

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

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

College/School	CISA	Department/School	Leadership & Integrative Studies	
Prefix:	OGL	Number:	365	
Title:	Storytelling & Authentic Leadership Development		Units:	3

Course description:

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? Yes (Choose one)

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Social-Behavioral Sciences (Yes)

**Mandatory Review:** Yes

*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](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2021 Effective Date: October 2, 2020

For Spring 2022 Effective Date: March 5, 2021

**Area 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. 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.

**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 \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

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

**Proposals must be submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Kate McCain E-mail [Kate.mccain@asu.edu](mailto:Kate.mccain@asu.edu) Phone 402-980-5984

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Kevin Ellsworth Date: 4/8/2021

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.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
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.	Syllabus, assignment instructions, and course readings		
<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"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;">           Anthropology &amp; History of storytelling, identity development, human interactions/outcomes of narrative leadership         </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Anthropology & History of storytelling, identity development, human interactions/outcomes of narrative leadership	Syllabus, assignment instructions, and course readings
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	Anthropology & History of storytelling, identity development, human interactions/outcomes of narrative leadership				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> <li>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</li> <li style="text-align: center;"><b>OR</b></li> <li>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</li> </ul>	Syllabus, assignment instructions, and course readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus, assignment instructions, and course readings		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• 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
OGL	365	Storytelling & Authentic Leadership Development	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)
Course is designed to advance basic understanding and knowledge about human interaction	This course will provide students with an opportunity to explore the synergy between leader development and storytelling. The focus is on understanding the role of narratives in our lives and the influence on our human interactions through socializing, creating social identities, and coping with events. Through the communicative act of storytelling, students will begin to understand their own leader identity (McAdams, 1993) and how their identity helps them conceptualize their leadership interactions with others (Day, 2001; Lord & Hall, 2004)	Criteria 1: Highlighted in Yellow  See Syllabus : 1. Course Description 2. Course Learning Outcomes 3. Assignments
Course content emphasizes the study of social behavior such as that found in history and anthropology.	This course draws from anthropology and history in the context of studying narrative lives and leader identity development. Through a social science leadership lens, Authentic Leadership Development (ALD) Theory will be applied to understand authentic leadership. By using a narrative framework, students will process how storytelling is a critical skill and tool for interacting with others in creating shared culture, goals, and vision.	Criteria 2: Highlighted in Red  See Syllabus: 1. Course Description 2. Anthropology: Course texts focus on readings of narrative analysis and identity, Authentic Leadership Development Model, Storytelling and Leadership literature. Through a social behavioral lens of leadership development, students qualitatively examine how we give meaning and make sense of different salient identities (e.g. leadership roles). 3. History: Throughout history stories of classic leadership figures have influenced and motivated followership through social change initiatives. Students will watch and analyze different leadership examples through film analysis. Example films include: Milk, Invictus, On the Basis of Sex, Remember the Titans

<p>3. Course emphasizes  a) knowledge base of social and behavioral sciences  b) method of inquiry of the social/behavioral sciences</p>	<p>Through readings, discussions, and assignments this course emphasizes the knowledge base of the social and behavioral sciences in exploring how narratives play an important role in leadership development. Students will read articles and critically assess how Leadership and Storytelling are interconnected and how story branding is a critical tool for organizational outcomes.</p> <p>This course will emphasize both a and b criteria:  A. Centered within the social sciences of leadership studies, students will learn theoretical assumptions of authentic leadership development  B. Students will use narrative analysis as a form of qualitative inquiry (methodology) to explore influences of leadership phenomenon within their own lives in how they socialize with others, create identities, and cope with leadership experiences.</p>	<p>Criteria 3: Highlighted in Blue</p> <p>See syllabus:  Course Description  Major Assignments:</p> <p>Noel Tichy (2002) describes three types of stories leaders have access to: Who I Am stories; Who We Are Stories; and, Future Stories. The course will involve exploring each story type in terms of: definition, examples, usage, and developing skills for personal use.</p> <p>In addition students might explore the dark side of leadership stories and their impact on authentic leadership. Students will practice looking at stories for thematic analysis of how stories influence leadership practices.</p>
<p>Course illustrates social and behavioral sciences perspectives and data.</p>	<p>This course emphasizes social and behavioral science perspectives, data, and methods such as qualitative narrative analysis, auto-ethnography, critical film analysis, historical inquiry and other interpretive/constructivist epistemologies around qualitative and mixed methods research.</p>	<p>Criteria 4: Highlighted in Green</p> <ol style="list-style-type: none"> <li>1. Assignments: Each narrative assignment allows for students to engage in auto-ethnography, by exploring artifacts, events, and human interactions they have had/shared with others that influence their leadership identity and development.</li> <li>2. The film analysis case study assignments requires students to critically analyze leadership stories through narrative inquiry to identify leadership themes.</li> <li>3. Reflecting on the stories the students hear and tell as data sources, students will consider how they can create a story brand as a leader to help with organizational culture, goals, and vision.</li> </ol>

