



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Academic Unit School of Letters and Sciences Department Interdisciplinary and Liberal Studies
 Subject OGL Number 200 Title Introduction to Organizational Leadership 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 _____

Course description:
 Presents a broad survey of leadership theory and research as currently practiced in formal organizations. Includes examination of leadership models, power and influence, team leadership, cross-cultural leadership, strategic styles of interaction, ethics, leadership skill development, decision-making techniques and effective goal implementation.

Requested designation: Literacy and Critical Inquiry-L

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)

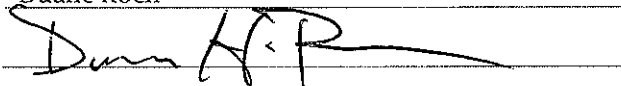
A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Syllabus
- Table of Contents from the textbook, and/or lists of course materials

Contact information:

Name Dr. Duane Roen Phone 480-727-6513
 Mail code 1901 E-mail: duane.roen@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Duane Roen Date: 10/30/2013
 Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

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

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	87.5% of class is based on writing, including papers and discussion board.
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Required for both the NYT discussion and papers.
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Includes 7 papers and 5 discussions.
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Students will be provided timely feedback on all 7 papers.
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also:			
Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information " C-4 ".			
C-4			

Course Syllabus

Course Information

[Print the complete syllabus](#)

Course Number: OGL 200

Course Title: Introduction to Organizational Leadership

Credits: 3

Prerequisites: None

Faculty:

Name: Dr. Jessica Hirshorn

Office: School of Letters & Sciences

Phone: (480)727-7337

Email address: jessica.hirshorn@asu.edu

Skype address: Jessica.hirshorn

Office hours: Tuesday and Thursday 9:00-11:30, Evening hours
by appointment by phone or Skype

Catalog Description

OGL 200: Intro to Organizational Leadership presents a broad survey of leadership theory and research as currently practiced in formal organizations. Includes examination of leadership models, power and influence, team leadership, cross-cultural leadership, strategic styles of interaction, ethics, leadership skill development, decision-making techniques and effective goal implementation.

Course Overview

The course focus is leadership in organizations with emphasis on effectiveness and improved leadership skills. It will present a broad survey of theory, research, and the practice of leadership in formal organizations. The course material covers concepts relative to personal leadership abilities, managing the leadership of others, and managing leadership in systems.

Module 1: The Nature of Leadership and Managerial Work

Module 2: Effective Leadership Behavior, Organizational Change and Innovation

Module 3: Leadership Traits, Skills and Empowerment

Module 4: Leadership Theory , Power and Influence

Module 5: Dyadic Relations, Team Leadership

Module 6: Leadership Types & Leadership Skills

Module 7: Intercultural Leadership & Wrap-up

Learning Outcomes

At the completion of this course, students will be able to:

- Recognize the concept of leadership and the difference between management and leadership activities.
- Identify the different indicators of leadership effectiveness.
- Recognize the activities that impact leadership actions and activities.
- Evaluate the student's own personal leadership characteristics.

Topics, Schedule, & Grading	Module	Date	Topic	Activities	Points
	1	8/22- 8/28	The Nature of Leadership and Managerial Work	Sunday: <u>Post Introduction</u> <u>Read Chapters 1 & 2</u> <u>Take Quiz 1</u> Wednesday: <u>Subscribe to the NYT Manger's Workshop Pre- Workshop</u> <u>Paper 1</u> Enrichment: <u>Watch Video Lecture</u>	35 40 70 Comment [JH1]: C-1, C-2, C-3, C-4
	2	8/29- 9/4	Effective Leadership Behavior, Organizational Change and Innovation	Sunday: <u>Read Chapters 3 & 4</u> <u>Take Quiz 2</u> <u>NYT Discussion Forum (Initial Post by Sunday, Peer Response by Wednesday)</u> Wednesday <u>Manger's Workshop- Buff</u> <u>Paper 2</u> Enrichment: <u>Watch Video Lecture</u>	40 35 70 Comment [JH2]: C-1, C-2 Comment [JH3]: C-1, C-2, C-3, C-4

