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
2572
Course Title
Introduction to Leadership Development in Learning Organizations
Transcript Abbreviation
Ldshp Dev Lrng Org
Course Description
Concepts and strategies that are necessary to be an effective leader. Through a variety of leadership assessments, students will learn about their leadership styles and preferences.
Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 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
Campus of Offering
Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions
Prerequisites/Corequisites
Exclusions

Cross-Listings
Cross-Listings

Subject/CIP Code

<table>
<thead>
<tr>
<th>Subject/CIP Code</th>
<th>13.0406</th>
</tr>
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<tbody>
<tr>
<td>Subsidy Level</td>
<td>Baccalaureate Course</td>
</tr>
<tr>
<td>Intended Rank</td>
<td>Freshman, Sophomore, Junior, Senior</td>
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</table>

Requirement/Elective Designation

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 is designed to develop analytical and interpersonal skills needed to lead organizations.

Previous Value

Content Topic List

• Overview and Introductions
• Leadership Theory Overview (3 sessions)
• Transcational and Transformational Leadership (2 sessions)
• The Heart of Leadership
• Leadership Legacies
• The Follower Factor
• Leadership as a Paradox
• Understanding Power (2 sessions)
• StrengthsFinder
• Learning to Lead

Attachments

• ESHESA 2572 Introduction to Leadership Development 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>
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<tr>
<td>Submitted</td>
<td>Gerken,Samantha Jo</td>
<td>07/06/2016 11:48 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Malone,Helen Irene</td>
<td>07/06/2016 02:45 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Odum,Sarah A. Zircher,Andrew Paul Warnick,Bryan R. Achterberg,Cheryl L.</td>
<td>07/06/2016 02:45 PM</td>
<td>College Approval</td>
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</table>
The Ohio State University
College of Education and Human Ecology
Department of Educational Studies
ES HESA 2572 (AU 15): Introduction to Leadership Development
3 credits, Undergraduate
Lecture: TBD
Recitation: TBD
Class meeting location: TBD

Instructor: Dr. Amy Barnes
Office: Ramseyer 301FB
Phone:
Email: barnes.269@osu.edu
Office Hours By Appointment

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
Studying leadership requires a parallel process of internal reflection and learning about others. This course outlines concepts and strategies that are necessary to be an effective leader. Through a variety of leadership assessments, students will learn about their leadership styles and preferences. The course will define leadership and followership, while providing students the opportunity to learn about human motivation, communication, and feedback. This course is designed to develop analytical and interpersonal skills needed to lead organizations. Students will enhance their skills through reading, lecture, discussion, case analyses, in-class exercises, student presentations, and decision-making simulations. The first part of the course will provide an overview of leadership theory. A series of leadership assessments will be administered to provide direct feedback about leadership style preferences. The second part of the course will investigate various dynamics to which leaders must attend for success in today's organizations.

Course Objectives and Learning Outcomes
As a result of taking this course, students will be able to:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand leadership theories, history, approaches, and philosophies</td>
<td>Journal Assignments, Final Paper</td>
</tr>
<tr>
<td>Analyze their leadership styles from multiple perspectives</td>
<td>Journal Assignments, Jeni’s Project Paper, Final Paper</td>
</tr>
<tr>
<td>Consider leadership challenges in working in organizations</td>
<td>Jeni’s Project</td>
</tr>
<tr>
<td>Describe their leadership philosophies and styles orally and in writing</td>
<td>Jeni’s Project Paper, Final Paper, Pecha Kucha</td>
</tr>
</tbody>
</table>
Required Readings


5. Additional course readings on Carmen.

Grading

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Letter grades will be applied as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>73-76</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 59</td>
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</tbody>
</table>

Note: All grading will be based on recitation.

Course Requirements

*Class Participation and Preparation (20 points)*

- Attendance at each class session for the entire class meeting period. For an excused absence (approved ahead of time by the instructor) students will be allowed to make up missed work. For unexcused absences, make-up assignments will not be accepted and five participation points will be deducted from the final grade. All assignments are due on time unless due date extensions have been discussed with the instructor. Extenuating circumstances will be considered on a case-by-case basis.
- Completion of reading assignments prior to the class for which they are assigned.
- Contribution to class discussions, including participation in class activities.
- Excessive use of cell phones (ringing or texting) during class will result in class participation point reductions. Students using laptops for non-class related activities will experience class participation point reductions.

