Introduction to Leadership Studies
Spring 2015 Course Syllabus
LDR 3003, Section 521, 3 Credit Hours
SMC B240, Monday & Wednesday, 12:30 – 1:45 p.m.

Instructor: Sarah Fayard, M.Ed.
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Office: C 322
Office phone: 941.359.4619
Office Hours: Make appointment via email

COURSE DESCRIPTION: The focus of this course is on understanding self and personal leadership. It covers a broad range of leadership topics from understanding self, group behavior, teamwork, organizational design, ethics, and change.

This introductory course is developed to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the concept of the Relational Leadership Model, StrengthsQuest, Social Change Model, etc. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. You will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skills application through course activities. This course is designed to empower students to become active and successful individuals and leaders in university, community, and professional settings.

Self-reflection and applied learning will be emphasized in this course by the following:

- Learn in a participatory way.
- Learn skills by demonstration, modeling, and practice.
- Make stronger connections between course knowledge and personal experiences.
- Focus on understanding and alternative solutions, rather than rote memorization.

Introduction to Leadership Studies, LDR 3003, is part of the following academic programs: Bachelor of Science in Applied Science with a concentration in Leadership Studies, minor in Leadership Studies, and certificate in Leadership Studies. These programs are interdisciplinary in nature and can benefit students in all areas of study. Courses are designed to give students a practical and theoretical grasp of leadership. These programs cover personal, organizational, and global systems. This course is a personal systems course, and it will provide an opportunity to study leadership from the personal level.

COURSE LEARNING OBJECTIVES & OUTCOMES:
Through active engagement in the course and course materials, students will:

1. Understand and apply the Relational Leadership Model.
2. Increase self-awareness through the exploration of values, beliefs, culture, and identity.
3. Understand his/her top five strengths (StrengthsQuest) and how they apply in groups, personal leadership style, and a variety of other circumstances/settings
4. Learn the basics of group roles, dynamics, and decision making in order to function constructively in group settings.
5. Understand the nature of coalitions, communities, and systems.
6. Appreciate the relationship between ethics and leadership.
7. Discover the complexities of leadership and the multidisciplinary nature of leadership studies.
8. Compare and contrast traditional and emergent paradigms of leadership.
9. Apply critical thinking to leadership theories and practices.
10. Understand gender and cultural influences on leadership.
11. Begin to develop a personal philosophy of leadership.
12. Engage in a positive, inclusive learning experience where all students are challenged and supported.
COURSE EXPECTATIONS: Students will come to class prepared for active participation. Your preparation for class, attentiveness, reflection, integration of readings into class discussion and willingness to share experiences, issues, and questions from readings are expected. Some class participation may include in-class writing submissions.

In class, students will work in small teams to discuss readings, engage in simulations, and use theory to enhance practice through group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.

The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat each other with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion.

Students can expect the instructor to come prepared. The instructor will be a willing listener with regard to student concerns. Students may expect the instructor to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructor’s schedules.

REQUIRED TEXT & MATERIALS
Exploring Leadership: For College Students Who Want to Make a Difference (3rd Edition)
Susan Komives, Nance Lucas, and Timothy McMahon
San Francisco: Wiley, John & Sons, Inc. 2013

StrengthsQuest: Discover and Develop Your Strengths in Academics, Career, and Beyond
Donald Clifton, Edward Anderson, and Laurie Schreiner
- New Edition of the text includes code
- Can be purchased online from The Gallup Organization
  http://shop.gallup.com/index.php/strengths/strengthsquest-access-code-460.html

CANVAS:
The class syllabus is posted in Canvas, an online course management system. In this class Canvas will be used for submitting assignments and grade posting. Information on how to use Canvas is available at:
http://usfsm.edu/e-learning-services/

COMPUTER LAPTOP:
This course is participation intensive, and therefore requires your undivided attention. If a laptop is suggested for a classroom activity, the instructor will provide advanced notification. Otherwise, students should not be using their phones or laptops during class. Unauthorized use of electronic devices during class will negatively affect students’ class participation grade. If you are expecting an urgent text or e-mail, please notify the instructor.

EMAIL:
Every enrolled USF student receives an official USF e-mail account. Every official USF correspondence to students is sent to that account. Information can be found at: http://netid.usf.edu/una.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows students’ assignments be checked for plagiarism. The instructor reserves the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. Please remove your name from the body of your paper and replace it with your USF ID # before submitting it to Turnitin. Pursuant to the provisions of the Family Educational Rights and
Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

USFSM AND USF SYSTEM POLICIES

A. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the [USFSM Catalog](http://usfsm.edu/catalog), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://usfsm.edu/student-life/student-code-conduct/).

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the [USFSM Catalog](http://usfsm.edu/catalog), USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](http://usfsm.edu/student-life/student-code-conduct/).

