

LDR 201: Principles of Leadership

Dr. Nathaniel Pearson

ngpearson@mail.wvu.edu

304.293.3760

Office Hours: By Appointment

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves. —Lao Tzu

COURSE DESCRIPTION This course serves as an introduction to leadership theory and practice. The course will examine various aspects of the literature on leadership, provide practice for developing leadership skills, and offer personal experiences for self-reflection. The sum of these activities will develop a foundation for students interested in leadership. The course features relevant readings, lectures, class discussions, guest speakers, and assignments. No previous exposure to leadership is required.

REQUIRED TEXT *Leadership: Theory and Practice* (7th ed., 2016) by Peter Northouse ISBN# 978-1483317533

LEADERSHIP OUTCOMES At the end of this course, students should:

- Understand the fundamental concepts of leadership and the characteristics of a leader
- Be able to define different leadership approaches
- Have a better understanding of oneself as a leader.
- Have an appreciation for those leadership skills that are critical in today's changing world.
- Be able to discuss values, ethics, and principles that are necessary to be a good leader.
- Begin feeling comfortable speaking as a leader in front of others.
- Learn how the expectations of leaders affect an organization.
- Be able to demonstrate the skills necessary to facilitate successful team leadership in a small group setting.
- Have the ability to describe and contrast authority and power with the ability to meet the needs of an organization.

ASSIGNMENTS

Leadership Autobiography

Your worldview, including how you see and understand leadership, is shaped by your experiences, upbringing, and personality. Understanding more about oneself is critical to leadership development. The purpose of this assignment is to help you to better understand yourself and to apply the concepts taught in this course to your own life and work. The overall project will be formed through three separate assignments:

I. MBTI Assessment Presentation: Reflecting on your personality type is one way to understand more about yourself. One of many personality inventories is the Myers-Brigg Type Indicator (MBTI). The MBTI instrument is widely used in the work environment to help both individuals and teams develop deeper insight and skills in communications,

decision-making, leadership and teamwork effectiveness. No one inventory is 100% accurate, nor are they meant to limit you to one way of being, but they can provide a helpful starting point in exploring your strengths, limitations, preferences, and style.

The official MBTI assessment can only be offered by a certified practitioner, which generally includes a fee. For the purposes of this class, we will be using a modified alternative of the MBTI. If you are interested in taking the official assessment you can do so through WVU Career Services Center for a small fee.

Assignment Instructions:

- Go to the Humanmetrics website: <http://www.humanmetrics.com/cgi-win/JTypes2.asp>
- Respond to the 72 questions, provide your age range and gender
- Click on SCORE IT!

Once you have completed the assessment, document and review your ‘Type’. The percentages indicate your level of preference between the dichotomies (i.e. Extroversion and Introversion, Intuition and Sensing, Thinking and Feeling, Judging and Perceiving). Read your personality type description found in the documents posted on eCampus.

Write about your results in a brief, 1.5-2 page paper. In the paper, discuss your reactions to the results of the assessment (provide examples/evidence demonstrating your agreement/disagreement) and how MBTI type is applicable to leadership. Come prepared to discuss your results during class. ***Print and bring your paper to class on the day indicated on the syllabus.***

II. My Leadership Timeline: Create a timeline of your life that creatively highlights what you would consider “formational” moments in your development as a person and leader. Examples include: the birth of sibling(s), family conflicts, sporting moments, etc. BE IMAGINATIVE IN YOUR DESIGN! Must contain 8-10 significant events.

III. Who am I? Self as Leader Paper (3 pages): This paper, which should be at least 3 full pages in length (in addition to references), will summarize what you have learned from the MBTI and leadership timeline assignments as well as the class materials on leadership theory. This paper is to be **APA style** and should address the following areas:

- What sets me apart as an individual? What are my outstanding traits?
- What is at least one area of needed growth in my life?
- What people and events have most shaped me into the person that I am today?
- What leadership theories most appeal to me? Why?
- How am I living out leadership in my day-to-day life?

Submit paper using “TurnItIn” on eCampus

Leader Profile

You will prepare a **5-7 minute presentation** of a current or historical leader. The leader you select should not be a friend or family member. It should be a person at least five years older than you and employed. This profile should analyze at least two aspects of your subject’s experiences with leadership. Some questions you may consider are: What is the professional role of the person you interviewed? How does s/he characterize her or his own leadership style? What are your own observations about their leadership?

