Term Information

Effective Term: Summer 2017
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add recitation and make grading based on recitation

What is the rationale for the proposed change(s)?
To ease assessment and to track enrollments.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Greater programmatic efficiency.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org: EHE Educational Studies - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 2570
Course Title: Team and Organizational Leadership
Transcript Abbreviation: Team and Org Ldshp
Course Description: Overview of the theory and skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's career and life plan.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 12
Max Completions Allowed: 4
Course Components: Recitation, Lecture
Previous Value: Lecture
Grade Roster Component: Recitation
Previous Value: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Prerequisites and Exclusions

Cross-Listings

Subject/CIP Code

Requirement/Elective Designation

Course Details

Course goals or learning objectives/outcomes

Previous Value

Content Topic List

Attachments

COURSE CHANGE REQUEST
2570 - Status: PENDING

Campus of Offering
Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subsidy Level
Baccalaureate Course

Intended Rank
Freshman, Sophomore, Junior, Senior

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• This course provides an overview of the theory related to and skills necessary for the practice of effective leadership in team and organizational settings.

Previous Value

• Overview and Introductions
• Importance of Teambuilding
• Introduction to Leadership
• Generations of Leadership Theory
• Effective Communication
• Relational Leadership Model
• Understanding Self and Others
• Strategies for Change
• Working with Teams and Groups
• Ethical Leadership
• Understanding Organizations
• Building Community
• Leader Renewal
• Celebrating Success

Attachments

• ESHESA 2750 Team and Organizational Leadership Syllabus.docx
  (Syllabus. Owner: Gerken, Samantha Jo)
## Comments

### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<tr>
<td>Submitted</td>
<td>Gerken,Samantha Jo</td>
<td>07/06/2016 11:42 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Malone,Helen Irene</td>
<td>07/06/2016 02:43 PM</td>
<td>Unit Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L</td>
<td>07/06/2016 02:43 PM</td>
<td>College Approval</td>
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</table>
Course Coordinator: Dr. Amy Barnes, barnes.269@osu.edu, Senior Lecturer, Higher Education and Student Affairs Section, Department of Educational Studies, Columbus Campus

Course Description:

ES HESA 2570 provides an overview of the theory related to and skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's career and life plan. As requested by students, special focus sections will be offered. The course purpose remains constant in all sections, however the supplemental readings may change and class discussion will focus on application of the principles to the specific interests of students in the section.

The general undergraduate section of this course will focus on the Relational Model of Leadership, including various applications of the model to personal and campus experiences of students in the class.

Course Objectives/Learning Outcomes:

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

- Demonstrate an understanding of leadership theory and research, specifically the Relational Leadership Model.
- Articulate an increased awareness of the personal qualities and skills they bring to leadership settings.
- Characterize the elements affecting leadership in group and organizational contexts and the idea of leadership as a process.
- Illustrate increased confidence and skill in practicing leadership in the collegiate, workplace, and/or community setting.

Required Text:

Grading Rubric:

Class Preparation and Participation: 30pts
Personal Leadership Philosophy: 10pts
Leadership Plan: 10pts
Leadership Evaluation: 15pts
Leadership Ohio State Project: 35pts
Total: 100pts

Note: All grading will be based on recitation.

Grading Scale:

A  93-100%   B+  87-89   C+  77-79   D+  67-69
A-  90-92    B   83-86   C   73-76   D   60-66
B-  80-82    C-  70-72   E   59% or less

Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Course and each other Expectations</td>
<td>None</td>
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<tr>
<td>Jan 12</td>
<td></td>
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<td>Jan 19</td>
<td>NO CLASS – MLK Day</td>
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<td>Week 2</td>
<td>History of Leadership Theory</td>
<td>Chapters 1 &amp; 2</td>
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<td>Jan 26</td>
<td>Getting to know ourselves and each other through Strengthsquest</td>
<td>Complete Strengthsquest Assessment</td>
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<td>Week 3</td>
<td>Introduction to Relational Leadership Model</td>
<td>Chapter 3</td>
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<td>Feb 2</td>
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<td>Personal Leadership Philosophy Due</td>
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<td>Week 4</td>
<td>Understanding Yourself</td>
<td>Chapter 4</td>
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<td>Feb 9</td>
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<td>Week 5</td>
<td>Leading with Integrity</td>
<td>Chapter 6</td>
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<td>Feb 16</td>
<td>Ethical Leadership</td>
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<td>Week 6</td>
<td>Positive Psychology</td>
<td>Chapter 12</td>
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<tr>
<td>Week 7</td>
<td>Mar 2</td>
<td>The Power of Vulnerability</td>
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<td>Being the Best You Can Be!</td>
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<td>Week 8</td>
<td>Mar 9</td>
<td>How to be a Great Leader</td>
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<td>Work on Project</td>
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<tr>
<td>Mar 16</td>
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<td>NO CLASS – Spring Break</td>
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<td>Week 9</td>
<td>Mar 23</td>
<td>Building and Leading Teams</td>
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<td>Week 10</td>
<td>Mar 30</td>
<td>Understanding Others and Appreciating Difference</td>
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<td>Week 11</td>
<td>Apr 6</td>
<td>Creating Community</td>
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<td>Group Dynamics</td>
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<td>Week 12</td>
<td>Apr 13</td>
<td>Conflict Management</td>
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<td>Crucial Conversations</td>
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<td>Week 13</td>
<td>Apr 20</td>
<td>The Power of Change</td>
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<td>Social Change Model</td>
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<td>Week 14</td>
<td>Apr 27</td>
<td>Work on Project</td>
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<td>Week 15</td>
<td>May 4</td>
<td>Leadership Ohio State</td>
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**Course Requirements:**