C. **Contingency Plans**: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and [MoBull](http://usfsm.edu/mobull) messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the [Campus Police Website](http://usfsm.edu/police) for further information.

D. **Disabilities Accommodation**: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation.

Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, [http://usfsm.edu/disability-services/](http://usfsm.edu/disability-services/)

E. **Fire Alarm Instructions**: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See [Emergency Evacuation Procedures](http://usfsm.edu/police).

F. **Religious Observances**: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. **Sexual Misconduct/Sexual Harassment Reporting**: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](http://usfsm.edu/policies)). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in
papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
- Counseling Center and Wellness Center 941-487-4254
- Victim Advocate (24/7) 941-504-8599

List of off-campus resources:
- Hope of Manatee: 941-755-6805
- Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
- First Call for Help- Manatee: 941-708-6488
  Sarasota & North Port 941-366-5025
- Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

ACADEMIC SUPPORT SERVICES:
Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists.

MISSED ASSIGNMENTS:
Assignments and papers all have deadlines noted on the syllabus. It is the student’s responsibility to complete assignments by the deadline. Late assignments will receive no credit. If you have documented extenuating circumstances, contact the instructor immediately via email. Quizzes will be given during class times. Unless there is an extenuating circumstance, there will be no make-up quizzes given. If you need to miss class, please submit all reflections via email to the instructor prior to the beginning of class.

WRITING ASSIGNMENTS
All writing assignment in this class should include solid content, proper grammar, punctuation, spelling, sentence structure, paragraph organization, etc. Written assignments will be reviewed for both content and presentation. Grammatical and presentation errors will affect the paper’s grade as such errors diminish the clarity and strength of voice. All citations must be in a recognized format. Web sites must also be cited with their full and accurate URL.

Students are encouraged to use tutoring services to improve their writing, which is provided at no cost to students. Make an appointment at: http://usfsm.edu/information-commons/tutoring/. Students can also set an appointment with the instructor for additional assistance.

Grades are based on a 100 point scale:
- A 90-100 (4.00)
- B+ 85-89 (3.33)
- B 80-84 (3.00)
- C+ 75-79 (2.33)
- C 70-74 (2.00)
- D+ 65-69 (1.33)
- D 60-64 (1.00)
- F 0-59 (0.00)
GRADED ACTIVITIES/ASSIGNMENTS:

- Class Participation/Attendance 20 points
- Chapter Reflections (10) 2.5 points each = 25 points total
- Quizzes (3) 5 points each = 15 points total
- Self-Reflection Paper 10 points
- Influential Leader Presentation 10 points
- Campus Group Project 10 points
- Final Paper 10 points

TOTAL POINTS POSSIBLE 100 points

CLASS PARTICIPATION & ATTENDANCE (20 POINTS)
Attendance is vital to learning in this course. The following actions are essential for maximum learning: attending all classes, being on time, completing reading assignments before class, participating in discussions, and participating in class activities and group assignments. Moreover, punctuality is expected of leaders and is thus expected of students in this class. Tardiness will result in the loss of points. **Missing 3 or more classes will result in losing all 20 attendance points.**

The below scale will give you an idea about how I will approach the task of assigning participation grades. A - Visible, thoughtful, and regular involvement in class discussion. You got involved, and not just for the purpose of hearing yourself speak. Class members seemed to pay attention to what you said, and your comments almost always were appropriate to the context.
B. Tending toward the quieter side, but active and alert enough in large and small group discussions that it was clear you were engaged in what was going on. Comments, though offered less often than by an “A,” almost always were appropriate to the context.
C. Dutifully present for class, but usually without indications of active participation. I couldn’t always tell if you were following what was going on in class, or your comments were often off the mark.
D/F Like a C, but with substantial unexplained absences that kept you from participating.

CHAPTER REFLECTIONS (2.5 POINTS EACH, 25 POINTS TOTAL)
Students will be asked to provide thoughtful reflection based on each reading assignment throughout the semester. Appropriate reflection includes reactions to new concepts, examples of how topics covered in the chapter have personally impacted your life, future plans to incorporate concepts into your life, etc. Chapter reflections should be at least one full page, typed, and double-spaced. Reflections should be printed and submitted at the beginning of each class. If you need to miss class, please submit all reflections via email to the instructor prior to the beginning of class. Students must include their name and that week’s chapter in the heading. Chapter Reflections are essential as assigned readings are used as a base for classroom work. There are 11 chapter reflections with only 10 graded, so your lowest reflection score is dropped.

QUIZZES (5 POINTS EACH, 15 POINTS TOTAL)
To ensure that students are retaining key concepts relevant to the learning outcomes of the course, quizzes will be periodically placed throughout the semester. These will be based on material from the classroom and the readings.