## **Course Catalog Description for OGL 365:**

“Explores how organizations function by analyzing in depth a specific organizational context like health care, family, education, government, community, religion or the economy.”

# OGL 365 Storytelling & Authentic Leadership Development

Tempe | MW | X:00-X:00am | ABC bldg., room 213

## Course and Faculty Information

### Course Description:

This topics course will provide students with an opportunity to explore the synergy between leader development and narrative/storytelling. The focus is on understanding the role of narrative in our lives and its role in our identity development as leaders. We make sense of our world, identities, and human interactions through the stories we hear and tell throughout our lives. Stories permeate every dimension of our existence as noted in the familiar quote: “Civilizations have existed without the wheel, but no society has ever existed without story.” With the groundwork of narrative provided, the class will apply Authentic Leadership Development (ALD) as a theoretical foundation for addressing the leadership characteristics demanded by current world situations. Students will apply ALD to their own leadership identities through the process of storytelling.

Noel Tichy (2002) describes three types of stories leaders have access to: *Who I Am stories*; *Who We Are Stories*; and, *Future Stories*. The course will involve exploring each story type in terms of: definition, examples, usage, and developing skills for personal use. Through the communicative act of sharing stories, we interact with others in creating a shared culture, goals, and vision.

In addition to sharing and reflecting on our own stories, students will watch movies around classic leadership figures in history (e.g. Nelson Mandela, Harvey Milk, Ruth Bader Ginsberg) and engage in narrative film analysis to analyze leadership stories and the human interactions (i.e. outcomes) that resulted in creating social change.

**Credits:** 3

**Prerequisites:** Prerequisite(s): minimum 45 hours OR Visiting University Student

**Instructor:** Kate McCain, Ph.D.

### Contact Information:

- Tempe Campus, USE Urban Systems Engineering Rm 257
- Phone: (402) 980-5984 (phone or text between 8-7pm)
- Email address: [kate.mccain@asu.edu](mailto:kate.mccain@asu.edu)

**Office Hours:** By appointment. Please send an email or text message so we may arrange a time that fits with our schedules to meet either in person on Tempe Campus or via Zoom.

**College Contact:** This course is offered by the [College of Integrative Sciences and Arts](#) (CISA). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have

questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).

## Course Learning Outcomes

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

1. Identify the role narratives they play in leadership development process.
2. Articulate the prevalence of narratives in human interactions (1) communicative act of socializing, creating, and coping with events, (2) articulate the importance for individuals and groups (i.e. organizations) to understand their dominant narrative; (3) surface a narrative from a group experience.
3. Illustrate the authentic leadership development (ALD) model including a definition, examples and characteristics of ALD.
4. When viewing classic leaders in film, you will be able to evaluate the leader's narrative and apply authentic leadership development characteristics.
5. Apply Tichy's categorization of leadership story types and how to use them in your leadership practice.
6. Demonstrate an ability to (1) choose an impactful experience to write about; (2) craft a narrative that describes the experience in an engaging way; and, (3) orally present the narrative to a group.

