INTS 204: Leadership Theory and Practice
School of Integrative Studies, **George Mason University**
Fall 2016
Tuesdays and Thursdays 9-10:15am
Aquia #219

Course Instructors:
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Commitment to Diversity:
Mason's School of Integrative Studies, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

Course Description:
Students in this course examine historical and contemporary leadership theories and learn to be reflective of their own leadership experiences through the lenses of those theories. This course will build a foundation upon which to build lifelong learning practices for leadership development. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills.

Learning Goals:
By actively participating in this course, students will:

- Increase self-awareness through the exploration of values, beliefs, culture, and identity.
- Learn the basics of group roles, dynamics, and decision-making in order to function constructively in group settings.
- Understand the nature of coalitions, communities, and systems.
- Appreciate the relationship between ethics and leadership.
- Discover the complexities of leadership and the multi-disciplinary nature of leadership studies.
- Compare and contrast traditional and emergent paradigms of leadership.
- Apply critical thinking to leadership theories and practices.
- Build an awareness of leadership issues facing our communities and society.
- Develop a better understanding of the complex nature of leadership.
- Begin to develop a personal philosophy of leadership.

Learning Competencies:
This course will help students address the following SIS competency areas:

Communication The process of creating and sharing meaning through human interaction.
Critical Thinking The ability to think clearly and critically, using reason and experience to form considered judgments.
Group Collaboration The process of working toward a shared agenda and/or common purpose while capitalizing on the diversity within the group.

Principles Grounding this Learning Community:
A learning community differs from most other courses in several specific ways. As YOU are an important part of the learning community, it is important that you understand their basic principles. Learning communities emphasize:

- Learning from experience and reflection
- Collaborative group work
- Multiple sources of knowledge
- Integration of knowledge
- Learning competencies to facilitate self-directed learning
- Learning through evaluation and assessment

Connection to Mason Leads:
MasonLeads is an institution wide group of faculty, staff, and students committed to inspiring the development, emergence, and recognition of leadership throughout the Mason community. They have developed a set of leadership assumptions, core values, and competencies for Mason community members to consider in our exploration and practice of leadership founded on the ideas that leadership is learned and that leadership development is a lifelong journey. These leadership assumptions, core values, and competencies are designed to be considered and used as an integrated whole and we will be integrating these ideas through the learning community (see http://masonleads.onmason.com).

Course Materials:
This class will use the texts listed below (available through the GMU bookstore and online book vendors). ***BE SURE TO PURCHASE THE APPROVED EDITIONS.***

- Northouse, P. G. (2016). *Leadership: Theory and practice [**7ᵀᴴ ed.].** Thousand Oaks, CA: Sage.

- Komives, S., Lucas, N., & McMahon, T. (2013). *Exploring leadership: For college students who want to make a difference [**3ʳᵈ ed**]*. San Francisco, CA: Jossey-Bass.

- Supplemental texts (videos, websites, and articles) are provided on our course Blackboard (Bb) site.

Additionally, this course includes a **$45 materials fee for the class** that has been billed to your student account. This fee covers the cost of the EDGE experience and leadership assessment instruments that will be distributed over the course of the semester.

Course Requirements:

I. Active Participation   230 points
This course integrates experiential and community-based learning as a key component. Learning occurs through active participation in community work and class activities, discussion, and personal reflection upon experiences. In class and web-based assignments based on the reading materials and group experiences will be factored into the participation grade.

Your overall participation grade includes being actively present, prepared, and engaged, as well as in-class assignments. Points will be deducted for lateness, inattention (texting, napping, etc), lack of engagement.

- **Class Participation** = 26 class sessions x up to 5 points possible per class **(130 points)**

- **EDGE Participation and Reflection Paper (100 points)**

All students will participate in an experiential learning program led by the facilitators of the EDGE challenge course http://www.edgeatmason.com on **Saturday October 15th from 9-12:30pm**. The EDGE highlights concepts of the relational leadership model and allows students to practice leadership. Attending the session is expected, but no one will be required to undertake any activity that makes him or her too uncomfortable. Students will meet at the EDGE site and may use Mason Shuttles or personal transportation:

9100 Freedom Center Blvd. Manassas, VA 20110
http://www.edgeatmason.com/resources/transportation-policies/

Students will be required to summarize their experiences from the class sessions and apply the relational model to the group process that occurred during the experience. Questions will be provided to help frame this 3-4 page paper.

