

George Mason University | School of Integrative Studies
INTS204 – DL1 Leadership Theory and Practice Syllabus (3 credits)
Online | Fall 2016

Links to Syllabus Headers:

[George Mason University | School of Integrative Studies](#) | [Course Instructor Contact Information](#) | [Course Description](#) | [Course Learning Objectives and Feedback](#) | [Course Guidelines](#) | [Course and University Policies](#) | [University Resources](#) | [Course Readings](#) | [Course Requirements and Assignments](#) | [Course Grading and Evaluation](#) | [Proposed Course Schedule \(subject to change\)](#) | [Appendix A: Experiential Learning Options](#) |

Course Instructor Contact Information

Dr. Graziella Pagliarulo McCarron
George Mason University, School of Integrative Studies, 410 Enterprise Hall
4400 University Drive, Fairfax, VA 22030-4444
E-mail: gmccarro@gmu.edu | SIS Phone: 703-993-1484 | Mobile: (202) 320-5597 (emergencies)
SIS Departmental Fax: 703-993-1439 | SIS Web: <http://integrative.gmu.edu>
Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Course Description

Via a multi-faceted approach grounded in engagement with theoretical foundations, self-assessment, students' experiences, and practical application, this highly interactive learning community will explore historical and contemporary leadership theories; students will learn to be reflective of our their leadership experiences through the lenses of those theories. This course will build a foundation upon which to construct lifelong learning practices for leadership development and includes the study of leadership as well as the integration of students' rich experiences and backgrounds with leadership theories, concepts, and skills. Examples of coursework include self-assessments aimed at supporting students in their leadership development, critical thinking, and problem solving competencies; group discussions and collaborative teaching, and applied case studies

Note: This syllabus builds upon the fine work of George Mason faculty Dr. Julie Owen, and the instructor thanks Dr. Owen for her intellectual contribution to this course.

Course Learning Objectives and Feedback

Course Learning Objectives

This course is informed by the School of Integrative Studies' 8 competencies: communication, critical thinking, group collaboration, global understanding, civic engagement, digital literacy, aesthetic awareness, and well being. The course content, readings, class activities, assignments, and emphasis on applying theories and concepts to practice (reflective practice) are intended to contribute to your learning and development of these competencies. I encourage you to apply and reflect on these competencies throughout the semester. In addition to these competencies, specific course learning objectives follow. At the conclusion of this course, we should be able to:

1. Reflect on key theories/models of leadership, their evolution, and their relationship to our individual preferences and attitudes;
2. Reflect on the nature of coalitions, communities, and systems;
3. Articulate the basics of group roles, dynamics, and decision-making in order to function well in group settings;
4. Articulate importance of/connections between self-reflection/awareness and ability to be authentic leaders;

5. Identify the relationship between individual responsibilities/personal values and our leadership preferences;
6. Recognize the relationship between ethics and leadership;
7. Describe and reflect on our personal and professional values and leadership motivations;
8. Differentiate between theories/models of leadership to include traditional and emergent leadership paradigms
9. Describe the major leadership issues facing our communities and society;
10. Analyze leadership scenarios critically and apply appropriate theories, models, and concepts.

Pop Up Feedback

Our classroom is a learning community via which we will learn from each other and develop as a group over the course of the semester. Feedback is an essential part of learning – particularly in relation to the goals we have articulated for INTS204. As such, just as I will provide each of you with feedback over the course of the term, I will ask for your thoughts. At the close of some weeks, I will ask you to complete a brief survey. I look forward to hearing your thoughts so that we can shape actively classroom content and climate.

Course Guidelines

Duration of Class Week/Module: In this online class, the class “week” goes from Wednesday at 12:00am to the following Tuesday at 11:59pm, beginning with our first class day on Wednesday, August 31, 2016. The first 3 weeks of class (8/31-9/20) will be fully available in BlackBoard as of the first day of class so that you can plan ahead and begin to see how our learning modules are structured. For week #4 and on, I will open modules as we go along in the term so that we can pace ourselves. By “as we go,” I mean that I will open modules 2 weeks in advance. For example, I will open week 4 of our class (which starts on 9/21) 2 weeks in advance of its beginning – i.e., on 9/7. While the full modules will be opened as we go, you can, from day 1, see every assignment due, assignment instructions, expectations, etc. via the “Major Assignments...” tab in our BlackBoard course.

Online Class Participation and Commitment: Learning in this course is a shared responsibility, and, as such, good participation (e.g., discussion, collaboration, etc. in our online environment) is critical for all of our benefit and includes asking good questions and building on the comments of others (and, remember, that quality of thought is not the same as quantity of comments). A quality learning experience in this course rests upon a high degree of interaction and exchange of ideas among the students and instructor. Each student is expected to participate fully in small group discussions and activities.

Reflection: Thoughtful, critical reflection and engagement with the materials.

Respect and Professionalism: We are each other’s teachers and, as such, it is expected that we treat each other with respect and professionalism at all times even though opinions may differ. Please see “Course and University Policies” below for specifics on classroom climate.