SELF-REFLECTION PAPER (10 POINTS)
This 3-4 page, double-spaced paper should be an analytical and reflective review of the influences and factors which have shaped who you are. Developing self-awareness is a powerful first step to becoming a great leader. Consider the following: What do you value? How did you come to believe what you believe? Who and what experiences have influenced your values and philosophies? What factors have shaped your life? What are your top five StrengthsQuest themes? What values within those themes are important to you? What is your purpose, and how do these themes influence that purpose? What attributes and capabilities are important to you? What is your theory of leadership and how will these themes, values, and strengths influence your leadership style?
INFLUENTIAL LEADER PRESENTATION (10 POINTS)
Students will give a presentation on a leader of his/her choosing covering topics such as: the leader’s story, leader’s accomplishments, what were his/her strengths and weaknesses, why do you personally find him/her inspirational, what qualities would you like to emulate, what type of power does he/she exhibit, what are his/her values, etc. Students will be expected to tie in concepts learned from the text. Each presentation must also include a creative experiential activity that involves/engages their classmates. This activity should be an opportunity for the class to actively participate in what is being taught (Kolb’s Experiential Learning Model). Each presentation should be approximately 20-25 minutes (suggested breakdown: 10-15 minutes of discussion/teaching about leader chosen, 10 minutes of experiential learning class activity). Powerpoint, Prezi, or other presentation format should be uploaded on Canvas under Assignments on the day of your presentation.

Impactful leaders are engaging and inspiring speakers; plan your presentation with regard to not only entertaining and teaching your classmates but also motivating them to aspire to your chosen leader’s qualities. Students should treat this as a professional presentation including professional attire, and the presentation should be rehearsed to adjust details as needed (length, video, slide navigation, present – do not read, use notecards for cues if needed rather than reading the board, etc…).

This presentation will be graded by the instructor and by peer review. Leaders should be able to provide constructive, honest feedback.

CAMPUS GROUP PROJECT (10 POINTS)
Successful teamwork is the key to leadership! Students will be divided into groups and are charged with developing a new initiative for USFSM’s campus. This can be a new class, facility, program, etc… While there are not specific monetary guidelines, students are challenged to think within the realm of what they believe is possible and draft a proposal for that project. Groups are encouraged to gain additional information (diverse perspectives, knowledge of processes, funding options, etc) by attending Student Government or other organization meetings, interviewing administrators, etc.

Students will submit their initial ideas or plan to instructor for approval. Initial report should be one page (double spaced), and it should provide a broad overview of the proposed plan (what it is, why this change is necessary, how to achieve it, etc).

The group members will be asked to give a 30 presentation on their campus idea. This presentation must include concepts from the class that demonstrate an understanding of topics and their applicability to real-life situations. Presentation should discuss proposed change, detailed plan, implementation schedule to achieve the change, reason/need for change, and desired/ideal outcome. The presentation should serve as a sales pitch and should seek to win stakeholder (class) buy-in and support. Each person in the group must have an equal amount of participation in the presentation. Groups are encouraged to create visual aids to engage the class (ex. brochures, handouts, videos, etc).

The goal of this project is to encourage students to understand themselves as leaders that can make a difference on campus. Through this project, the group should determine a common goal and/or passion and realistically determine a budget, resources required, marketing techniques, etc…

FINAL PAPER (10 POINTS)
This final 3-4 page, double-spaced paper will be an in-depth look at your leadership journey throughout the length of this course. This paper will be submitted to TurnItIn through Canvas. It should address your growth throughout the semester in regards to your leadership capacity. Addressing such topics as the Relational Leadership Model, Social Change Model, and other important concepts from the text, students should identify their growth as leaders, areas for improvement, challenges, and expectations for future leadership experiences. Describe the leadership philosophy you have developed throughout this class. This leadership philosophy should be clearly stated and concise. It should be a philosophy you can refer back to and could easily communicate in an interview. Has it changed since the beginning of class? If so, how?
Describe two action steps you can take to continue to develop your leadership in the future. Student must include two scholarly references (available through USF Libraries) in addition to the course text. Utilize these resources to strengthen your point of view on leadership.

**COURSE CALENDAR: CLASS TOPICS & READING ASSIGNMENTS**
(The instructor reserves the right to make changes to the course calendar at any time.)