If you are unable to attend the EDGE session for a valid reason, please let the instructors know PRIOR to October 1st. An alternative assignment will be given. Students who miss the EDGE experience (either due to prior arrangement, illness, or other reason) are responsible for completing the alternative assignment which will be 5-7 pages in order to accommodate the missed class time.

II. Collaborative Leadership Experiences   280 points

- **Collaborative Note-Taking (40 points x 4 check-ins= 160 points)**
Being prepared to discuss each week's topic is essential to a lively learning community discussion and for understanding leadership scholarship. For this assignment, you will work in small groups to create notes on the assigned readings from the *Exploring Leadership* and *Northouse* texts. At the course's conclusion, each student will have a comprehensive set of notes on the most central scholarly leadership theories. The notes will be collected and stored online using the group collaboration feature of Blackboard. Notes will address:

  - Origin story (how the theory evolved)
  - Summary of the theory
  - Strengths and criticisms of the theory
  - Application of the theory (how would someone apply this to inform a leadership experience or their own leadership practice?)
  - How can you learn more about this way of thinking about leadership? (including links)

- **Leadership Theory Presentations (120 points)**

At the onset of the course, students will be divided into small groups and will be assigned a date for facilitating 60 minutes of course discussion on the assigned readings. These presentations should include:

- o a 10 minute ice-breaker, energizer, or warm up activity
- o a 20 minute review the leadership theor(ies) being discussed
- o a 15 minute active learning activity based on the readings that involves the entire class
- o a critical examination of the merits and potential weaknesses or challenges of the theories;
- o examples of how the theory or theories are being applied in diverse contexts
- o peer feedback / question and answer session
- o The last 15 minutes of class will be used by Julie for clarification and debriefing

Students will be evaluated as a team and receive points for their evidence of each of the following: *collaboration* (did the group discuss and integrate their learning versus dividing the presentation into individual "segments"?); *planning effort* (to what extent was the group prepared by having carefully read and analyzed the readings, collected external research if necessary, and evidence of thought put into the presentation?); and *presentation* (was the group able to effectively communicate the necessary information? Was the class engaged by the presentation? How thorough and creative was the presentation?)

III. Theory to Practice Papers   240 points

The ability to learn from experience is critical for leadership development. Making reflection on experience a habitual practice is a goal of this course. Through three reflection papers, students will make connections between these experiences and course concepts, including: connections to scholarly leadership theory, awareness of self, and group and community values.

Please note that the reflection papers in this course are expected to represent your best writing. *These are not "stream of consciousness" personal journals, but well-written papers with a structure and flow that makes your main points clear and backs them with evidence*. You should plan to edit and revise these papers for quality writing style and proofread for grammar and spelling. Papers should be <u>approximately 3-4 pages</u>.

- *Understanding Self: Leadership Autobiography* **(80 points)**
Students are asked to reflect on how they have become who they are and compose a brief but well-organized autobiography. <u>I am NOT looking for a chronological history of your life, but rather an analytical and reflective review of the influences and factors which have shaped who you are.</u>

The following questions may guide your paper – *note that you will not be able to address all of these topics!* : Based on your cultural, familial, and personal background, what factors have influenced your perception, values, and philosophy of leadership? What is your definition of leadership? When was the first time you recognized leadership? Do you have any social identities (i.e. race/ethnicity, ability, religion, gender, sexual orientation, social class) that influence your actions in the context of leadership? When was the first time you realized your leadership potential? Do you see yourself as a leader, or think you have the potential to be a leader? Are there any influences outside of your family that have shaped your values and philosophy of leadership? What about the imperfect moments or mistakes that shaped the content of your character? How have mentors and critical incidents transformed you? What are the "a-ha" moments that have led you to be the person you are today? Be sure to describe any salient events and explicitly connect them to what you learned from those experiences.