**Class Participation and Preparation (30 Points Total)**

- Attendance at each class session for the entire class meeting period.
- Completion of reading assignments and homework prior to the class for which they are assigned.
- Contribution to class discussions that demonstrates working knowledge of the content of assigned readings.
- Full participation in class activities.
- Challenging and supporting classmates appropriately during discussions and activities.
- Sharing current and past leadership experiences.

**Personal Leadership Philosophy (10 Points)**

Using leadership theories and personal strengths, students are to write a personal leadership philosophy. This leadership philosophy should focus on the student’s beliefs about what leadership is, including their personal definition, and be supported by their values, beliefs, assumptions, personality, leadership style, and/or first-hand examples.

**Leadership Plan (10 Points)**

Using the readings and discussions from the first half of the semester, students will create a personal leadership plan of skills and attributes they would like to improve and enhance. This plan can be produced in any type of medium, from a typed essay to a presentation or an art piece. Feel free to be creative, as long as you are clearly identifying ways in which you would like to grow as a leader and how you will go about developing these competencies.

**Leadership Evaluation (15 Points)**

In this reflection, students will look back at their personal leadership philosophy and leadership plan to assess how they have implemented their leadership philosophy and evaluate themselves on how they have fulfilled their leadership plan throughout the semester. Students should draw on experiences in the classroom, with their classmates and group members, and can also use activities and experiences outside of the classroom to show how their leadership plan has been implemented. Students will describe how they have executed their plan, if/how their personal leadership philosophy has changed, and what steps they still need to take in order to become the best leader that they can be.

**Leadership Ohio State Project (35 Points)**

Leadership is a lifelong pursuit – but this course will culminate with the Leadership Ohio State project. Using the components of the Relational Leadership Model as a foundation, all members of the class will work in assigned teams to produce a presentation on one leadership theme.

At the conclusion of the term, each team will present their theme, focusing on lessons in leadership. Students enrolled in the 2570 class will be divided into teams. The students on each team must work together to find a person within the Ohio State community (a student, someone on their team, a faculty member, advisor, alum, staff member, etc.) with a story to tell about leadership. The story must, in some way, relate to a topic that was discussed in the course.

Each team will work together to identify an interviewee, conduct an interview, and compile the information into a final presentation of no more than 20 minutes. While conducting the interview, students must practice the listening skills discussed in class and ask appropriate follow-up questions. Each team will work together to edit the interview and create 15-20 minute presentation using Powerpoint or Prezi (or something similar) that introduces the story, tells the story, connects the story to readings/scholarship from class, and leaves the listener with a “takeaway message”. Teams can employ a range of tactics to help tell their story – this can include narration, original quotes from the interview, related personal experiences, etc.
This assignment is worth 35 points. 10 points will come from the quality of your final product. 10 points will be a grade you assign yourself based on how well you work with your teammates and incorporate lessons you’ve learned about leadership in this team environment. 15 points will be awarded based on feedback from your peers (Did you contribute a fair amount of work to the product? Did you communicate effectively with teammates? How did you respond to conflict or stress as a member of this team?).

Course Policies:

Late Assignments: Late assignments will be accepted up to 48 hours late with grading penalties (90% of grade for up to 24 hours late, 80% for 48 hours late, 0% credit for assignments later than 48 hours).

Attendance: Since much of the learning in the course is derived from in-class experiences and discussion, attendance is crucial to student learning. An unexcused absence will automatically result in a drop of one letter grade. Absences will be excused for legitimate medical, family, or other reasons. Students must send notice of absence to the instructor at least 24 hours in advance, except for in the case of emergency or extenuating circumstances. Failure to comply with this request will automatically result in an unexcused absence. The opportunity to make up class participation points is only offered for excused absences. Making up these points includes completion of any missed in-class work at the discretion of the instructor. It is expected that even if a student cannot attend a particular class period that they still complete the assigned course preparation reading and homework. Consult with your instructor for additional guidance.

Academic Integrity (Academic Misconduct): Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so it is recommended that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If the instructor suspects that a student has committed academic misconduct in a course, the instructor is obligated by University Rules to report any suspicions to the Committee on Academic Misconduct. If COAM determines that a student has violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the course instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:
Office of Disability Services Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs first. The Office for Disability Services may be contacted at 614-292-3307 or in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems: According to University Policies, available from the Division of Student Life, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

Statement on Diversity: The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Technology: The productive use of technology in this class is encouraged. Using technology such as smartphones, tablets, and laptops is considered productive if the device is being used for taking notes or when in-class activities require the use of devices. Please do not use electronic devices in such a way that distract other members of the class or cause any disruptions.