchange theory applied? Give an example.
- Readings:
 - Northouse (2016), Chapter 6.
 - Lecture for Northouse (2016), Chapter 6.
 - Northouse (2016), Chapter 7.
 - Lecture for Northouse (2016), Chapter 7.
- Leadership Instrument and Analysis, Chapter 6 due (Path-Goal Theory).
- Leadership Instrument and Analysis, Chapter 7 due (Leader-Member Exchange Theory).

Wednesday, October 26, 2016: Midterm 2

- Midterm 2 due.

Wednesday, November 2, 2016: Approaches to Leadership

- Transformational Leadership
 - How would you describe transformational leadership?
 - How does transformational leadership work?
 - What are the strengths and criticisms of transformational leadership?
 - How is transformational leadership applied? Give an example.
- Authentic Leadership
 - How would you describe authentic leadership?
 - How does authentic leadership work?
 - What are the strengths and criticisms of authentic leadership?
 - How is authentic leadership applied? Give an example.
- Readings:
 - Northouse (2016), Chapter 8.
 - Lecture for Northouse (2016), Chapter 8.
 - Northouse (2016), Chapter 9.
- Lecture for Northouse (2016), Chapter 9.

- Leadership Instrument and Analysis, Chapter 8 due (Transformational Leadership).
- Leadership Instrument and Analysis, Chapter 9 due (Authentic Leadership).

Wednesday, November 9, 2016: Approaches to Leadership

- Servant Leadership
 - How would you describe servant leadership?
 - How does servant leadership work?
 - What are the strengths and criticisms of servant leadership?
 - How is servant leadership applied? Give an example.
- Adaptive Leadership
 - How would you describe adaptive leadership?
 - How does adaptive leadership work?
 - What are the strengths and criticisms of the adaptive leadership?
 - How is adaptive leadership applied? Give an example.
- Readings:
 - Northouse (2016), Chapter 10.
 - Lecture for Northouse (2016), Chapter 10.
 - Northouse (2016), Chapter 11.
 - Lecture for Northouse (2016), Chapter 11.
- Leadership Instrument and Analysis, Chapter 10 due (Servant Leadership).
- Leadership Instrument and Analysis, Chapter 11 due (Adaptive Leadership).

November 11, 2016: Veteran's Day

- ASU closed.

Wednesday, November 16, 2016: Approaches to Leadership

- Psychodynamic Leadership
 - How would you describe psychodynamic leadership?
 - How does psychodynamic leadership work?
 - What are the strengths and criticisms of psychodynamic leadership?
 - How is psychodynamic leadership applied? Give an example.
- Team Leadership
 - How would you describe team leadership?
 - How does team leadership work?
 - What are the strengths and criticisms of team leadership?
 - How is team leadership applied? Give an example.
- Readings:
 - Northouse (2016), Chapter 12.
 - Lecture for Northouse (2016), Chapter 12.
 - Northouse (2016), Chapter 14.
 - Lecture for Northouse (2016), Chapter 14.
- Leadership Instrument and Analysis, Chapter 12 due (Psychodynamic Leadership).
- Leadership Instrument and Analysis, Chapter 14 due (Team Leadership).

Wednesday, November 23, 2016: Personal Leadership Statement

- Class time to start your Personal Leadership Statement.
- Class time to review Leadership.

November 24-25, 2016: Thanksgiving Holiday

- ASU closed.
- Enjoy your Thanksgiving!

Wednesday, November 30: Course Review

- Review all course readings.
- Review Northouse (2016).
- Review Course lectures.
- Review your leadership instruments and analyses.

Wednesday, November 30: Personal Leadership Statement

- Personal Leadership Statement due.

Extra Credit:

There will be no extra credit opportunities assigned for this course.

Course Policies:

No student is to use a cell phone while attending a lecture or one of discussions we have on a conservation topic. If texting is observed during a lecture I will confiscate the phone and only allow you to use it in the evening.

Grade Appeals:

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Incompletes:

A mark of "I" (incomplete) is given by the instructor when you have completed most of the course and are otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond your control. You are required to arrange with the instructor for the completion of the course requirements. The arrangement must be recorded on the Request for Grade of Incomplete form (<http://students.asu.edu/forms/incomplete-grade-request>).