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<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>READINGS/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>January 5 (Monday)</td>
<td>Welcome, Introductions, Syllabus Review, Best/Worst Learning Experiences</td>
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<tr>
<td>January 7 (Wednesday)</td>
<td>Syllabus Review, What Makes a Great Leader?</td>
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<tr>
<td>January 12 (Monday)</td>
<td><em>An Introduction to Leadership</em></td>
<td>Read Preface &amp; Chapter 1</td>
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<tr>
<td>January 14 (Wednesday)</td>
<td><em>An Introduction to Leadership, The Golden Circle</em></td>
<td>Presentation topics &amp; dates determined</td>
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<tr>
<td>January 19 (Monday)</td>
<td>No Class</td>
<td>Martin Luther King Jr. Day – College Closed</td>
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<tr>
<td>January 21 (Wednesday)</td>
<td><em>The Changing Nature of Leadership</em></td>
<td>Read Chapter 2</td>
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<tr>
<td>January 26 (Monday)</td>
<td>Generations of Leadership Theory, <em>The Relational Leadership Model</em></td>
<td>Chapter 2 Reflection due</td>
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<tr>
<td>January 28 (Wednesday)</td>
<td><em>The Relational Leadership Model</em></td>
<td>Reading Chapter 3</td>
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<tr>
<td>February 2 (Monday)</td>
<td>No Class</td>
<td>Instructor at conference, use this week to work on campus group project</td>
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<tr>
<td>February 4 (Wednesday)</td>
<td>No Class</td>
<td>Instructor at conference, use this week to work on campus group project</td>
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<tr>
<td>February 9 (Monday)</td>
<td><em>Understanding Yourself, Echoing Green’s Work on Purpose- Know What You’ve Got, Know What You Need</em></td>
<td>Read Chapter 4</td>
</tr>
<tr>
<td>February 11 (Wednesday)</td>
<td>Echoing Green’s Work on Purpose- Heart + Head = Hustle</td>
<td>Chapter 4 Reflection due</td>
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<tr>
<td>February 16 (Monday)</td>
<td><em>Understanding Your Strengths</em></td>
<td>StrengthQuest Assessment Completed</td>
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<tr>
<td>February 18 (Wednesday)</td>
<td><em>Understanding Your Strengths</em></td>
<td>Bring Strengths to class</td>
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<tr>
<td>February 23 (Monday)</td>
<td><em>Understanding Others, Danger of a Single Story</em></td>
<td>Self-Reflection Paper Submitted on Canvas by Midnight</td>
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<tr>
<td>February 25 (Wednesday)</td>
<td>Understanding Diversity, Echoing Green’s Work on Purpose- Take Perspective… Someone Else’s</td>
<td>Campus Group Project Initial Plan Submitted in Class</td>
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<tr>
<td>March 2 &amp; March 4</td>
<td>No Class</td>
<td>Spring Break – College Closed</td>
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<tr>
<td>March 9 (Monday)</td>
<td><em>Leading with Integrity Presentation 1</em></td>
<td>Read Chapter 6</td>
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<tr>
<td>March 11 (Wednesday)</td>
<td>Transforming Leadership Theory, Ethical Decision Making, Being in Communities</td>
<td>Read Chapter 7</td>
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<tr>
<td>March 16 (Monday)</td>
<td><em>Interacting in Teams and Groups Presentation 2</em></td>
<td>Quiz 2 (Chapters 4, 5, 6, 7)</td>
</tr>
<tr>
<td>March 18 (Wednesday)</td>
<td><em>Understanding and Renewing Complex Organizations, Vision/Mission Statements, Bolman &amp; Deal Frameworks</em></td>
<td>Read Chapter 9</td>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
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<tbody>
<tr>
<td>March 23 (Monday)</td>
<td>Echoing Green’s Work on Purpose- Hustle Statement (Personal Mission/Vision)</td>
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<tr>
<td>March 25 (Wednesday)</td>
<td>Understanding Change Presentation 3</td>
<td>Read Chapter 10</td>
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<tr>
<td>March 30 (Monday)</td>
<td>Understanding Change, Schlossberg’s Transition Theory</td>
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<tr>
<td>April 1 (Wednesday)</td>
<td>No Class</td>
<td>Use this time to work on Group Project. B240 is not available, but B242 has been reserved for your use.</td>
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<tr>
<td>April 8 (Wednesday)</td>
<td>Strategies for Change, Social Change Model</td>
<td>Read Chapter 11</td>
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<tr>
<td>April 13 (Monday)</td>
<td>Narrowing Your Passions and Building Coalitions Presentation 4</td>
<td>Quiz 3 (Chapters 8, 9, 10, 11)</td>
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<tr>
<td>April 15 (Wednesday)</td>
<td>Thriving Together Presentation 5</td>
<td>Chapter 12</td>
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<tr>
<td>April 20 (Monday)</td>
<td>Class Review/Evaluation</td>
<td>Campus Group Project Presentation</td>
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<tr>
<td>April 22 (Wednesday)</td>
<td>No Class</td>
<td>Use this time to work on final paper</td>
</tr>
<tr>
<td>April 24 (Friday)</td>
<td>No Class</td>
<td>Final Paper Submitted on Canvas by Midnight</td>
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