Dress should be professional for this presentation. You should also keep in mind the theories and

approaches we have discussed in class and make your analysis of the leader relevant and consequential. **At least one leadership theory from the textbook should be referenced.** Grades will be based on presentation only. No paper needs to be submitted.

Servant-Leadership: Team Community Service Project/Paper

The goal of this assignment is to allow each of you to have the opportunity to work in a group setting, produce a quality product in a relatively limited working environment, and reflect on the various leader and follower roles you played within your group dynamic.

Each team, made up of approximately 4 students, will select a service project based on suggestions given in class or on a group decision. Each of the team members must participate in the execution of the project.

The assignment will have several parts including the completion of 10-15 hours of service, individual reflection papers describing your personal experience in detail, and a group presentation highlighting your project and relevant leadership concepts. ***Make sure you take photos for your presentation!!!***

Reflection Paper

Each person will submit an individual paper that should touch on as many of the following points that are applicable to your project.

- a) Briefly describe the project completed by your team.
- b) After self-reflection, describe your leadership contributions to the project.
- c) Ascertain the leadership styles and personality type of your team members. Describe the strengths and challenges of working with people who have a different or the same leadership style/personality type than you.
- d) Identify and describe problematic issues that arose when working with your team members. These can be interpersonal problems or ones that are functional/structural. How did the team overcome conflict/issues?
- e) Describe how the team used leadership techniques or approaches to actually execute the project.
- f) Assess the success of your project. How are you measuring success? Was the project overall a success? Why or why not?
- g) If you were to initiate this project again, what would you do differently to improve the project? Explain why?
- h) Based on your own understanding of leadership, explain why this project is relevant in an introduction to leadership class.

*Your reflection paper should be at least 2 pages long and adhere to the paper guidelines listed in the syllabus. It is due on **TurnItIn/eCampus by midnight on the date indicated in the syllabus.***

Presentation

Each group will be responsible for giving a presentation that touches on the highlights of your experience together. The presentations will be done using **Pecha Kucha** (<http://www.pechakucha.org>), a simple presentation format where you show 20 images, each for 20 seconds (6 minutes, 40 seconds total). The images advance automatically and you talk along to the images. The idea behind this format is to encourage the presenter(s) to speak concisely, precisely, and clearly, to be creative, and to practice. Each member of the

group must be involved in the execution of the presentation. All group members should be dressed professionally.

The presentation should highlight (but is certainly not limited) to the following:

- a) What your group did for your project.
 - b) The relevance of the project to the community.
 - c) The ways in which your team experienced leadership throughout the execution of the project. Be sure to make connections to the different leadership approaches and concepts discussed in class. Additionally, provide specific examples from your experience.
- After the presentation, the group should be prepared to answer any clarifying questions from the class and instructor.

While groups are generally graded as a whole, overall points can be deducted from an individual member's grade if there is evidence that the group member did not fairly contribute.

Contact information for the Center for Service & Learning:

Alexis McMillen Phone: (304) 293-8344

Email: alexis.mcmillen@mail.wvu.edu

Student Services Building – 3rd Floor

WVU WRITING CENTER

The WVU Writing Center is a resource available to student to assist them in the writing process.

Tutors at the center help students understand their assignments; brainstorm, draft, revise, focus on craft, (style, tone, grammar, and mechanics), identify the purpose and audience, interpret instructor comments, document sources, and improve the overall quality of their writing.

Call 293-5788 or stop by G02 Colson Hall to see if a tutor is available.

GRADING POLICIES

Late Work All assignments are due in class or through eCampus TurnItIn on the date indicated in the class schedule. No work should be submitted by email unless prior arrangement is made with the instructor. The penalties for late work are as follows:

1-24 hours late: One letter grade deduction

24-48 hours late: Two letter grade deduction

Attendance As with all University courses, attendance to this class is expected and is not an option. Due to the unique nature of Leadership 201, a class that emphasizes in-class learning and participation, a student's overall grade for the course will be reduced after three absences. Points for attendance will be as follows: **0-3 Absences = 50 points, 4 Absences = 30 points, 5 Absences = 20 points, 6 Absences = 10 points, 7+ Absences = 0 points.**

Participation Participation is a vitally important aspect of this class. All students are expected to actively and constructively participate during every class period. "Active and constructive participation" implies that students not only are on time and prepared for class, but also that they are adhering to established classroom guidelines and contributing to an overall positive learning environment. Active participation implies that a student will have completed all required reading and assignments prior to class.