*One-On-One Meeting with Instructor (3 points)*

- Once this semester (preferably between September 14 and October 30) you need to schedule a meeting with Amy (during business hours please). A doodle poll will be sent out for these meetings in early September.
- This meeting is a chance to reflect a bit one-on-one about what you are learning and it is an opportunity for you to give feedback on the course (I am open to new ideas and constructive feedback!). I want this course to be one of open conversations and dialogue. And I would like to get to know each individual person in the class since at times you will be sharing personal reflections of your own growth and development. This meeting is casual. You do not need to “prepare” anything in advance.
Journal Reflections (12 points)

- Four times during the semester, you will be asked to complete a 1-2 page reflection on the readings or class discussion. Each journal reflection is worth 3 points. Reflections that are less than one full page will have one point deducted prior to evaluation.
- Journals should be submitted in the dropbox on Carmen.
- Prompts for journals will be placed on Carmen the week prior to when they are due

Group Project: Consultants for Jeni’s Ice Creams (30 points)

For this assignment, you will be working in small groups to develop a new and innovative idea with the possibility of implementation. Jeni’s Ice Creams has agreed to partner with us on this class project. Your assignment is to create a proposal on a particular theme that will be assigned by the Jeni’s staff.

Your idea should build upon the concepts of leadership explored in the course while also connecting in a meaningful way with the mission of Jeni’s and the company’s values. Your group will consist of 4 people (assigned by instructor) and it will be your responsibility to nominate a group leader early in the process. The other roles that each individual group member will perform will be up to you. The instructor will not place parameters on roles outside of the group leader. Your groups will be assigned during the third week of class.

Group requirements include:

A. Each group will be required to invite the class instructors to a group meeting no later than November 3, 2015. Please keep us informed of your group meeting schedules outside of class and we will plan to attend one meeting.

B. Each group must provide 2 progress reports throughout the semester (see syllabus timeline for deadlines). The reports must be at least two pages in length (double-spaced) and each member of the group should report on at least one section of the report. The group leader is then responsible for collecting the submissions from each group member and compiling the report. An example report will be presented during the 4th week of class. Unless the instructors are aware of a group member’s lack of participation in preparing a report, the entire group will receive the same grade.

C. Each group must develop a presentation for the final class. Each presentation should be 10 minutes in length and all group members should have a speaking role during the presentation. Prezi is a preferred presentation format but other formats are acceptable. Presentations will be judged for potential use by the CEO of Jeni’s Ice Creams and other members of the Jeni’s team. Your grade will be judged by your instructors and is not based on whether or not your ideas are selected by the guest judge(s). Creativity is encouraged!

D. Each group member will complete a reflective paper on the experience. Reflect on the following questions:
   - What leadership qualities did you bring to the assignment? How do these relate to classroom readings and theories?
   - What role did each team member play in the group?
   - Were you successful during each step of the process?
   - What other theories, readings, and class activities apply to your group experience or the project itself?
• Grade the contributions made by each member of the group.

More specific information about this project will be presented early in the semester when a Jeni’s team member visits class.

Grading: This project will be graded out of 30 points. It is worth a significant percentage of your final grade in the course. This is because work will begin as early as the 3rd week of the semester and this project will require meetings and significant time outside of class to complete. Your grade on the project will be based on the following:

5 points Progress reports
5 points Completion of meeting requirement with instructor
10 points Professionalism of your final presentation
10 points Reflective paper -- summary of your personal contributions to the project, the skills and knowledge that you applied to the project from class and readings, analysis of the group dynamic (informed by class readings and discussion) and what you learned from the experience. Length: 3 pages minimum; typed and double-spaced

**Details on final presentations will be shared within the first few weeks of the semester.

Personal Leadership Style Assessment Paper/Pecha Kucha presentation
(35 points -- 25 points for paper and 10 points for Pecha Kucha)

This assignment involves an exploration of your leadership development.

Part 1:
In a 6-8 page paper, students will be asked to consider their leadership styles and will explore their preferred approaches to leadership based on various assessments. Students will respond to these questions when completing this assignment:

• Review the leadership assessments from the class. In an appendix at the end of the paper, create a table, diagram, picture, collage (be creative!) that describes your results of the leadership assessment instruments.
• In narrative form (not outline or bullet point format), discuss the following questions: What are patterns or themes in your results? What are the similarities and differences in your results? What do these results indicate about your leadership style? What was your favorite leadership model that we explored in this class and why was it your favorite?
• Describe the leadership role models who have had an impact on your leadership philosophy. Who or what has shaped your philosophy of leadership? How has the class helped you understand the way in which those role models are leaders?
• Overall, what have you learned about yourself in this class? What were the most impactful assignments, readings, or discussions? What have you learned about leadership that you didn’t realize when the class began?

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics.