## Course Objectives

1. Students will gain an understanding of narrative identity and the power of storytelling within leadership studies.
2. Students will apply the Authentic Leadership Development model to leaders within film and their own personal leadership development process.
3. Students will craft and deliver three narratives based on Tichy's (2002) model: *Who I Am stories*; *Who We Are Stories*; and, *Future Stories*
4. Students will apply narratives methods to exploring classic leader figures in history.

## Class Structure

This is set up as an experiential class. That means that we place the emphasis on application, not memorization or pattern-recognition. There are no exams in this class. Instead, your progress with the material will be judged by myself - and by your peers – in your ability to communicate the leadership and narrative concepts we focus on in a series of real-life story presentations and papers.

The class will essentially be a seminar – meaning that we will be engaging in dialogue with excellent texts to gain self-knowledge through telling and holding stories. We will be telling three stories over the semester, learning about ourselves, storytelling as a skill, and the role it can play in organizations. It is my hope that each of you make intentional efforts to exit your comfort zone to enter new learning.

## Zoom Recordings

Due to the sensitive nature of personal storytelling in his course no zoom recordings will be allowed. The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or

notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center.

## Face Coverings

Everyone is required to wear a face cover while in ASU buildings and community spaces, regardless of distance. Face covers help prevent pre-symptomatic and asymptomatic individuals from inadvertently spreading COVID-19 to others. They are meant to protect others in case you are sick. Students will be required to wear a face cover in the classroom.

*If you require accommodations due to a disability or health-related concern, please contact the Disability Resource Center.* For more information about face coverings, please visit the [FAQ page](#).

## Textbooks, Required Readings and Materials

No textbooks will be required for this. All readings will be posted on Canvas. Suggested textbooks for supplemental readings are:

1. Denning, S. (2005). *The leader's guide to storytelling: Mastering the art and discipline of business narrative* (Vol. 269). John Wiley & Sons.
2. Tobin, T. (2015). *Your leadership story: Use your story to energize, inspire, and motivate*. Berrett-Koehler Publishers.

## Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down.

## Additional Requirements

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

## Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed

- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

## Grading

Your grade will be determined based on the following grading schema:

A	Percentage
A+	100-97%
A	<97-94%
A-	<94-90%
B+	<90-87%
B	<87-84%
B-	<84-80%
C+	<80-77%
C	<77-70%
D	<70-60%
E	<60%
EU	<60%
EN	0%

## Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 72 hours of the due date in the Gradebook.

## Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. Late works will be penalized 10% each day that they are late. **No late storytelling presentations will be accepted/allowed unless extreme circumstances are presented (e.g. medical/family emergencies) and discussed with the professor.** No late assignments will be accepted after the last day of class.

Follow the appropriate University policies to request an [accommodation for religious practices](#), or to request accommodation for missed assignments [due to University-sanctioned activities](#) or [active military service](#).

## **Attendance Policy**

Class attendance is required in the course and makes up 10% of your grade. Attendance is taken every class session. If you are unable to attend class for any reason, please contact me as soon as possible. As an experiential learning course, it is important you are in class to support your peers. In addition to this, it is my expectation that you will engage maturely with your peers, and be respectful with no cell phone usage during class time.

## **Communicating with your Instructor and Classmates**

### **Classroom Community**

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

### **Community Forum**

This course uses a Canvas discussion topic called "Community Forum" for general questions and comments about the course. Check the syllabus, announcements, and existing posts to ensure it's not redundant prior to posting a question or comment. 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 24 hours.

