

**New Century College NCLC 375
Applied Leadership Development
Course Credits: 3
Spring 2013 Section 004
Applied Leadership Context/Practice -12642-NCLC 375-001
Thursday 4:30 – 7:10
Innovation Hall Building Room 136
22 Jan, 2013 – 15 May, 2013
Rob, Holder, Instructor
Rob.holder@eit2.com
Office hours by appointment**

Creative Purposes & Objectives:

This course is designed to provide a thorough understanding of leadership applications across a multitude of sectors (Business, Government, Non-government, Military and Non profit). Through the use of case studies, guest speakers and role playing, we will break down the various aspects of leadership under numerous contexts and situations. We will apply the Strengths Based Leadership principles and Positive Psychology to gain a true and complete understanding of the type of leader you are and how to best use your talents and strengths in numerous leadership situations. In class written and oral presentations will be used to allow you to grow out of your "comfort zone" and take on new challenges that best compliment those hidden yet to be discovered leadership traits. The class is high energy and very interactive. Come prepared to uncover the LEADER within you.

Questions central to the investigation of leadership as examined in this course will be :

- What is leadership?
- What are the elements of leadership?
- What is the purpose of leadership?
- Are leaders born or made?
- What influences leadership?
- How do gender, culture, power, and authority relate to leadership?

At the conclusion of this course, you should have a firm understanding of the nature of leadership. You should also be able to explain your current leadership style and goals and how these fit into leadership studies more broadly.

Required Reading: Handouts posted on Blackboard

Text: None!!!!

Course Assessment

Participation 30%

Collaborative learning is an important feature of the New Century College learning communities. The instructor will evaluate students for individual contributions to our collective enterprise. Students are expected to attend class, participate actively, responsibly, and respectfully, to hand in all assignments when due, and to support other students in the learning process. A quality learning experience in this course rests on a high degree of interaction and exchange of ideas among students and instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be considered when determining final grades. There may be various assignments that will be graded as a component of participation.

Quizzes/Midterm/Final 40%

These in-class tests are directly linked to your ability to take comprehensive notes and participate in class. You will not do well on these evaluations if you miss class or take poor notes.

Leadership Papers 30% Due at various times throughout the Semester

These papers are designed to enable you to provide creative thought to the concepts learned in class. You will be asked to expand on those concepts and seek a deeper meaning from your own perspective. If you merely provide back what was offered in class, you will not do well. You must endeavor to provide your own thought leadership to the lesson that was taught. All papers will be in essay format. (2 – 4 pages)

***Late Work. Papers and other assignments are to be turned in to the instructor at the beginning of class on the due date. Late Work will be reduced one letter grade per day. No work will be accepted over one week late without a valid written medical excuse or notice of death in the family. **Please do no plan to turn work in to your instructors mailbox unless you have prior permission to do so.** Unless specifically stipulated, work must be submitted by the student in person in class in hard copy format, emailed and faxed material is not acceptable.

Commitment to Diversity Statement:

New Century College is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability.

Honor Code:

When you enrolled in this course you agreed to abide by the University's Honor Code. The Honor Code does not preclude collaborative work, such as informal discussions and studying in the communities. Nor does it preclude assigned group work. The Honor Code does require that you work, as an individual, turn ultimately be the product of your own individual synthesis or integration of ideas, and that the work a group turns in ultimately be the products of the group's collective ideas. If you are uncertain of the line between collaborations and cheating, see your instructor. As always, cite your sources (when in doubt, cite). If you do not, it is plagiarism. Plagiarism means lifting someone's else's ideas or words and presenting them as your own without proper attribution of the source, items need to be word-

for-word use to be considered plagiarism. This refers to all sources, including the internet. Use and approved citation method, such as MLA,APA, etc.

Student Support:

On-Line Writing Guide <http://classweb.gmu.edu/nccwg/>. This guide will help you achieve success as a write during your learning experience in New Century College and beyond. Integrative Studies courses involve learning and writing from multiple perspectives and disciplines and negotiating knowledge boundaries. Your ultimate goals as a New Century College student is to use writing to make meaning of the knowledge you are acquiring, but also to integrate and connect what you are learning across disciplinary boundaries. Use this resource to aid you in achieving this goal

GMU Writing Center <http://writingcenter.gmu.edu/>. The Writing Center offers writing support to George Mason students, faculty, staff, and alumni. No matter what your writing abilities are, writing specialist can help you develop the skills you need to become a successful writer. Walk-in appointments are sometimes available, but is generally best to schedule appointments ahead. The main office is located in A 114, Robinson(phone 703-993-1200), and tutoring is available in Enterprise Hall 040 and Johnson Center 134H

Disability Resource Center <http://www.gmu.edu/student/drc/>. Any student with documented learning differences or other conditions that may affect academic performance should register with the Disability Resource Center (phone 3-2474) and furnish information to his or her professor so that reasonable accommodations can be provided. Please not that faculty cannot legally provide accommodation to students with learning differences or physical conditions that may affect academic performance without appropriate documentation.