- *Understanding Others: Ethical Leadership Case Study (80 points)*
Students will draft a 2-page description of an ethical dilemma they have experienced along with 3-4 accompanying questions for a leadership "consultant" to consider. In addition, students will draft a one page "resolution statement" describing how they did or are going to resolve the dilemma.

- *Understanding Community: Relational Leader Interview* **(80 points)**
Identify an individual in the community (campus, neighborhood, place of worship, non-profit, etc.) who you think exemplified relational leadership and interview (preferably in a face-to-face meeting) this person. Formulate your questions in advance. In your interview, gain a greater understanding of the leader's role, how he or she views leadership, whether the person practices "relational leadership" or follows another theory of leadership, and then expand how that person carries out that leadership theory in practice. Papers should be <u>approximately 3-4 pages</u>.

Some possible questions to consider:
- What is her/his personal biographical background?
- What cultural identities/experiences are most salient for this person?
- What are the experiences that shape them as a leader?
- How did he/she discover purpose in his/her own life? Was she/he called into leadership and did he/she seek it because of convictions she/he held?
- How did he/she learn from the obstacles and challenges she/he faced?
- What has been the lasting impact of this person's leadership? What difference did he/she make?
- What lessons (positive and negative) can be learned from this person's life and leadership experience?
- How does this person view leadership and were there any specific assumptions or beliefs that informed their behavior?
- How does this person communicate with people in her or his organization?
- How does she or he seek to get the people in the organization to work harmoniously together toward common purposes?

   In your paper, identify: (1) why you chose this person, (2) your reflections on the leader, (3) their style of leadership, and (4) lessons learned from the interview.

IV. Leadership and Social Action Poster Presentations   100 points
Students will pick a social issue they care about and thoroughly research diverse approaches to the issue, focusing on leadership practices and principles enacted as people work to make social change. Who are the key players, organizations, policies involved? Do different factions and organizations fit neatly into any of the leadership theories discussed in class, or have they evolved their own approaches? What are the slogans and PR campaigns being conducted on behalf of this issue? Do the language and images used match the values of those working towards the change? What suggestions do you have for increasing effective action?

Students will create a display poster (or web-based presentation) communicating the above information. Asset maps, diagrams, images, and interactive elements (quizzes, case studies, petitions, etc) will all increase the engagement of the viewer with the subject matter.

V. Leadership Philosophy Final Paper   150 points
Your final project will be a synthesis of what you have learned from the course as represented by a written presentation of your personal philosophy of leadership.

This final paper should be 6 to 8 pages in length and should serve as a capstone or summary of your experience in INTS 204. In this paper, students should reflect on what you have learned about yourself over the course of the semester in relation to your capacity to demonstrate leadership. This paper will serve as your final exam for the course. The paper should include a well developed definition of leadership (10%), your philosophical approach to leadership with key components articulated (30%), discussion of class readings and resources that support or contradict your personal philosophy (30%), and discussion of your personal/professional experiences that have influenced your leadership philosophy (15%) and a plan for how you will continue to develop your leadership insights and abilities (15%).

Grading & Evaluation:

Active Participation
Class Participation = 26 class sessions x 5 points possible per class=	130 points
EDGE Participation and Reflection Paper =	+100 points
	230 points

Collaborative Leadership Experiences
Collaborative Note-Taking = 4 check-ins x 40 points possible each=	160 points
Northouse Theory Presentations =	+120 points
	280 points

Theory to Practice Papers (3-4 pages each)
Understanding Self: Leadership Autobiography	80 points
Understanding Others: Ethical Leadership Case Study	80 points
Understanding Community: Relational Leader Interview =	+80 points
	240 points

Leadership and Social Action Poster Presentations	**100 points**
Leadership Philosophy Final Paper (6-8 pages)	**150 points**
TOTAL	**1000 POINTS**

Should you have a concern about the grade you receive on a specific assignment you should contact the instructor within two weeks of receiving your grade for that assignment.