Student Standards:

Students are required to read and act in accordance with university and Arizona Board of Regents policies, including:

The ABOR Code of Conduct: Arizona Board of Regents Policies 5-301 through 5-308: <https://students.asu.edu/srr>

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, school, and/or dean. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), and failing to turn in your own work for group projects. Please be aware that if you follow an argument closely, even if it is not directly quoted, you must provide a citation to the publication, including the author, date and page number. If you directly quote a source, you must use quotation marks and provide the same sort of citation for each quoted sentence or phrase. You may work with other students on assignments, however, all writing that you turn in must be done independently.

If you have any doubt about whether the form of cooperation you contemplate is acceptable, ask the TA or the instructor in advance of turning in an assignment. Please be aware that the work of all students submitted electronically can be scanned using SafeAssignment, which compares them against everything posted on the internet, online article/paper databases, newspapers and magazines, and papers submitted by other students (including yourself if submitted for a previous class).

Note:

Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations.

Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

Prohibition of Commercial Note Taking Services:

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Student Support and Disability Accommodations:

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact their campus DRC at: <http://www.asu.edu/studentaffairs/ed/drc/>

If you are a student in need of special arrangements, we will do all we can to help, based on the recommendations of these services. For the sake of equity for all students, we cannot make any accommodations without formal guidance from these services.

Typically, once a student discloses the need for an accommodation through their study abroad application, the Study Abroad Office, the academic unit, the student and DRC will develop a plan on how to best accommodate the student within the parameters available within the onsite locations.

Drop and Add Dates/Withdrawals:

Please refer to the academic calendar on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal.

Please note that the ASU Academic Calendar only refers to withdrawal for the academic portion of your study abroad program. Please refer to the Study Abroad Withdrawal Policies for important dates regarding withdrawing from your Faculty Directed program.

Email Communications:

All email communication for this class will be done through your ASU email account. You should be in the habit of checking your ASU email regularly as you will not only receive important information about your class(es), but other important university updates and information. You are solely responsible for reading and responding if necessary to any information communicated via email. For help with your email go to:

http://help.asu.edu/sims/selfhelp/SelfHelpHome.seam?dept_pk=822 and file a help desk ticket by clicking on “My Help Center.”

Campus Resources:

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Harassment Prohibited:

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact Student Life (UCB 221) if you feel another student is harassing you based on any of the factors above; contact EO/AA (480-965-5057) if you feel an ASU employee is harassing you based on any of the factors above.

Establishing a Safe Environment:

Learning takes place best when a safe environment is established in the classroom. In accordance with SSM 104-02 of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Syllabus Disclaimer:

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements section on Blackboard.

Student Conduct Statement:

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V– Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>

- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm> , and

- the ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Religious Accommodations for Students:

In accordance with ACD 304-04 students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

Missed Classes Due to University-Sanctioned Activities:

In compliance with ACD 304-02 students who participate in university-sanctioned activities that require classes to be missed, should be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence.

The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

In each college, a specific individual (e.g., dean's designee) should be responsible for facilitating adherence to this policy. In particular, students who participate in university-sanctioned activities should be given the opportunity to make up examinations or other graded in-class work due to classes missed because of that activity, unless it can be shown that such an accommodation would constitute an unreasonable burden on the instructor. Should disagreement arise over what constitutes such a burden, the instructor and the student should initially contact the [academic unit chair](#) or the dean's designee.

The specific activity program coordinator (e.g., assistant athletics director for academic services, director of forensics, director of bands) should, as early as possible, provide the college-designated individual with the class schedule of any student who may be required to miss class because of a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any [academic unit](#) or college requirements, which may apply.

Incomplete grades (I) should not be used unless deemed necessary by the respective faculty.

Appendix

Introduction to Leadership Assignments:

Required Video (watch at least four of your choosing from the list below)

1. Leadership Speeches in Movies

<http://www.youtube.com/watch?v=mQerL6YmxR8>

2. What Matters More Than Your Talents

Jeff Bezos' commencement address at Princeton University at *TED talks*
http://www.ted.com/talks/jeff_bezos_gifts_vs_choices.html

(If the link does not work, go to <http://www.ted.com/talks> and search for the video).