Technology Guidelines and Blackboard Course Management System: Each student will need access to GMU’s Blackboard (<http://mymason.gmu.edu>). **All assignments should be turned in on the Blackboard course management system, unless otherwise noted.** The User Name should be the first part of your Mason email address and the same password that you use to access your Mason email account. If you require assistance with Blackboard access, please contact the GMU IT Unit: <https://itservices.gmu.edu/>

Course and University Policies

Commitment to Diversity and Classroom Climate

The School of Integrative Studies (SIS) 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. This course assumes that all opinions, thoughts, and ideas deserve respectful hearings from others. In fact, diversity in analysis and expression is the key to a successful course. Demeaning, intolerant, and/or disruptive behavior or responses at any time are inappropriate. Use points of disagreement/conflict to learn more about yourself, others, and the course material. We expect you to communicate diverse and opposing ideas and perspectives with professionalism and civility.

Honor Code and Academic Integrity

This is a course dedicated to the topic of ethics, thus, I expect students to maintain the highest academic standards. Students and faculty will adhere to the highest possible standards - using the course as a laboratory to practice ethical behavior. You are expected to observe and honor [the University's Honor Code](#). Three fundamental principles students must follow at all times are:

1. All work submitted must be your own;
2. When using the work or ideas of others, including fellow students, give full credit through accurate citations;
3. If you are uncertain about citation rules or assignment guidelines, ask an instructor 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 (**APA 6th Edition in this INTS204 course**) to indicate that you are quoting directly from a text (e.g., quotation marks, quote indentation, source identification). 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. The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. In every SIS course, faculty expect that submitted work has been prepared for that class only. Violations of the University Honor Code will be referred to the University Honor Committee for review and action.

Please familiarize yourself with [the Honor Code](#). Should you have questions about how the code applies to INTS204, please ask me - not another student - for clarification.

PLEASE NOTE: All assignments should be submitted as Word documents (not PDF or written in BB) unless otherwise noted. Every assignment should include an appropriate APA-formatted cover-page with a signed integrity statement. 2-point deductions will be incurred on the assignment if the page is missing. **Please see the last page of this syllabus for a cover page sample.******

Class Citizenship

- Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan.
- Grades and feedback will be posted in a timely fashion— as such, please check your grade in BB frequently.
- If you have any questions or concerns, please do not hesitate to contact me – I am here to help you succeed.

Religious or Cultural Observances

Some major course assignments are in close proximity to religious or cultural observances. If an assignment creates a conflict, please let me know in advance so we can make appropriate arrangements.

Attendance

While INTS204 is an online and not face-to-face class, “attendance” with regard to full and active participation is essential and expected. Please see “Course Requirements and Assignments” below for attendance and participation point values. Students are expected to notify the instructor immediately if you cannot participate fully in the week's activities due to a **valid** personal or professional reason.

Late and Missing Assignments

You are responsible for completing individual/group assignments on time (defined as turning in all assignments via Blackboard on the date and by the time required). Please allow sufficient time for technological hiccups as these will not be considered valid excuses for late assignments. Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan. Grades and feedback will be posted in a timely fashion— as such, please check your grade in BB frequently. All due times are in Eastern Standard Time (EST).

Assignments submitted late will be penalized 20% for each day they are past due, including Fridays, Saturdays, Sundays (and holidays) (with a maximum of 3 days late submission allowed). Any assignment submitted 4+ days after the original due date will not be accepted. Due dates are clearly indicated throughout the syllabus.

Assignments may only be made up if you demonstrate that failure to complete required assignments was due to a valid reason. In such cases, you will have one week from your return to class to complete excused work.

Course Add/Drop

Please review the add/drop [deadlines](#) for this course

GMU E-mail and Inclement Weather Policy

In compliance with a University-wide initiative, SIS faculty and staff will correspond electronically with students only through their GMU assigned email accounts. No assignments will be accepted via email unless specifically requested. Please check your email account regularly for updates and important announcements; checking your email during University closings is especially important, as we will alert you to schedule changes. **However, given that INTS204 is an online class, please do not assume that our schedule will change due to inclement weather.** The instructor will communicate any potential schedule changes to you.

University Resources

Office of Disability Services

If you believe that you have a learning or physical difference that may affect your academic work, please contact the GMU Office of Disability Services. If you qualify for accommodation based on the documentation you provide, the ODS staff will give you a form detailing appropriate accommodations – you will then bring this form to me. In addition to providing me with the appropriate form, please take the initiative to discuss accommodations with me at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted [the Office of Disability Services](#) and are waiting to hear from a counselor, please tell me.

Student Union 1, Room 2500, ods@gmu.edu, 703-993-2474 or 703-993-2476 (TTY)

Office of Counseling and Psychological Services (CAPS)

[CAPS](#) provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

Student Union 1, Room 3129, 703-993-2380

University Writing Center

[The University's Writing Center](#) offers free, expert tutoring to writers at all levels who want to improve their writing. You should try to book an appointment in advance. Also, please use SIS's online writing guide, Robinson Hall A, Room 114, wcenter@gmu.edu, 703-993-1200

GMU Learning Services

[Learning Services](#) provides study skills workshops, academic skills program, and academic counseling.