At the end of the semester, your final grade will be determined based on the following scale:

980 - 1000 = A+	830 - 869 = B	670 - 699 = C-
930 - 979 = A	800 - 829 = B-	600 - 669 = D
900 - 929 = A-	770 - 799 = C+	Below 599 = F
870 - 899 = B+	700 - 769 = C	

Learning Community Policies

- **Attendance and Timeliness:** We expect you to attend all classes and to be on time. Absences will negatively impact your participation grade, as you clearly cannot participate in classes you do not attend. Late arrivals are disruptive to all of us, so please anticipate traffic, parking, and other possible delays in your planning. Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let us know in advance so we can make appropriate arrangements.

- **Late Work:** All work must be presented on time (*defined as turning in all assignments in person or to Blackboard at the beginning of class*). Please allow sufficient time for technological and printing snafus as these will <u>not</u> be considered valid excuses for late assignments. Late work may be accepted if a written medical excuse is provided, but generally there will be no grace period for late work. For each day an assignment is late, the paper will be marked down <u>one full letter grade</u> for each day they are past due, including Fridays, Saturdays, and Sundays. Due dates are clearly indicated throughout the syllabus.

- **Technology in Class:** Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that negatively impact the quality of your interactions are discouraged. Remember that your ability to listen to and engage with your peers and substantively contribute to learning community discussions is a significant component of your final grade.

- **Email and Blackboard:** Please check your email and our Blackboard course site several times a week, as we will use both email and the Announcement page in Blackboard to communicate with you between classes. We also welcome your emails and usually respond quickly. Our policy is to always be sure to respond within 24 hours. If we are out of town for the weekend or a professional meeting, however, that may not be possible. If you have not received a reply within 24 hours, please be sure to follow up with us. Please note that it is university policy that we respond only to your Mason email accounts – this is to protect your privacy.

- **Honor Code:** The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that:

    o   All work submitted be your own;
    o   When using the work or ideas of others, including fellow students, give full credit through accurate citations; and
    o   If you are uncertain about the expectations for a particular assignment, ask for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns.

Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you MUST use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules to indicate that you are quoting directly from a text. If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.
Faculty members expect that submitted work has been prepared for that class only. The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. Violations of the University Honor Code will be referred to the Office of Academic Integrity for review and action. For more information on the honor code: http://academicintegrity.gmu.edu/honorcode/.

- **Professionalism:** As a representative of Mason away from campus, we ask that you act professionally in your interactions off-campus. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

Relevant Campus and Academic Resources
Leadership Education and Development (LEAD)
The Hub, Room 2400; 993-4186; http://lead.gmu.edu/

Lesbian, Gay, Bisexual, Transgender, Queer, & Questioning Resources
SUB 1, Suite 2200; 993-2702; http://lgbtq.gmu.edu/

Office of Disability Services
If you have a learning or physical difference that may affect your academic work, you will need to make sure this documentation is on file with the Office of Disability Services (SUB 1, Suite 2500; 993-2474; http://www.gmu.edu/depts/unilife/ods/) to determine the accommodations you might need.
In addition to providing your professors with the appropriate form at the beginning of the semester, please take the initiative to discuss documented accommodations with us. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you.

Office of Counseling and Psychological Services (CAPS)
Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.
http://caps.gmu.edu/

Office of Diversity, Inclusion, and Multicultural Education (ODIME)
SUB 1, Suite 2400; 993-2700; http://odime.gmu.edu

Women and Gender Studies Center
Johnson Center, Rm 240K; 993-2896; http://wmst.gmu.edu/center

Writing Center
Occasionally, we refer students to the Writing Center. The services of the Writing Center are available by appointment, on-line and, occasionally, on a walk-in basis. We take these referrals very seriously; therefore, if we have referred you to the Writing Center, we hope you will take advantage of their services. There are multiple locations on Fairfax, Prince William, and Arlington campuses (see website for info about locations and numbers); http://writingcenter.gmu.edu/