### **Chat**

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

### **Email**

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 Outline

C Session: Monday, 1/10/2022 – Friday, 4/29/2022 (Final Exams 5/2/2022 – 5/7/2022)

Weeks	Topic	Reading	Deliverables
<i>Module 1: Narrative Identity</i>			
Week 1	Introduction & Expectations Narrative Identity Development	McAdams & McLean (2013)	
Week 2	Communicated Narrative Sense- Making (CNSM) Story types- Tichy's model	Koenig Kellas (2018) ;McAdams (1993)	
<i>Module 2: Importance of Storytelling</i>			
Week 3	Introduction Who We Are Stories Who We Are Stories, Group Narrative	Bruner (2004) George (2010)	Film Case Study
Week 4	Who We Are Stories: Presentations		Story Presentations
Week 5	Who We Are Stories: Presentations		Story Presentations
Week 6	Who We Are Stories: Presentations		Story Presentations
<i>Module 3: Authentic Leadership Development</i>			
Week 6	Introduce ALD Introduction Who I Am Stories	Avolio & Gardner (2005); Luthans & Avolio (2003)	Film Case Study
Week 7	Who I Am Stories Presentation		Story Presentations
Week 9	Who I Am Stories Presentation		Story Presentations
Week 10	Who I Am Stories Presentation		Story Presentations
<b>SPRING BREAK March 6-13</b>			
<i>Module 4: Leadership Storytelling</i>			
Week 11	Leadership & Storytelling Introduce Future Stories	Shamir & Eliam (2005); Simmons (2019); Parry & Hansen (2007)	Film Case Study
Week 12	Future Stories: Presentations		Story Presentations
Week 13	Future Stories: Presentations		Story Presentations
14	Future Stories: Presentations		Story Presentations
<i>Module 5: Building a Story Brand</i>			
Week 15	Story Branding Community Storytelling	Magolda (2008) Miller (2017)	
Week 15	Case Study Projects		

	Class Reflection & Recap		
Week 17	Finals week		Final Case Study Due

## Assignment Details

### “Who We Are” Story Presentation (20%)

Each student will choose to create a “who we are” story from a community, family, group, organization or team. The purpose of these stories is to clarify or emphasize certain beliefs, common history, or shared values within the group. This type of leadership narrative supports how stories shape our human interactions and shared cultural beliefs, goals, and visions we co-create with others. Students are invited to share or analyze stories related to family, communities or teams they had been a part of and had influenced their lives.

- Written paper = 5-7 pages
- Presentation = lengthy may vary 5 to 10 minutes

### “Who I Am” Story Presentation (20%)

This narrative is a self-defining story and its impact on our own growth and development as a leader/person. For leaders, these stories serve as foundational to their values and beliefs. They include descriptions of events, relationships, and situations that have been important in shaping the individual and the beliefs they hold. These personal narratives identify key values the individual may hold and how these key values were developed.

- Written paper = 5-7 pages
- Presentation = lengthy may vary 5 to 10 minutes

### “Future Story” Presentation (20%)

The final story involves creating a future personal narrative. This narrative shares a view of future goals, dreams, and vision often presented by a leader. Numerous examples of future stories are available such as Martin Luther King’s *I Have A Dream* speech, President Kennedy’s moon mission speech, and many others. These narrative revisions expose us to what might be in our future or what Bruner calls, “possible worlds” (2002, p. 94).

- Written paper = 5-7 pages
- Presentation = lengthy may vary 5 to 10 minutes

### Film Case Studies (10%)

For each story assignment we will watch excerpts from films on various leaders in history. While watching film excerpts you will analyze the leader’s story, looking for key themes, and making connections/application to the assigned readings.

### Class Participation Attendance (10%)

When you are not in class, you are missing out on the learning opportunities presented in our experiential environment. Your classmates are also missing out on your insights and experiences. It is my expectation that you will be present and engaged (bringing your full self) in our learning experience. I will outline the attendance policy at the beginning of our class.

## Submitting Assignments

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 in the event you wish to contest any grades.

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

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure your account for the difference in time zones. Note: Arizona does not observe daylight savings time.

## Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

<b>Course Length</b>	<b>Time on Coursework per Week for a 3-credit course</b>	<b>Total Time Requirement for a 3-credit Course</b>
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

## Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that 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](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

# 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 [provost.asu.edu/academicintegrity](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, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. 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.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity) for more information.

## 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. Students are encouraged to report harassment to instructors and the Dean of Students Office.