Student Union Building I, Room 3129, 703-993-2999

[University Information Technology Unit](#)

[University Libraries](#)

Course Readings

A number of course readings will be made available to you through GMU's e-reserves and will be posted directly to our Blackboard site. In addition, the class will use the following texts, and you may purchase them through the GMU bookstore and/or online book vendors – please purchase the **current editions**.

- *Leadership: Theory and Practice*. Author: Northouse; Publisher: Sage - 7th Edition. ISBN-13: 978-1483317533.
- *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Authors: Kouzes & Posner; Publisher: Jossey-Bass - 5th Edition. ISBN-10: 0470651725; ISBN-13: 978-0470651728

- *Exploring leadership: For College Students Who Want to Make a Difference*. Authors: Komives, Lucas, & McMahon; Publisher: Jossey-Bass - 3rd Edition. ISBN-13: 978-1118399477; ISBN-10: 1118399471.
- *Leadership 101: What Every Leader Needs to Know*. Author: Maxwell. Publisher: Thomas Nelson. ISBN-10: 0785264191; ISBN-13: 978-0785264194.

The course facilitator reserves the right to add or change readings over the course of the semester.

Course Requirements and Assignments

There are five (5) graded parts of this course for a total of 200 points.

Course Components/Assignment	Point Value	% of Course Grade
1. Class Engagement/Participation 1a. Week 1/Week 7 Blog/Reflections 1b. Leadership in the News 1c. Ethical Case Consultation	45/200	22.5%
2. Experiential Leadership Learning	30/200	15%
3. Collaborative Leadership Experience 3a. Collaborative Note-Taking 3b. Leadership Theory Presentations	50/200	25%
4. Theory to Practice Papers 4a. Paper 1: Understanding Self 4b. Paper 2: Understanding Others 4c. Paper 3: Understanding the Whole	50/200	25%
5. Leadership and Social Action Poster	25/200	12.5%

I. Class Engagement and Participation (45/200 possible points | 22.5% of course grade)

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

1a. Week 1 Introductory Blog and Express Reflection (2.5 points each = 5 points)

In Week 1 of the course, you will create and post an introductory blog as well as complete an individual “express reflection.” These assignments together will count toward your Week 1 participation grade. For details on both assignments, please see BlackBoard>Weekly Modules>Week 1. You will also complete an express reflection in Week 7 (5 pts). For details, please see BlackBoard>Weekly Modules>Week 7. Please remember that the blog and the express reflections do not have “right” answers, rather they are an opportunity for you to be reflective.

1b. Leadership in the News – Current Event Discussion Facilitation (15 points)

Prior to the first day of class, you will be assigned to teams to lead one class discussion on leadership grounded in current news events – this assignment is called **Leadership in the News (LIN)**. Each team will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. It is your responsibility to decide, within the group, how work will be divided up, assigned, and who is responsible for final review and submission of materials due on the specific days **indicated below**. All LINs will occur in Weeks 2 through 7. Please see the BB “Major Course Assignments...> Leadership in the News” folder for current event topic ideas and news resources.

Instructions for online/BB LIN facilitation:

1. Read ahead AND identify an aspect of the upcoming week’s readings that resonates with you
2. Prepare a 2-3 page PowerPoint voice-over that summarizes the specific readings. Tutorials for how to create this voiceover are posted on the LIN page under “Major Course Assignments...” in BB
3. Find a news article (no more than 30 days old) related to the week’s leadership themes you chose
4. Create 3-5 discussion questions for the class (pay attention to the intersection between the current event and our week’s readings). AT LEAST ONE OF THE QUESTIONS MUST ASK READERS TO MAKE SPECIFIC CONNECTIONS BETWEEN THE CURRENT EVENT AND, AT LEAST, ONE CONCEPT FROM

READING/VIDEO ASSIGNED FOR THE WEEK. For example: How do you see the relational leadership model mentioned in reading X play out in Z mentioned in the news article? What are some specific examples?

5. Post your PPT, current event article, and discussion questions to the "Leadership in the News" discussion board by 11:59pm on the day before your facilitation week begins (you will post on Tuesday since our weeks/modules begin on Wednesday).
6. Respond to, monitor, and engage your classmates in vivid discussion around your topic.

Every new class module, and, therefore, online facilitation week begins on Wednesday. **Therefore, you will submit parts 1 through 4 above to me for approval, via e-mail at gmccarro@gmu.edu, by 11:59pm on the Sunday before your facilitation week begins.** Once approved, you will post parts 1 through 4 to the Leadership in the News discussion board by 11:59pm on the Tuesday before your facilitation week begins. You will post to the Leadership in the News discussion thread with your names on it - next to the appropriate week/class # and topic.

