

- ✧ Express the methods leaders can use to initiate change and help others adjust to change.
- ✧ Expand their awareness of leadership to include the concept of servant leadership.
- ✧ Improve their leadership abilities.

COURSE REQUIREMENTS

1. **Regular Attendance** is required. Missing a day of class (no matter the reason is an automatic 10 point reduction).
2. **Weekly Reaction Papers.** Each week you are required to submit a two-page reaction to the readings (See further instructions below). Each paper is worth 10 points for a total of 80 points (You will complete 8 reactions). Late reaction papers are not accepted. You are responsible for reading each unit. However, you do not have to react to each and every reading. React to the readings that give you insight into leadership. This may be different for each student in the class.
3. **Leadership Insight Report:** Read a biography of a famous leader or a book on leadership. Book must be pre-approved by instructor. Prompt submission of a three (3) page typed paper discussing your personal leadership philosophy. Papers are due February 9th. Papers should address the following three questions. This paper is worth a total of 50 points.
 - What did you learn about leadership from reading this book?
 - What is your personal leadership philosophy?
 - How might this book help others understand leadership?
4. **Shadow the Leader Project:** Submission of a six (6) page typed paper summarizing your participation in a “shadow the leader” project. Observe a selected leader exercising leadership on at least two occasions. In your paper (due March 16), discuss the following items. This paper is worth a total of 70 points. You will be asked to share your project informally with the class on the last day. We will ask everyone to share one idea they learned from doing this project.
 - His/her philosophy of leadership
 - His/her vision for the organization
 - How he/she resolves conflict
 - How he/she builds trust
 - How he/she empowers others
 - What your personal leadership philosophy is after taking this course (Write a 1 page philosophy and attach your personal list of leadership ideas)

Total points possible= 200

A= 180-200

B= 160-179

C= 140-159

D= 120-139

F= less than 119 points

Requirements if you are taking this as an Honors Course

Completion of one additional project to be developed in consultation with the instructors. Student must also make a presentation on their honors project during the last day of scheduled class.

A NOTE ABOUT CERTIFICATION

Students who have satisfactorily completed the Phi Theta Kappa Leadership Development Studies and have performed in a leadership role within one (1) year after completing the course are eligible to apply for a Certificate of Achievement in Applied Leadership Development Studies (directions are attached to syllabus). Please see your instructors for further information.

A Statement about Honor at Sinclair:

Sinclair has recently adopted an honor code. We hope we will all do our best to abide by this code.

I affirm that I value my personal integrity, dignity, my self-respect and the respect of others.

As a Sinclair student, I accept primary responsibility for my academic success. I pledge that I will maintain the highest standards of academic integrity. I will practice good citizenship and respect and defend the rights of others.

As a member of the Sinclair faculty, staff, or administration, I pledge that I will maintain the highest standards of professional academic ethics. I will deal fairly, honestly, and courteously with my students and colleagues. I dedicate myself to maintaining the reputation of the College as Center of Learning Excellence as well as community leadership.

COURSE SCHEDULE

DATE:

Week One:
January 5

ASSIGNMENT:

Unit One - Developing a leadership philosophy

Learning Objectives

- Appreciate the contribution made by the Classic Case and Leadership Profile toward the development of a personal philosophy of leadership
- Identify effective leaders and the characteristics of leadership evidenced by these leaders
- Define leadership in terms of the skills necessary for effective leadership
- Identify leadership philosophies and characteristics revealed in the film and readings in this Unit
- Establish the foundation for a personal leadership philosophy based on an enhanced understanding of self

Readings

- "Thinking about Leadership," Thomas Cronin
- "Four Competencies of Great Leaders" and "Ten Traits of Dynamic Leaders," Warren Bennis
- "Why Should Anyone Be Led By You," Robert Goffee and Gareth Jones
- "The Female Advantage," Sally Helgesen
- *The Classic Case: The Philosopher King, Plato*
- *Leadership Profile: Cleopatra from Plutarch's lives*

Film Study

- 12 O'clock High

Exercises

- Type Talk
- Assumptions About People

Week Two

January 12

January 19th:

No class

Martin Luther

King Day

Participate in

the Martin

Luther King

Day Parade for

10 bonus

points

Unit Two - Articulating a vision.