## Student Conduct

ASU and the College of Integrative Sciences and Arts 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](#). 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.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

## Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

- **Student Accessibility and Inclusive Learning Services** ([eoss.asu.edu/drc](https://eoss.asu.edu/drc))
- **Email:** [DRC@asu.edu](mailto:DRC@asu.edu)
- **SAILS Phone:** 480-965-1234
- **SAILS FAX:** 480-965-0441

## Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

## Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

## Mental Health

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: [eoss.asu.edu/counseling](https://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

## 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.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

## Prohibition of Commercial Notetaking 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.

## 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. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

## Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [kate.mccain@asu.edu](mailto:kate.mccain@asu.edu), or the faculty head Kevin Ellsworth.

## Academic Affairs Manual

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

## 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. Remember to check your ASU email and the course site often.

## OGL 365 Topic: Narrative & Authentic Leadership Development Reading List

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No textbooks will be used for this course- students will be provided with readings on Canvas

### **Narrative Identity:**

- Koenig Kellas, J. (2018). Communicated Narrative Sense-Making Theory: Linking storytelling and health. In D. O. Braithwaite, E. Suter, & K. Floyd (Eds.) *Engaging theories in family communication*, 2nd ed. New York: Routledge.
- McAdams, D. P. (1993). *The stories we live by: Personal myths and the making of the self*. Guilford Press.
- McAdams, D. P., & McLean, K. C. (2013). Narrative identity. *Current directions in psychological science*, 22(3), 233-238.

### **Storytelling**

- Albert, J.F., & Vadla, K. (2009). Authentic Leadership Development in the Classroom: A Narrative Approach. *The Journal of Leadership Education*, 8, 72-92.
- Armstrong, J. P., & McCain, K. D. (2021). Narrative Pedagogy for Leadership Education: Stories of Leadership Efficacy, Self-Identity, and Leadership Development. *Journal of Leadership Studies*, 14(4), 60-70.
- Bruner, J. (2004). Life as narrative. *Social research: An international quarterly*, 71(3), 691-710.
- McAdams, D. P. (1993). *The stories we live by: Personal myths and the making of the self*. Guilford Press.

### **Authentic Leadership Development**

- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The leadership quarterly*, 16(3), 315-338.
- George, B. (2010). *True north: Discover your authentic leadership* (Vol. 143). John Wiley & Sons.
- Sparrowe, R. T. (2005). Authentic leadership and the narrative self. *The leadership quarterly*, 16(3), 419-439. activities from <https://www.billgeorge.org/true-north/>
- Luthans, F., & Avolio, B. J. (2003). Authentic leadership development. *Positive organizational scholarship*, 241, 258.

### **Leadership Storytelling**

- Shamir, B., & Eilam, G. (2005). "What's your story?" A life-stories approach to authentic leadership development. *The leadership quarterly*, 16(3), 395-417.

- Simmons, A. (2019). *The story factor: Inspiration, influence, and persuasion through the art of storytelling*. Basic books.
- Parry, K. W., & Hansen, H. (2007). The organizational story as leadership. *Leadership*, 3(3), 281-300.

### **Story Branding**

- Magolda, M. B. B. (2008). Three elements of self-authorship. *Journal of college student development*, 49(4), 269-284.
- Miller, D. (2017). *Building a StoryBrand: Clarify your message so customers will listen*. HarperCollins Leadership.

### **Supplemental Reading Options** (if students would like to purchase a text these are suggested readings)

- Denning, S. (2005). *The leader's guide to storytelling: Mastering the art and discipline of business narrative* (Vol. 269). John Wiley & Sons.
- Tobin, T. (2015). *Your leadership story: Use your story to energize, inspire, and motivate*. Berrett-Koehler Publishers.