Once your facilitation week begins, you will be responsible for the following:

- Posting your own response to the questions you wrote by 11:59pm on the first day of the week- Wednesday
 - Each team member posts responses to all questions.
- Responding to, at least, 2 classmate responses to your discussion questions by 11:59pm on Friday
 - Each team member responds to 3 classmates.
- Responding to, at least, 2 new classmates responses to your discussion questions by 11:59pm on Monday
 - Each team member responds to 3 new classmates.
- Offering closing remarks and a week's discussion summary by 11:59pm on Tuesday.
 - Each team member posts closing remarks.

Those not facilitating will be responsible for the following (**10 points = 1.5 points for each LIN + 1 bonus**):

- Posting a response to the facilitation questions by 11:59pm on Thursday
- Responding to, at least, 2 classmates' post with thoughtful insight (not just agreement or summary) by 11:59pm on Monday of that module.

For additional tips on writing for and posting to discussion boards, please visit [the GMU Writing Center](#) and download "Guidelines for Posting to Discussion Boards."

An important note about Discussion Boards: You may go into BB and "Subscribe" to Discussion Boards so that you can receive e-mail alerts when classmates (or instructor) post to boards. To subscribe, please go to Discussion Boards and click into individual boards (e.g., Ask the Professor, Week 2 LIN#1...). At the top of each board, you will see a tab labeled "Subscribe" -- please click this button. You will repeat this for each of the boards.

1c. Ethical Case Consultation (10 points)

You will submit an ethical leadership case study in which you identify an organizational ethical leadership dilemma and put on a "consultant's hat" to propose a resolution to the dilemma. This ethical leadership dilemma can be from your lived experiences (work, school, community organization, etc.) or a fictional creation. If the dilemma is "real," please use pseudonyms to protect stakeholders. To help you complete the case, please use the structure/questions below as guide.

Description and Questions (2-3 pages)

- Reflect on a time when you were a part of an organization and witnessed or were directly involved in an ethical leadership dilemma. Thoroughly describe the Organization (size, type, mission, values, etc.).
- The Ethical Leadership Dilemma: What happened? Why? What were the major issues, problems, concerns? Who were the key stakeholders? What decisions needed to be made?
- Based on the dilemma described above, pretend that you can hire a consultant to help resolve the dilemma. List 3-5 questions you want the consultant to consider in an effort to resolve the dilemma.

Resolution (1-2 pages)

- Pretend that you are the consultant: How would you answer each of the questions above AND how would you resolve the ethical leadership dilemma? Please use at least ONE of the ethical decision-making models (e.g., SAD formula, Nash's 12 Questions, Kidder's Checkpoints) reviewed in class readings to support your answer.

Please note that the case should be written in 3rd person and represent your best writing with a structure and flow that makes your main points clear and backs them with evidence. You should plan to edit and revise these cases for quality writing style and proofread for grammar and spelling. A virtual visit to the GMU Writing Center is highly recommended. **APA paper formatting and citation is required.**

II. Experiential Leadership Learning (30/200 possible points | 15% of course grade)

Experiential Learning (EL) is one of the core components of SIS's curriculum and is the process through which students "connect the classroom to the world." Included in Appendix A of this syllabus and posted to the "Course Assignments > Experiential Learning" folder on BB are a number of opportunities aimed at helping you engage the EL requirement for this course. **YOU MUST COMPLETE ONE OPTION as well as the accompanying paper/project required.** Each student is responsible for executing his/her plan (e.g., reserving seats, transportation, etc.). Please speak with me if you would like to propose a different EL idea for your assignment. I have posted specific writing guidelines for this EL paper to BB: "Course Assignments > Experiential Learning."

Please note that the EL paper should represent your best writing 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. **APA paper formatting and citation is required.**

NOTE that this paper must be reviewed by [the GMU Writing Center](#) before submission or points will be deducted accordingly. You may schedule virtual appointments with the WC – please include your WC consultation verification (provided by WC tutor) with your final paper.

III. Collaborative Leadership Experience (50/200 possible points | 25% of course grade)

During the first class meeting, you will be assigned to Collaborative Leadership teams. These teams will work together to **READ, SUMMARIZE, and PRESENT** on key leadership theories.

3a. READ AND SUMMARIZE: Collaborative Note-Taking (15 points = 5 points x 3 check-ins)

Your group will create notes on the assigned readings from the Northouse text. At the course's conclusion, each student will have a comprehensive set of notes on the most central leadership theories. The notes will be collected and stored on BB and will address:

- Origin story (how the theory evolved)
- Summary of the theory
- Strengths and criticisms of the theory
- Application of the theory (provide 2-3 examples of how someone would apply this theory to inform a leadership experience or his/her own leadership practice?)
- How can you learn more about this way of thinking about leadership? (include links to reputable internet sources external to what we have covered in INTS204)

Please remember that these summaries should be your own words paraphrased from the text and not taken verbatim. Any direct quotes from the text included in your notes should be cited using APA. I will collect the notes 3 times over the course of the term. On each due date (please see syllabus schedule below), you will submit the final version of your notes via the associated BB Assignments page. Each group will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. It is your responsibility to decide, within the group, how note-taking work will be divided up, assigned, and who is responsible for final review and submission to me on due date. **Please note that you will be assessed on your collaboration skills by how you use and engage with the group boards.**

PRESENT: Leadership Theory Presentations (25 points = 15 for presenting + 10 for participating)

In Weeks 8 –13, groups will "facilitate" a course discussion on the assigned leadership theory readings.