3. The Surprising Science of Motivation

http://blog.ted.com/2009/08/24/the_surprising/

(If that link does not work, try http://www.ted.com/talks/dan_pink_on_motivation.html).

4. Becoming a Whole-Hearted Leader

Brene Brown's presentation on "The Power of Vulnerability" at *TED talks*
<http://www.ted.com/talks>

(If that link does not work, try http://www.ted.com/talks/brene_brown_on_vulnerability.html)

5. Popeye's Lessons in Leadership:

<http://www.youtube.com/watch?v=Oubh57URFaE>

6. Dilbert's Lessons in Leadership

www.dilbert.com

Read at least five Dilbert strips of your choice.

7. Inspirational Leaders

- Lessons on Leadership from Mandela to Obama
http://www.youtube.com/watch?v=v_MhoIxxN4A
- Ronald Reagan: Tear Down that Wall
- <https://www.youtube.com/watch?v=WjWDrTXMgF8>
- Eleanor Roosevelt: Leadership Exemplified
- <http://www.youtube.com/watch?v=VE5jN4jz6Ng>
- Franklin Delano Roosevelt: Pearl Harbor
- <https://www.youtube.com/watch?v=3VqQAf74fsE>
- Bill McRaven: Commencement Speech, University of Texas, Austin
- <http://www.businessinsider.com/bill-mcraven-commencement-speech-at-ut-2014-5>
- Leadership Quotes
- <http://www.youtube.com/watch?v=yq3m2QXyhVQ>

Required Article (read at least one article of your choosing)

Altruism and Leadership

1. "Is Pure Altruism Possible?" by Judith Lichtenberg (October 19, 2010) in the *New York Times* http://opinionator.blogs.nytimes.com/2010/10/19/is-pure-altruism-possible/?_r=0 (If the link does not work, go to <http://opinionator.blogs.nytimes.com> and search for the article).

Followership and Leadership

2. "Leadership in the NHS: Does the Emperor Have Any Clothes?" by Kath Checkland (2014) in the *Journal of Health Services Research & Policy* 19(4), 253-326.

2. "Followership: The Theoretical Foundation of a Contemporary Construct" by Susan D. Baker (2007), *Journal of Leadership and Organizational Studies* 14(1), 50-60.

3. "Leader? No, Be a Follower" by Sue Shellenbarger (September 30, 2015) in The Wall Street Journal, http://topics.wsj.com/documents/print/WSJ_-D001-20150930.pdf

Vision and Leadership

4. "A Legacy of Leadership in Nursing" by F. B. Pilkington (2011) in the *Nursing Science Quarterly* 24(4), 391-392.

Consider the following questions:

- Remarks spoken at the tribute ceremony for Dr. Ferguson-Pare' include her passion and commitment to vision. How are passion and vision consistent with effective leadership?
- Is risk-taking a leader behavior that is effective? Why or why not?
- Reverence for others is another quality that Dr. Ferguson-Pare's colleagues recognized upon her retirement. How does reverence for others part of the leadership equation?

Ethics and Leadership

5. "Group Ethical Voice: Influence of Ethical Leadership and Impact on Ethical Performance" by Lei Huang and Ted A. Patterson (2014) in the *Journal of Management* DOI: 10.1177/0149206314546195.

Power and Leadership

6. "The Bases of Social Power" by John R. French, Jr., and Bertram Raven (1959) in D. Cartwright (Ed.), *Studies in Social Power*, 150-167, Ann Arbor: Institute for Social Studies; or the explanation of the article by Van Vliet, V. (2010) located at <http://www.toolshero.com/leadership/five-forms-of-power-french-raven/> .

Motivation and Leadership

7. "A Theory of Human Motivation" by Abraham Maslow (1943) in *Psychological Review* 50(370-396); or the explanation of the article by Saul McLeod (2014; 2007) located at <http://www.simplypsychology.org/maslow.html> .