3	9/5-9/11	Leadership Traits, Skills and Empowerment	<p>Sunday: <u>Read Chapters 5 & 6</u> <u>Take Quiz 3</u> <u>NYT Discussion</u> <u>Forum (Initial Post by Sunday, Peer Response by Wednesday)</u></p> <p>Wednesday <u>Manger's Workshop- Jim Paper 3</u></p> <p>Enrichment: <u>Watch Video Lecture</u></p>	<p>40</p> <p>3</p> <p>70</p>	<p><u>Comment [JH4]: C-1, C-2</u></p> <p><u>Comment [JH5]: C-1, C-2, C-3, C-4</u></p>
4	9/12-9/18	Leadership Theory, Power and Influence	<p>Sunday: <u>Read Chapters 7 & 8</u> <u>Take Quiz 4</u> <u>NYT Discussion</u> <u>Forum (Initial Post By Sunday, Peer Response by Wednesday)</u></p> <p>Wednesday <u>Manger's Workshop- John Paper 4</u></p> <p>Enrichment: <u>Watch Video Lecture</u></p>	<p>40</p> <p>3</p> <p>70</p>	<p><u>Comment [JH6]: C-1, C-2</u></p> <p><u>Comment [JH7]: C-1, C-2, C-3, C-4</u></p>

5	9/19-9/25	Dyadic Relations & Team Leadership	<p>Sunday: <u>Read Chapters 9 & 10</u> <u>Take Quiz 5</u> <u>NYT Discussion</u> <u>Forum (Initial Post By Sunday, Peer Response By Wednesday)</u></p> <p>Wednesday: <u>Manger's Workshop- Lisa</u> <u>Paper 5</u></p> <p>Enrichment: <u>Watch Video Lecture</u></p>	<p>40 35 70</p>	<p><u>Comment [JH8]: C-1, C-2</u></p> <p><u>Comment [JH9]: C-1, C-2, C-3, C-4</u></p>
6	9/26-10/2	Leadership Types, Skills and Ethics	<p>Sunday: <u>Read Chapters 11, 12 & 13</u> <u>Take Quiz 6</u> <u>NYT Discussion</u> <u>Forum (Initial Post By Sunday, Peer Response by Wednesday)</u></p> <p>Wednesday <u>Manger's Workshop- Wilson</u> <u>Paper 6</u></p> <p>Enrichment:</p>	<p>60 35 70</p>	<p><u>Comment [JH10]: C-1, C-2</u></p> <p><u>Comment [JH11]: C-1, C-2, C-3, C-4</u></p>

			<u>Play Quandary</u>	
<u>7</u>	10/3- 10/11 Friday	Intercultural Leadership & Course Wrap-up	Sunday: <u>Read Chapters 14 & 15</u> <u>Take Quiz 7</u> Friday: <u>Manager's Workshop:</u> <u>Post Assessments</u> <u>Paper 7</u> <u>Extra Credit</u> <u>Course Evaluation</u> Enrichment <u>Watch Video</u>	40 70 3

Comment [JH12]: C-1, C-2, C-3, C-4

Comment [JH13]: C-1, C-2

Description of Assignments

Readings and Quizzes: Each week you will be assigned chapters in the Yukl textbook to read. Your comprehension of the material will be evaluated through weekly quizzes. For each chapter of the book there are five multiple choice quiz questions. If the weekly assignment is to read two chapters that week's quiz will consist of ten multiple choice questions.

New York Times Discussions: After subscribing to the New York Times Leadership Forum you will be emailed daily leadership articles. Each of these articles has accompanying questions which challenge you to think critically about current issues in leadership. Each week you are to choose an article to read and answer the questions. You are to then

Comment [JH14]: C-1, C-2

post the name of your article along with the answers to your discussion questions on to the module's NYT Contemporary Issues in Leadership Discussion Forum. Then respond to three of your peer's posts.

Manager's Workshop: The Manager's Workshop is designed to enhance student understanding of motivation theories and how they can be applied to manage "real world" employee performance problems. It does so by providing a highly interactive simulation that places students in the role of a manager who must make a series of decisions about how to handle very different types of performance issues across a group of five sales people. This type of learning experience enables students to think and act like managers and to appreciate the practical value of motivation theories at a higher level of mastery.

Each week you will be assigned a different employee to lead and motivate. First you are to examine the employees personnel file by researching their resume, sales, and self assessment, then use the phone to communicate with the employee and make decisions based on the skills that you have learned. Lastly, in part 2 of the weekly papers you are to write about and reflect upon your decision making process.