In the BB/online setting, these presentations should include:

1. Part 1: A discussion-board based ice-breaker, energizer, or warm up activity. Please see the Collaborative Leadership page under “Assignments” in BB for ice breaker resources.
2. Part 2: A 12-15 minute PPT lecture (with voiceover) reviewing the leadership theor(ies) being discussed with critical examination of the merits and potential weaknesses or challenges of the theories and examples of how the theory or theories are being applied in diverse contexts **to include interacting with teams/groups in organizations and/or leading complex organizations**. Tutorials for how to create this voiceover are posted on the Collaborative Leadership page under “Assignments” in BB
3. Part 3: A discussion board-based active learning activity based on the readings that involves the entire class
4. Part 4: Closing remarks about presentation and your learning

Every new class module, and, therefore, online facilitation week begins on Wednesday. **Therefore, you will submit an outline of parts 1 through 3 above to me for approval, via e-mail at gmccarro@gmu.edu, by 11:59pm on the Sunday before your facilitation week begins.** Once approved, you will post part 1 to the Leadership Theory discussion board by 11:59pm on the Tuesday your facilitation week begins. You will post to the Leadership Theory discussion board marked with your assigned week and topic. The remaining posting protocol follows.

Online facilitation week begins on Wednesday, therefore, for this online presentation, you will:

- Post Part 1 (above) by 11:59pm on the Wednesday your facilitation week begins
- Respond to, at least, 2 classmate responses to your Part 1/icebreaker by 11:59pm on Thursday
 - You are working in teams, each team member responds to 2 classmates.
- Post Part 2 and Part 3 by 11:59pm on Friday
- Respond to, at least, 2 classmate responses to your Part 3 discussion questions by 11:59pm on Saturday
 - You are working in teams, each team member responds to 2 classmates.
- Respond to, at least, 2 new classmates responses to your Part 3 discussion questions by 11:59pm on Monday
 - You are working in teams, each team member responds to 2 classmates.
- Offer closing remarks and a week’s discussion summary by 11:59pm on Tuesday.
 - You are working in teams, each team member responds to 2 classmates.

Those not facilitating will be responsible for the following **(10 points = 1.5 points per presentation + 1 bonus)**:

- Posting a response to the Part 1 icebreaker by 11:59pm on Thursday
- Responding to, at least, 2 classmates’ posts to Part 3 with thoughtful insight (not just agreement or summary) by 11:59pm on Saturday.

As noted above, your group will have a group page in BB with associated discussion board (see the Collaborative Tools link on left navigation) and file sharing capabilities so that members can work together. It is your responsibility to decide, within the group, how work will be divided up, assigned, and who is responsible for final review and submission of materials due on the due dates.

IV. Theory to Practice Papers – Three Papers (50/200 possible points | 25% of course grade)

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 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. **APA use is required.**

4a. Paper 1: Understanding Self: Leadership Autobiography (10 points)

Students are asked to reflect on how they have become who they are and compose a brief but well-organized autobiography. This paper is NOT a chronological history of your life, but rather an analytical and reflective review of the influences and factors that have shaped who you are. Please note that, although questions are provided below, this paper should not take a Q&A form but be a well-written, well-formed essay. Length: 4-5 pages.

At a minimum, the following must be addressed:

- Based on your cultural, familial, and personal background, what factors have influenced your perception, values, and philosophy of leadership?
- What is your definition and/or philosophy 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?
- Given what you learned from the *StrengthsFinder 2.0* exercise, how do you plan to continue to develop your leadership insights and abilities? Please be specific.

Be sure to describe any salient events and explicitly connect them to what you learned from those experiences.

Given that INTS is geared toward making us all better writers, for this Theory to Practice Paper #1 assignment, you will submit both a high-quality draft and an improved final product based on instructor feedback. The high-quality draft is due on 9/27/16 by 11:59pm EST. You will receive feedback by 10/4/16. The final product is due on 10/11/16 by 11:59pm EST. The final product will be re-evaluated by the instructor and, if scored higher, will replace the grade for the draft. Please note that the draft is NOT AN OUTLINE but a well-written attempt.

4b. Paper 2: Understanding Others: Relational Leader Interview (15 points)

Identify an individual in the community (campus, neighborhood, place of worship, non-profit, etc.) who you think exemplifies 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. Please note that, although questions are provided below, this paper should not take Q&A form but be a well-written, well-formed essay Length: 3-4 pages.