Part 2:
On the last day of class, you will be asked to present the themes from your personal leadership style paper in a Pecha Kucha. A Pecha Kucha is a presentation style in which 20 slides are shown for 20 seconds each (six
minutes and 40 seconds in total). Amy will role model the Pecha Kucha at some point during the semester and we will discuss details as the assignment due date nears.
### Class Topics and Readings: Course Calendar

Below is an overview of our course plan for the semester. Further instructions, details, readings, prompts, etc. will be shared on the Carmen site and in class. It is the student’s responsibility to attend class and check the online resources regularly. The instructor reserves the right to edit/adjust this calendar at any time and will provide proper notification to the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings/Assignments (Due on the date listed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25</td>
<td>Introductions</td>
<td>Read Northouse Chapter 5 (on Carmen)</td>
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<tr>
<td>Week 1</td>
<td>Review course and syllabus</td>
<td>Read article “The Changing Nature of Leadership” by Komives (on Carmen).</td>
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<tr>
<td></td>
<td>Vulnerability and Brave Space</td>
<td>Complete the online MBTI: <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a></td>
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<tr>
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<td>Journal Reflection #1 Due: Read through your Myers-Briggs type description (on Carmen); What is your reaction to your type? Provide examples of how you see your results evidenced in your life.</td>
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<tr>
<td>September 1</td>
<td>Evolution of Leadership Theory: Part 1</td>
<td>Read Northhouse Chapter 8 (on Carmen)</td>
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<tr>
<td>Week 2</td>
<td>Trait, Situational, Myers-Briggs Type Indicator (MBTI)</td>
<td>Read Bass article on Transformational Leadership (on Carmen)</td>
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<td>Take StrengthsFinder assessment and email results to Amy by Sunday, September 6</td>
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<tr>
<td>September 8</td>
<td>Evolution of Leadership Theory: Part 2</td>
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<td>Week 3</td>
<td>Leader-Member Exchange, Transformational, Servant</td>
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<td>September 15</td>
<td>Strengths Theory</td>
<td>Read <em>Strengths Based Leadership</em> pp. 1-95</td>
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<td>Week 4</td>
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<td>Date</td>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>September 22</td>
<td>Week 5</td>
<td>Personal Values/Character Strengths</td>
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<td>Overview of Jeni’s Project – John Lowe, CEO, Jeni’s Ice Creams 3:00 p.m.</td>
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<tr>
<td>September 29</td>
<td>Week 6</td>
<td>Leadership and Self-Deception</td>
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<td></td>
<td></td>
<td>Introduction of the Leadership Practices Inventory (LPI) assessment</td>
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<tr>
<td>October 6</td>
<td>Week 7</td>
<td>Creating a vision</td>
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<td></td>
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<td>Emotionally Intelligent Leadership</td>
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<td>October 13</td>
<td>Week 8</td>
<td>Emotionally Intelligent Leadership/Resilience</td>
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<td>Authentic Leadership</td>
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<td>October 20</td>
<td>Week 9</td>
<td>Motivation and Leadership</td>
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<td>November 3</td>
<td>Week 11</td>
<td>Identity and Leadership</td>
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<td>November 10</td>
<td>Week 12</td>
<td>Power and Leadership</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reflection/Due Date</td>
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</tbody>
</table>
| November 17 | Critical Perspectives of Leadership Theory | Read Ospina and Foldy’s article (on Carmen)
| Week 13    |                               | Journal Reflection #4 Due: From your perspective, how do power and privilege impact leadership settings? What role does social identity play in leadership development? What impact have these class discussions had on your perspective? |
| November 24 | No class – Enjoy Thanksgiving Break! |                                                                                      |
| December 1 | Pecha Kucha presentations      |                                                                                      |
| Week 14    |                               |                                                                                      |
| December 8 | FINAL PRESENTATIONS: JENI’S PROJECT Details TBD |                                                                                      |
| Week 15    |                               |                                                                                      |
| December 11 | Pecha Kucha presentations (cont) | Leadership Analysis Paper Due to Carmen Drop Box before this class meeting |
| 4:00 – 5:45 pm Exam Week |                               |                                                                                      |

**Complete citations for Carmen readings:**


Academic Honesty Policy

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 I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this 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 me. Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Accommodations:

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. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Diversity Statement:

The School of Educational Policy and Leadership 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 School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of Educational Policy and Leadership prohibits discrimination against any member of the school’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. Faculty, staff, and students are encouraged to contact the College Assistant Dean for Equity and Diversity and/or the department diversity coordinators regarding issues, concerns, or questions around equity and diversity.