TENTATIVE COURSE SCHEDULE (subject to revision)

Date	Topic	Readings to Discuss	Assignments Due
Aug 30	Introductions, syllabus review, expectations		
Sept 1	What is leadership?	EL, C 1 Northouse, C 1 Intro	
Sept 6	The changing nature of leadership *Form presentation groups & Review Blackboard group functions*	EL, C 2	
Sept 8	Post-industrial leadership and the Relational Leadership Model (RLM)	EL, C 3	Introduce yourself to you group on Blackboard *Strengthsfinder 2.0* results (name + top five strengths) emailed to Julie by 9am 9/10 Use code from your EL book or access at http://strengths.gmu.edu/
Sept 13	Strengthsfinder 2.0: guest facilitator, Dr. Nick Lennon, LEAD Office		
Sept 15	Leadership and self-awareness	EL, C 4	*Theory to Practice Paper:* Understanding Self - Leadership Autobiography paper due to BB
Sept 20	Understanding others	EL, C 5	
Sept 22	Leadership and culture: *BaFa BaFa*		***class held in different location (HUB rooms 1&2)**
Sept 27	Leading with integrity: *Case study consultations*	EL, C6	*Theory to Practice Paper:* Understanding Others - Ethical Leadership Case Study due – ***bring hard copy to class***
Sept 29	Being in Communities: *The Student Leadership Practices Inventory (LPI)*	EL, C 7	Come to class having completed on-line inventory. http://slpiself.studentleadershipchallenge.com/home ***Bring LPI individual report or have access to digital version***
Oct 4	Understanding Groups & Teams	EL, C8	

Oct 6	Sample Presentation: The Social Change Model	EL, C 11	Collaborative notes on EL C1-8 due to group BB
Oct 11	No classes Tues 10/11 for Columbus day. Monday classes meet on Tues 10/11 this week only.		
Oct 13	Class cancelled → Julie away. We meet only on SATURDAY 10/15 this week.		
SAT.!!! Oct 15	9am – 12:30pm The Edge: teambuilding and group problem solving ** meet at: 9100 Freedom Center Blvd. Manassas, VA 20110 http://www.edgeatmason.com/resources/transportation-policies/ **wear sneakers and comfortable clothing; bring release form		
Oct 18	*Group Presentations:* Trait and Skills	Northouse, C 2 & 3	Collaborative notes on C2-5 due to group BB
Oct 20	*Group Presentations:* Behavioral and Situational	Northouse, C 4 & 5	
Oct 25	*Group Presentations:* Path/Goal and Leader-Member Exchange	Northouse, C 6 & 7	Collaborative notes on C 6-9 due to group BB
Oct 27	*Group Presentations:* Transformational and Authentic	Northouse, C 8 & 9	*EDGE Participation and Reflection Paper due to BB*
Nov 1	*Group Presentations:* Servant and Adaptive	Northouse, C 10 & 11	Collaborative notes on C 10-12, 14 due to group BB
Nov 3	No class → Julie away.		
Nov 8	*Group Presentations:* Psychodynamic and Team	Northouse, C 12 & 14	
Nov 10	Leadership ethics *Star Power*	Northouse C 13	
Nov 15	Gender and leadership	Northouse C15	*Understanding Others:* Relational Leader Interview paper due to BB
Nov 17	Culture and leadership *GLOBE studies*	Northouse C16	
Nov 22	Leadership and renewal	EL, CH 12	
Nov 24	No class. Thanksgiving Break.		
Nov 29	Leadership in complex organizations *Mason culture activity*	EL, C9	
Dec 1	Understanding change *In class case studies*	EL, C 10	
Dec 6	Changing the world: Gallery walk		Leadership and Social Action Poster Presentations Due
Dec 8	Wrap-up and course evals		
Dec 13	Exams week		Leadership Philosophy Final Paper due by 5pm. Email to jowen4@gmu.edu