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 him/her as a leader?
- What core values does this person hold with regard to leadership? (Think about your Week 5 values exercise)
- 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 s/he view leadership - were there any specific assumptions/beliefs that informed his/her behavior?
- How does this person communicate with people in her/his organization?
- How does s/he seek to get the people in the organization to work harmoniously toward common purposes?

In your paper, identify: (1) why you chose this person, (2) your reflections on the leader and his/her style of leadership based on the questions you asked, and (3) lessons you learned from the interview and how they apply to you as a leader (e.g., how you think about your values as a leader, your leadership philosophy, etc.).

4c. Paper 3: Understanding the Whole - Leadership Philosophy Final Paper (25 points)

This last paper in the Theory to Practice series will be a synthesis of what you have learned from the course as represented by a written presentation of your personal philosophy of leadership. Length: 6-7 pages.

This final paper should serve as a capstone or summary of your experience in INTS204 and your leadership learning journey. In this paper, 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 the following aspects:

- A well-developed definition of leadership (10%)
- Your philosophical approach to leadership with key components articulated (30%)
- Discussion of class readings and activities that support or contradict your personal philosophy (30%)
- Discussion of your personal/professional experiences that have influenced your leadership philosophy (15%)
- A plan for how you will continue to develop your leadership insights and abilities (15%).

Please remember to use the APA citation/writing style.

V. Leadership & Social Action Poster Presentations (25/200 possible points | 12.5% of course grade)

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. Students will then present their issue on the Social Action Discussion Board via a virtual “poster” presentation to the class. This assignment is informative and does not require online discussion **but students are encouraged to comment on each other’s posters in a constructive and productive manner.**

For your digital poster, you are welcome to use PowerPoint (see this Assignment page on BB for PowerPoint resources), but I also encourage you to explore other presentation [options](#) in an effort to increase interest and engagement. The digital display “poster” should communicate your social action in a way that can be viewed without someone explaining it to the viewer. Diagrams, images, and interactive elements (quizzes, case studies, petitions, etc.) will all increase the engagement of the viewer with the subject matter.

Posters must address the following questions:

- What is your social issue? Why is this issue important?
- 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 using what you have learned about leadership?

Please note that your digital poster should adhere to APA citation where applicable and include your highest quality writing. You will submit a plan for the social action poster presentation to me in Week 7 (5 pts). This plan should include: 1) social issue, 2) presentation medium you will use, 3) rough outline.

Course Grading and Evaluation

Course Components/Assignment	Point Value	Point Distribution
1. Class Engagement/Participation	45/200	10 pts: Week 1 & Week 7 Blog/Reflections 15 pts: LIN Facilitation 10 pts: LIN Participation (1.5 pts/LIN + 1 bonus pt) 10 pts: Ethics Case Study
2. Experiential Learning	30/200	30 pts: Experiential Learning Reflection
3. Collaborative Leadership Experience	50/200	15 pts: Collaborative Note-Taking 25 pts: Leadership Theory Presentations 10 pts: Pres Participation (1.5 pts/LIN + 1 bonus pt)
4. Theory to Practice Papers	50/200	10 pts: Paper 1 15 pts: Paper 2 25 pts: Paper 3
5. Leadership and Social Action Poster	25/200	20 pts: Poster Presentation 5 pts: Plan of Poster

NOTE: If you have a concern about the grade you receive on a specific assignment you should contact the course facilitator within two weeks of receiving your grade for that assignment.

Grading Scale

A+ = 200 – 194 | **A** = 193 – 186 | **A-** = 185 – 180 | **B+** = 179 – 174 | **B** = 173 – 166 | **B-** = 165 – 160
C+ = 159 – 154 | **C** = 153 – 146 | **C-** = 145-140 | **D** = 139-120 | **F** = 119 – 0

Writing and Writing Format

This is an ethical leadership course AND a writing course. I will be evaluating your writing carefully and reaching out with appropriate feedback. I encourage each of you to visit the Writing Center as much as possible throughout the term – you may do so in person, via e-mail, and/or via video.

Please note that ALL ASSIGNMENTS must be typed using 12-point font and one-inch margins, double-spaced. You must correctly and consistently use [the APA writing style](#). Websites must also be cited properly (e.g., full and accurate URL, date retrieved). Please consult [GMU's Writing Center](#) for assistance

Proposed Course Schedule (subject to change)

Required texts are cited by author (e.g., “Johnson,” “Kidder”). Other required readings are typically listed by author and will be posted on Blackboard (BB). Please review the syllabus so that you can plan in advance.