## Who We Are Story

**Presentation:** 5 to 10 minutes; pages written 5 to 7

### Story Selection:

Some of the most powerful stories are the ones we grew up with, stories that our parents and other family members told us. Most of these were everyday stories too, but some might have stood out in your mind: like stories of family trips or holidays or celebrations (births, weddings). I want you to collect a family story or a story about a group that is particularly important to your identity. Before you write up the story, talk to a family member or someone in connection to the story about the story. Get them to describe the story from their point of view. This might be a story you've heard before, like a favorite family incident, or it might be a story you've never heard before. Especially good stories that you might not have heard include how your parents met or your sibling's first jobs or first dates. If your grandparents are still alive, this is a great chance to get them to tell you a story, like how they fell in love or moved to America or bought their first home. Any family member will do for someone to interview, and that includes extended family members (cousins, aunts, even pets if you can get them to talk!).

Remember that these stories are shared in a variety of ways: a symbol, book, film, expression, monument, or ritual. These stories matter because they create a sense of identity for the members of the group.

*Examples might include the following:*

A team may regularly recall a particular game or experience that was difficult or joyous but serves to remind the team members that they can achieve great heights or overcome a present obstacle. A community symbolizes courage or community identity through the sharing of a story about an environmental disaster, or the existence of a community event.

### Focus of Paper:

- Your paper should involve the description of the story and its purpose.
- Your paper can simply provide an illustration of a "Who We Are" story, or,
- Your paper could provide an analysis of an accepted "Who We Are" story and how the story could be revised into a more adaptive one.

Note: You might have to make up a few details to flesh out the person's memory. That's fine. Tell the story so that we feel like we are there with the person living the experience through their eyes.

*At the end explain how this story illustrates:*

- Who "We" Are
- What is the theme or the lesson(s) learned?

## STORY MAPPING

Provide information the listener/reader will need to understand your story.

### Setting:

- Where:
- When:

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**Emotions:** feelings and reactions you want to share with your listener/reader:

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### Sensory details:

 try to be descriptive

- See
- Hear
- Touch
- Smell
- Taste

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### Major characters:

Minor characters (if needed to explain the story):

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### Plot/Problem:

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Event 1:

Event 2:

Event 3:

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**Outcome(s):** What is the overall moral of the story?

# AUTHENTIC LEADERSHIP

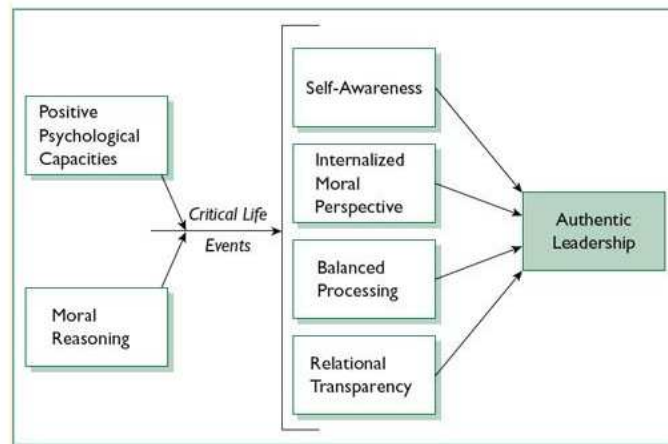
## FILM ANALYSIS: "INVICTUS"

Nelson Mandela, in his first term as President of South Africa, initiates a unique venture to unite the Apartheid-torn land: enlist the national rugby team on a mission to win the 1995 Rugby World Cup.

INSTRUCTIONS: The outline of understanding illustrates your knowledge of the leadership theory/model concepts and your application to the classical leader's behaviors, process, and traits as portrayed through the film. Please define key terms from the readings with APA citation. You will also fill in examples from the film where you see the theory in action.

Note: the example does not have to come from the classical figure. The example could be from another key stakeholder in the story.

**Identify critical life events within the film that influence ALD characteristics.**



- Self-awareness:
  
- Internalized Moral Perspective:
  
- Balance Processing:
  
- Relational Transparency:

**Invictus can be considered a “Who We Are” Story? Provide examples on the context of the “we” you feel the story is centered around.**

- What are key events/incidents that define the group?
- What are key symbols associated with the group?
- What are the key themes within the shared cultural of the group?