Here is a brief description of each of the features found in the Manager's Workshop:

Telephone—allows you to interact with your five employees exhibiting performance problems—point at the phone and click on the name of an employee

Introduction—a brief introduction to the MW from the developer of the program

Theory Videos—brief discussions of important perspectives for managing motivation effectively

Cases—examples of ways real organizations have applied motivational concepts effectively

Mastery Tests—an assessment of your mastery of motivation concepts including tutorial assistance when you need it

OMEGA—an orientation to your new company and your new job

MW Help—a brief overview of the Manager’s Workshop and description of its features

Credits—recognition of the people who contributed to the development of the MW

Decision History—a record of every management decision you make and the consequences of your decisions

Personnel—the personnel records for your five employees exhibiting performance problems, including resumes, sales records, self-assessment results, miscellaneous comments from a prior manager, and your decision history for each employee

Satisfaction Assessment—measures eight aspects of your job satisfaction

Motivation Style Assessment—measures three aspects of your motivational style

Weekly Papers: Each week you will be required to complete a weekly paper. Papers will require the gathering, interpretation and evaluation of evidence. In Part 1 of the papers you are required to apply textbook learning through case studies or other exercises that require the use of critical thinking skills. Part 2 requires you to reflect upon your decision making process in the Manager’s Workshop. Papers should be double space, in 12 point font and 2-4 pages in length.

Comment [JH15]: C-1, C-2, C-3, C-4

Grading

Grade	Percentage	Points Range
A	90 - 100%	1000-900
B	80 - 89%	899-800
C	70 - 79%	799-700
D	60 - 69%	699-600
E/F	Below 60%	599 and below

Grading Procedure

Grades will not be rounded. Late assignments will be penalized 10% for each module due date that they are late.

Textbooks Used:

The textbook and Manager's Workshop simulation are available online as part of the course shell. You will need to obtain a subscription to the New York Times.

Textbook:

Yukl, Gary (2013). Leadership in Organizations, 8th Ed., Pearson Publishing. ISBN-10:0132771861

Lectures based upon © Pearson Content

Online Simulation:

Dunham, Randall (2004). Manager's Workshop 3.0, 3 Ed., Upper Saddle River, NJ, Prentice Hall Publishing. ISBN-10:0131409778

New York Times:

New York Times Leadership Forum. Subscribe

at: www.nytimes.com/educationrate Access Daily Leadership Articles

at: www.nytimesinleadership.com

**Course
Policies
&
Procedures**

Communicating With the Instructor

This course uses a discussion board called "Cyber Cafe" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

Online Course

This is an online course. There are no face-to-face meetings.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities. Late assignments will be penalized 10% for each module due date that they are late.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of LearningStudio. Do not submit an assignment via email.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident

reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

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 notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

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.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building
(UCB), Room 130

**Downtown Phoenix Campus
and ASU Online**

<http://campus.asu.edu/downtown/DRC>

602-543-8145 (Voice)

University Center Building,
Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Technical Computer Requirements

I

Requirements & Support

This course requires a computer with Internet access and the following:

- A web browser (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microphone (optional) and speaker

Technical Support

This course uses LearningStudio to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the LearningStudio home page at <http://ecollege.asu.edu>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk you have two options:

- chat/email: <http://247support.custhelp.com/>
 - call toll-free at 1-855-278-5080, option 5, then option 3
-

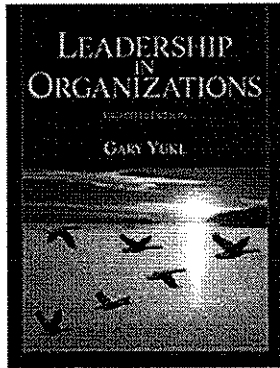
**Student
Success**

Tip for being Successful:

- check the course daily
- read announcements
- read your personalized feedback in the gradebook
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- create a study and/or assignment schedule to stay on track



Yukl, G. (2013). *Leadership in Organizations* (8th ed). Prentice Hall.



[View larger cover](#)

Leadership in Organizations, 8th Edition

By Gary A. Yukl

Published by Prentice Hall

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Published Date: Jan 10, 2012

About this title

Description

An exploration of what makes an effective leader.

Leadership in Organizations provides a balance of theory and practice as it surveys the major theories and research on leadership and managerial effectiveness in formal organizations.

The eighth edition includes new examples, citations, and guidelines, and has been enhanced for better clarity and presentation.

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- Chapter 8. Power and Influence Tactics
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- Chapter 12. Charismatic and Transformational Leadership
- Chapter 13. Ethical, Servant, Spiritual, and Authentic Leadership
- Chapter 14. Cross-cultural Leadership and Diversity
- Chapter 15. Developing Leadership Skills
- Chapter 16. Overview and Integration