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
Week 1: 8/31-9/6* Introductions/Expectations; and What is Leadership? *9/5 Labor Day, GMU Holiday	<ul style="list-style-type: none"> - Komives et al: Ch 1 - Kouzes & Posner (K&P): Intro, Ch1 pp1-29 - Maxwell: Part 1 - Dudley video - LIN#1 Presenters: Read ahead for Week 2 	<ul style="list-style-type: none"> - Intro blog (due by 11:59pm on 8/31) - Pre-assessment (due by 11:59pm on 8/31) - Express reflection (due by 11:59pm on 9/6) - Syll. agreement (due by 11:59pm on 9/6)
Week 2: 9/7-9/13 The Changing Nature of Leadership; and Post-industrial leadership	<ul style="list-style-type: none"> - Komives et al: Ch 2-3 - Northouse: Ch 1 - Mini-lecture #1 - LIN#1 PPT/article posted by presenting classmates - LIN#2 Presenters: Read ahead for Week 3 	<ul style="list-style-type: none"> - LIN#1 Discussion (See syllabus p. 5 for due date timeline) - EL Option selected (due by 11:59pm on 9/13) - LIN#2 Presenters: Submit Parts 1-4 of assignment to Dr. McCarron for approval (due by 11:59pm on 9/11. Syllabus p. 5)
Week 3: 9/14-9/20 Leadership and Self-Awareness; and	<ul style="list-style-type: none"> - Komives et al: Ch 4 - Maxwell: Ch 5 - George: Ch 6 - Sinek video - LIN#2 PPT/article - LIN#3 Presenters: Read ahead for Week 4 	<ul style="list-style-type: none"> - LIN#2 Discussion (See syllabus p. 5 for due date timeline) - <i>Strengthsfinder 2.0</i> (due by 11:59pm on 9/20) - Check-In Survey (due by 11:59pm on 9/20) - LIN#3 Presenters: Submit Parts 1-4 of assignment to Dr. McCarron for approval (due by 11:59pm on 9/18. Syllabus p. 5)
Week 4: 9/21-9/27 Understanding Others; and Leadership and Culture	<ul style="list-style-type: none"> - Komives et al: Ch 5 - Northouse: Ch 15-16 - 6 Levels of Culture - Mini-lecture #2 - LIN#3 PPT/article 	<ul style="list-style-type: none"> - LIN#3 Discussion (See syllabus p. 5 for due date timeline) - <i>Theory to Practice</i>: Paper 1: Understanding Self paper DRAFT (due by 11:59pm on 9/27)

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
	<ul style="list-style-type: none"> - LIN#4 Presenters: Read ahead for Week 5 	<ul style="list-style-type: none"> - LIN#4 Presenters: Submit Parts 1-4 of assignment to Dr. McCarron for approval (due by 11:59pm on 9/25. Syllabus p. 5)
<p>Week 5: 9/28-10/4</p> <p>Leading with Integrity; and Ethical Leadership</p>	<ul style="list-style-type: none"> - Komives et al: Ch 6 - K&P: Ch1 (pp. 29-40), Ch 2 - Johnson: Ch 3 - Sinek video - LIN#4 PPT/article - LIN#5 Presenters: Read ahead for Week 6 	<ul style="list-style-type: none"> - LIN#4 Discussion (See syllabus p. 5 for due date timeline) - Core Values exercise (due by 11:59pm on 10/4) - Ethical leadership case study (due by 11:59pm on 10/4) - LIN#5 Presenters: Submit Parts 1-4 of assignment to Dr. McCarron for approval (due by 11:59pm on 10/2. Syllabus p. 5)
<p>Week 6: 10/5-10/11</p> <p>Being in Communities</p> <p>*10/10 Columbus Day – GMU Holiday</p>	<ul style="list-style-type: none"> - Komives et al: Ch 7 - K&P: Ch 8-9 - Maxwell: Ch 6 - Mini-lecture #3 - LIN#5 PPT/article - LIN#6 Presenters: Read ahead for Week 7 	<ul style="list-style-type: none"> - LIN#5 Discussion (See syllabus p. 5 for due date timeline) - Leadership Behavior Questionnaire (due by 11:59pm 10/11) - <i>Theory to Practice:</i> Paper 1: Understanding Self paper FINAL (due by 11:59pm 10/11) - Check-In Survey (due by 11:59pm 10/11) - LIN#6 Presenters: Submit Parts 1-4 of assignment to Dr. McCarron for approval (due by 11:59pm on 10/9. Syllabus p. 5)
<p>Week 7: 10/12-10/18</p> <p>Understanding Teams and Groups; and Leadership in Complex Organizations</p>	<ul style="list-style-type: none"> - Komives et al: Ch 8-9 - Maxwell: Part 3 - Heffernan video - McChrystal video - LIN#6 PPT/article 	<ul style="list-style-type: none"> - LIN#6 Discussion (See syllabus p. 5 for due date timeline) - Express Reflection (due by 11:59pm on 10/18) - Plan for Week 14 social action poster presentation (due by 11:59pm on 10/18) - Theory Group 1 Presenters: Submit Parts 1-3 of assignment to Dr. McCarron for approval (due by 11:59pm on 10/16. Syllabus p. 7)
<p>Week 8: 10/19-10/25</p> <p>Group Presentations: Trait & Skills Theory</p>	<ul style="list-style-type: none"> - Northouse, Ch 2, 3, 4, 6 - Mini-lecture #4 	<ul style="list-style-type: none"> - Collaborative notes on Northouse Ch 2, 3, 4, 6 due by 11:59pm on 10/25) - <i>Group Presentation 1 and Discussion: Trait & Skills</i> (See syllabus p. 7 for due date timeline) - Theory Group 2 Presenters: Submit Parts 1-3 of assignment to Dr. McCarron for approval (due by 11:59pm on 10/23. Syllabus p. 7)