Grading Scale:

A+ 100-98	A 97-93	A- 92-90
B+ 89-87	B 86-83	B- 82-80
C+ 79-77	C 76-73	C- 72-70
D+ 69-60	F 59-0	

WRITTEN ASSIGNMENT GRADING STANDARDS

Format for Assignments

All assignments are due, in person, at the beginning of class as noted in the daily schedule and must be typed using 12-point font and one-inch margins, double spaced, and stapled. You must correctly and consistently use a recognized citation style, such as MLA, APA, Chicago Manual, etc. as in all classes, you should keep a copy of all work submitted for possible use in your graduation portfolio. Keep in mind you want me to read and grade for content. If the mechanics of your writing distracts from the content, your grade will be impacted.

Grade of A: Superior

Addresses the topic fully and explores the issue thoughtfully.

Shows substantial depth, fullness and complexity of thought.

Demonstrates clear, focused, coherent, and logical organization.

Is fully developed and detailed.

The point is clear and well stated.

Good introduction with clear thesis statement, and an effective conclusion. Evidences superior control of dictions, syntactic variety, and transitions between paragraphs; only a few minor flaws.

Integrated evidences from texts to support ideas and arguments.

Proper citation of texts using a standard citation method.

Grade of B: Strong

Clearly addresses the topic and explores the issue.

Shows some depth and complexity of thought.

Is effectively organized.

Easy to follow and understand.

Is well developed, with supporting detail. Logically coherent.

Demonstrates control of diction, syntactic variety and transition; may have a few minor mechanical flaws.

Proper citation of texts using a standard citation method.

Grade of C: Competent

Adequately address the topic and explores the issue.

Shows clarity of thought but may lack complexity.

Is organized. Can be followed with some difficulty.

Is adequately developed, with some detail.

Some logical fallacies or incoherent sentences/paragraphs.

Demonstrates competent writing; shows flaws in syntax and grammar.

Proper citation of texts using a standard citation method.

Grade of D: Weak

May distort or neglect paths of the topic.

May be simplistic or stereotyped in thought.

May demonstrate problems in organizations.

May have generalizations without supporting detail or detail without generalizations; may be undeveloped.

Logically flawed, several incoherencies.

May reveal patterns of flaws in language, syntax or mechanics.

Improper citation method.

Grade of F: Inadequate

Demonstrates serious inadequacy in addressing the topic.

Fails in its attempts to discuss the topic. Illogical.

May be deliberately off-topic.

Extremely difficult to follow.

Is so incompletely developed as to suggest or demonstrate incompetency.

Is wholly incompetency mechanically.

Improper citation method.

WEEKLY SCHEDULE

Some adjustments to the schedule may be made. Students are responsible for staying informed about possible changes and activities or due dates by attending class regularly and frequently monitoring email.

Week 1. January 24

Introductions and overview of the course

Reading: Tracey: Chapter 1 & 2 Grimshaw/Baron: Introduction

Assignment: The Heart of a Leader

**January 29st - Last Day to Drop without \$\$ Penalty
and Last Day to Add class**

Week 2, January 31st

Complete Chapters 1 & 2

Reading: Tracey: Chapter 4 Masterful Management
Grimshaw/Baron: Chapter 1 Moments of Truth and Tradeoff

Week 3, February 7th

Masterful Management Con't

Reading: Grimshaw/Baron: Chapter 2 and 3 Role Clarity and Commander's Intent

Week 4, February 14th

Reading: Tracey: Chapter 5 How to Attract and Hire the Best People
Grimshaw/Baron: Chapter 4 Compete for Attention

Week 5, February 21st

Reading: Tracey: Chapter 6 (Building Winning Teams)
Grimshaw/Baron: Chapter 5 Boost the Credibility of Your High Expectations

February 22th -Last Day to Drop

Week 6, February 28 th

Reading: Grimshaw/Baron: Chapters 6 and 7 Reward and Toleration/Motivation

Reading: Midterm Review

Week 7, March 7th

Midterm

Reading: None

Week 8, March 14th

Spring Break

Reading: None

Week 9, March 21st

Reading: Grimshaw/Baron Chapters 8 and 9 Wield your Big Stick/ No Authority

Week 10, March 28th

In Class Exercise

Reading: None

Week 11, April 4th

Reading: Grimshaw/Baron: Chapters 10 and 11 Appetite for Truth/Prevent Excuses

Week 12, April 11th

Panel Discussion

Reading: None

Week 13, April 18th

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Reading: Grimshaw/Baron: Chapters 12 and 13 Banish the Fantasies/Treat Mistakes as Intellectual Capitol

Week 14, April 25

Case Study Handout

Week 15 May 2nd

Course wrap-up and review for Final

Week 16 May 9th

FINAL EXAM