Learning Objectives

- Recognize specific skills and techniques used by effective leaders to affect the quality of the communication process
- Evaluate objectively the effectiveness of personal communication techniques
- Identify the elements of successful intergroup communication.
- Consider potential strategies available to enhance communication effectiveness
- Apply the skills and techniques used in effective communication
- Appreciate the contrivution made by the Classic Case in this Unit toward understanding the importance of articulating a clear and strong vision

Readings

- "Enlist Others: Attracting People to Common Purposes," James Kouzes and Barry Posner
- "Vision and Meaning: Two Sides of the Same Coin," James A. Vaughn
- *Classic Case: Henry V. William Shakespeare*
- *Leadership Profile: Martin Luther King Jr.*
- *Reflection: Gettysburg Address: Abraham Lincoln*

Film Study

- Dead Poet's Society

Exercises

- Hollow Square

Week Three
January 26

Unit Three - Leading with goals

Learning Objectives

- Recognize the necessity for clearly defined goals for effective leadership
- Recognize the role a leader plays in setting organizational goals
- Formulate goals that are appropriate for an organization
- Formulate goals that translate into specific and concrete actions
- Apply concepts of effective goal setting to personal, interpersonal, and career development

Readings

- "Man's Search for Meaning," Victor Frankl
- "The Power of Goals," Stephen Covey, A. Roger Merrill, Rebecca R. Merrill
- "Workshops Aid in Goal Setting," William B. Werther, Jr.
- *Classic Case: Moby Dick, Herman Melville*
- *Leadership Profile: Frederick Douglas*
- *Reflection: Tell Me by Langston Hughes*

Film Study

- Sister Act

Exercises

- Setting Goals for Your Community

Week Four
February 2

Unit Four - Ethics of leadership

Learning Objectives

- Recognize the impact ethical behavior has on effective leadership
- Define the elements of ethical leadership
- Examine the nature of attitude and value acquisition
- Evaluate his or her personal ethical priorities
- Understand the origin of institutional ethics and the influence they exert upon the lives of people in the institution
- Appreciate the contributions made by the Classic Case and Leadership Profile in this Unit toward understanding ethical leadership

Readings

- "The Wide and Easy Way," Ronald W. Roskens
- "A Leader has High Ethics: Building Trust with Your Followers," Shelia Murray Bethel
- "Thinking Ethically: A Framework for Moral Decision Making," Manuel Valasquez, Claire Andre, Thomas Shanks, S.J. Meyer, Michael J. Meyer
- *Class Case: Billy Budd, Herman Melville*
- *Leadership Profile: Confucius excerpts from Analects*
- *Reflection: Robert Coles*

Film Study

- Miss Evers' Boys

Exercises

- Whom to Choose: Values and Group Decision Making

Week Five
February 9

Unit Five - Making decisions

Learning Objectives

- Recognize the role of decision making in effective leadership
- Apply the steps of the rational problem-solving process
- Recognize the roles of cooperation and competition in the decision making process
- Understand the impact of inference and observation in decision making
- Identify effective decision making strategies
- Appreciate the contributions made by the Classic Case and Leadership Profile in this Unit toward understanding personal responsibility for decisions

Readings

- “*Shooting and Elephant,*” George Orwell
- “*What you Don’t Know About Making Decisions,*” David A. Garvin and Michael A. Roberto
- *Classic Case: Huckleberry Finn* by Mark Twain
- *Leadership Profile: Chief Joseph*
- *Reflection: Robert Frost*

Film Study

- Twelve Angry Men

Exercises

- Lost at Sea
- Leadership Insight Paper due today.

Week Six
February 16

Unit Six - Managing conflict

Learning Objectives

- Recognize the importance of a leader’s role in managing conflict
- Understand that conflict is an ever-present element in most organizations
- Differentiate between dysfunctional and functional conflict
- Identify various types of conflict
- Identify practical approaches and techniques for conflict management
- Appreciate the contributions made by the Classic Case and Leadership Profile in the Unit toward learning about managing conflict

Readings

- “*Federalist #10,*” James Madison
- “*Conflict,*” Dennis Coon
- *Classic Case: The Illiad, Homer*
- *Leadership Profile: Chimate Chumbolo*

Film Study:

Little Women

Exercises

- Illiad skit

Week Seven
February 23

Unit Seven - Building a team

Learning Objectives

- Recognize the significance of team building as a leadership skill

- Recognize the role of the team in an organization
- Describe several ways to improve team building
- Identify foundations of effective teamwork
- Appreciate the contributions made by the Classic Case and Leadership Profile in this Unit toward understanding the teambuilding process

Readings

- “*Twelve Ways to Better Team Building*,” Ellen Belzer
- “*The Secret of Great Groups*,” Warren Bennis
- *Classic Case: Grapes of Wrath* by John Steinbeck
- Leadership Profile: Cesar Chavez
- Reflection” Te-Tao Cheng

Film Study

- Remember the Titans

Exercises

- Intergroup Model Building: A Lego Creature

Week Eight
March 1

Unit Eight - Empowering groups

Learning Objectives

- Distinguish between transactional and transformational leadership
- Understand the relationship between power, delegation, and empowerment of subordinates
- Define the principles of empowerment necessary to be effective as a leader
- Recognize the benefits of effective empowerment
- Understand ‘emotional intelligence’ and the correlation of it to empowering others
- Appreciate the contributions made by the Classic Case and Leadership Profile in this Unit toward understanding delegation and empowerment