CLASS POLICIES:

WVU Inclusivity Statement “The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.”

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University’s Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.”

Please contact the instructor if you have other special concerns.

Class Cancellation Policy (for weather and/or other emergencies) In the event of inclement weather or other emergency, please visit the WVU homepage or your MIX accounts for information. Check eCampus on days you suspect class may be canceled for updates or assignments. Because of differing class demands and the unpredictability of weather and emergencies, a University-wide closure is very rarely implemented.

Days of Special Concern WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed in the Schedule of Courses. You must notify the instructor by the end of the second week of classes or prior to your to the first day of Special Concern, whichever is earlier, regarding your observance if it will affect your attendance. Otherwise you will be held to the attendance policy as stated in this syllabus.

Academic Integrity Statement The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Scholastic dishonesty involves misrepresenting as your own work any part of work done by another; submitting the same paper or substantially similar papers to meet the requirements of more than one course without the written approval of the instructors concerned; depriving another student of necessary course materials; or interfering with another’s work. For clarification about what constitutes plagiarism and cheating, please contact an instructor.

Cell Phone Policy Please turn off all cell phones while in class. **If you are text messaging or doing other non-course related activities during class, I reserve the right to ask you to leave and deduct participation points from your grade.**

GRADING BREAKDOWN:

Course Requirements	Points
Self-as-leader paper	150
Servant-leadership group project (paper/presentation)	100/150
Timeline	100
MBTI reflection and discussion	100
Leader profile presentation	100
Midterm	100
Final	100
Participation and Attendance	100
A = 900 - 1000 points B = 800 - 899 points C = 700 - 799 points D = 600 – 699 points F = <600 points	1000

DATE	TOPIC	ASSIGNMENTS/READINGS DUE
Week 1 8/18	Welcome and Introductions	
8/20	Course overview. Leadership is...	Bring the Syllabus. Read Northouse Chapter 1: pp1-18
Week 2 8/25	Public speaking and presentation skills	
8/27	Introduction to leadership theory Trait approach	Chapter 2 Trait Approach: pp19-42
Week 3 9/1	Skills approach	Chapter 3 Skills Approach: pp43-70
9/3	Behavioral approach	Ch 4 Behavioral Approach: pp71-91
Week 4 9/8	Self in leadership MBTI	
9/10	MBTI presentation Leadership and Psychology	Bring MBTI results from humanmetrics website Handouts about your type on eCampus
Week 5 9/15	Psychodynamic Theory	MBTI reflection paper due Ch 12 Psychodynamic pp295-313
9/17	Situational Approach	Ch 5 Situational Approach: pp 93-113
Week 6 9/22	Path-Goal Theory	Ch 6 Path-Goal Theory: pp115-136
9/24	Leader-Member Exchange	Timelines due Ch 7 Leader-Member Exch: pp137-158
Week 7 9/29	Culture, Gender, and Race	Ch 15 Gender and Leadership pp397-420
10/1	Culture, Gender, and Race (cont.)	MLK Readings on eCampus
Week 8 10/6	Midterm Test	Test day
10/8	Service Learning	Register on iServe before class
Week 9 10/13	<i>No Class – Fall Break</i>	
10/15	<i>Service Project Preparation</i>	
Week 10 10/20	Team Leadership PechaKucha	Self-as-leader papers due
10/22	Transformational Leadership	Ch 8 Transformational Leadership pp 161-191
Week 11 10/27	Authentic Leadership	Ch 9 Authentic Leadership pp195-221
10/29	Servant-Leadership	Ch 10 Servant Leadership pp225-254
Week 12 11/3	Servant-Leadership (cont.)	Readings on eCampus
11/5	Leadership Ethics	Ch 13 Leadership Ethics pp329-360
Week 13 11/10	Adaptive Leadership	Ch 11 Adaptive Leadership pp257-293
11/12	Leader Profile Presentations	
Week 14 11/17	Leader Profile Presentations	
11/19	Leader Profile Presentations	
Week 15 11/24	<i>No Class – Fall Recess</i>	
11/26	<i>No Class – Fall Recess</i>	
Week 16 12/1	Final Test	Test Day
12/3	Service Presentations	
Week 17 12/8	Service Presentations	Last Day of Class
12/10	FINALS WEEK	Final Servant-Leadership Papers Due