Readings

- “*Leadership as Empowering Others*,” W. Warner Burke
- “*From Transaction to Transformational Leadership: Learning to Share the Vision*,” Bernard M. Bass
- “*The End of Leadership: Exemplary Leadership is Impossible Without Full Inclusion Initiatives, and Cooperation of Followers*,” Warren Bennis
- “*Leadership That Gets Results*,” Daniel Goleman
- *Classic Case: Antigone, Sophocles*
- *Leadership Profile: Nelson Mandela*

Film Study

- Norma Rae

Exercises

- Shaping the Future

Week Nine
March 8

Unit Nine - Initiating change

Learning Objectives

- Recognize the importance of initiating and managing change as a leadership skill
- Identify positive and negative effects of change within an organization, group, community, or institution
- Describe the leader’s role to affect change within his/her organization

- Evaluate personal readiness to respond to change, and/or adapt to change as a leader
- Discuss ways to overcome resistance to change
- Appreciate the contributions made by the Classic Case and Leadership Profile in this Unit toward understanding the challenge of initiating change in an organization, group, community, or institution

Readings

- “*Letter from Birmingham Jail*,” Martin Luther King, Jr.
- “*Choosing Strategies for Change*,” John P. Kotter and Leonard A. Schlesinger
- “*Dealing With Resistance to Change*,” Joseph and Bettie Stanislaw
- *Classic Case: Allegory of the Cave*, Plato
- Leadership Profile: Elizabeth Cady Stanton and Susan B. Anthony

Film Study

- Schindler’s List

Exercises

- Space Jam

Week Ten
 March 16
 Final paper due
 this week

Unit Ten - Leading by serving

Learning Objectives

- Recognize the need for servant leaders in any organization. Recognize the significance of team building as a leadership skill
- Understand the qualities that servant leaders possess
- Examine the role of individual initiative for combatting evil and spreading good in the world
- Discover the need for individual voluntarism and the inherent weaknesses that exist in allowing governments to do for people what other people should be doing
- Recognize the benefits of volunteering or serving others
- Appreciate the contributions made by the Classic Case and the Leadership Profile in the Unit toward understanding the concept and importance of servant-leadership

Readings

- “*The Servant as Leader*,” Robert K. Greenleaf
- “*Becoming a Servant-Leader: The Personal Development Path*,” Isabel O. Lopez
- “*Servant Leadership*,” Robin T. Wilson
- *Classic Case: Journey to the East* by Hermann Hesse
- Leadership Profile: Harriet Tubman

Film Study

- Gandhi

Exercises

- Leadership in Flight

Weekly Reaction Paper Directions:

- 1. Paper must be typed and double-spaced.**
- 2. No larger than 12 point font.**
- 3. No larger than 1 inch margins**
- 4. Should be 2 pages in length**
- 5. Each week after completing the readings assigned, in two pages discuss how this reading has influence your personal vision of what leadership is. Do not summarize the readings. Use the readings to explain what important ideas you learned about leadership. Throughout the quarter, keep a list of important ideas that you have learned about leadership. This list will be turned in with your final paper.**

Leadership Insight Report:

- 1. Paper must be typed and double-spaced.**
- 2. No larger than 12 point font.**
- 3. No larger than 1 inch margins**
- 4. Should be 3 pages in length**
- 5. Include a cover page**
- 6. Briefly summarize the book and explain why you chose the book (1 page)**
- 7. Explain what you learned about leadership from reading the book (1 ½ pages)**
- 8. Conclude by discussing whether or not you would recommend this book to others and explain why.**
- 9. Choose a book you will enjoy and have book pre-approved by instructors.**

Shadow the Leader Project:

- 1. Paper must be typed and double-spaced.**
- 2. No larger than 12 point font.**
- 3. No larger than 1 inch margins**
- 4. Should be 6 pages in length**
- 5. Include a cover page**
- 6. Choose someone to shadow that either you know well or you admire. Both instructors are willing to help you make the initial contact for this shadowing project.**
- 7. Contact them early and make a plan to shadow this person early in the quarter.**
- 8. Initial meeting could be an interview/question session. You could develop a set of questions about his/her leadership style (See above list) and give it to her/him ahead of time. You could then schedule an appointment to discuss with this person.**
- 9. Second session is just to shadow this person for at least 2 hours. You will need to make sure this person is comfortable with this.**
- 10. Page 1 of your paper is to briefly introduce the person you chose to shadow and explain your experience.**
- 11. Page 2 to 3 is to discuss the person's answers to the questions. You would not want to repeat this word for word, just summarize.**
- 12. Page 4 is to discuss what you learned about leadership from shadowing this person.**
- 13. Page 5 and 6 is where you present your personal leadership philosophy and your top 10 list of things you learned about leadership by taking this class.**