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
Week 9: 10/26-11/1 Group Presentations: Behavioral & Path-Goal	- Northouse, Ch 4 & 6 (review the chapters) - Mini-lecture #5 (subject to change)	- <i>Group Presentation 2 and Discussion: Behavioral & Path-Goal</i> (See syllabus p. 7 for due date timeline) - Experiential Learning Reflection (due by 11:59pm on 11/1) - Check-In Survey (due by 11:59pm 11/1) - Theory Group 3 Presenters: Submit Parts 1-3 of assignment to Dr. McCarron for approval (due by 11:59pm on 10/30. Syllabus p. 7)
Week 10: 11/2-11/8 Group Presentations: Situational & Adaptive	- Northouse, Ch 5, 7, 11, 14 - Mini-lecture #6 (subject to change)	- <i>Group Presentation 3 and Discussion: Situational & Adaptive</i> (See syllabus p. 7 for due date timeline) - Collaborative notes on Northouse Ch 5, 7, 11, 14 (due by 11:59pm on 11/8) - Theory Group 4 Presenters: Submit Parts 1-3 of assignment to Dr. McCarron for approval (due by 11:59pm on 11/6. Syllabus p. 7)
Week 11: 11/9-11/15 Group Presentations: LMX & Team	- Northouse, Ch 7 & 14 (review the chapters) - Mini-lecture #7 (subject to change)	- <i>Group Presentation 4 and Discussion: LMX & Team</i> (See syllabus p. 7 for due date timeline) - Theory Group 5 Presenters: Submit Parts 1-3 of assignment to Dr. McCarron for approval (due by 11:59pm on 11/13. Syllabus p. 7)
Week 12: 11/16-11/22 Group Presentations: Authentic & Servant	- Northouse, Ch 8, 9, 10, 12 - Mini-lecture #8 (subject to change)	- <i>Group Presentation 5 and Discussion: Authentic & Servant</i> (See syllabus p. 7 for due date timeline) - <i>Understanding Others: Relational Leader Interview</i> paper (due by 11:59pm on 11/22) - Check-In Survey (due by 11:59pm on 11/22) - Theory Group 6 Presenters: Submit Parts 1-3 of assignment to Dr. McCarron for approval (due by 11:59pm on 11/27 or earlier. Syllabus p. 7)
Thanksgiving Break! (11/23-11/27)		
Week 13: 11/30-12/6 Group Presentations: Transformational and Psychodynamic	- Northouse, Ch 8 & 12 (review chapters) - Komives et al: Ch 10, 11 - Mini-lecture #9 (subject to change)	- <i>Group Presentation 6 and Discussion: Transformational & Psychodynamic</i> (See syllabus p. 7 for due date timeline) - Collaborative notes on Northouse Ch 8, 9, 10, 12 (due by 11:59pm)

Week/Module, Dates, Topic	Readings/Viewings Due	Assignments Due
Understanding Change		12/6)
Week 14: 12/7-12/13 Leadership and Renewal; and Changing the World	- Komives et al: Ch 12 - K&P: Ch 12 - Mini-lecture #10 (subject to change)	- Leadership and Social Action "Poster" (due by 11:59pm 12/13) - Team Assessment (due by 11:59pm 12/13)
Week 15: 12/14-12/20 Final Paper and Wrap Up	--	- <i>Understanding the Whole: Leadership Philosophy Final Paper</i> (due by 11:59pm on 12/20) - Post-assessment (due by 11:59pm on 12/20) - Supplemental Course Evaluation (due by 11:59pm on 12/20)

Please note that this syllabus is subject to change, but ample notice will be given.

Appendix A: Experiential Learning Options

Option 1: National Museum of American History (Exhibit open daily)

Location: Washington, DC

Visit the Smithsonian's Museum of American History and select/spend time with, at least, 3 (three) exhibits that speak to the discussions and class readings on leadership (e.g., military science and strategy, food evolution, the art of invention, civil rights). After visiting the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Information: [here](#)

Option 2: National Women's History Museum (Online museum)

Location: Virtual visit at [here](#)

Visit the National Women's History Museum virtually and select/spend time with, at least, 3 (three) online exhibits that speak to the discussions and class readings on ethics and leadership (e.g., suffrage, women in sports, entrepreneurial women). After "visiting" the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Option 3: Woodrow Wilson Presidential Memorial Exhibit and Learning Center (Exhibit open daily)

Location: Washington, DC

Visit all of the interactive displays at the Woodrow Wilson Presidential Memorial Exhibit and Learning Center – these exhibits speak to issues of leadership, change, democracy, etc. After visiting the exhibit, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Information: [here](#)

Option 4: United States Holocaust Memorial (Exhibit open daily)

Location: Washington, DC

Visit the United States Holocaust Memorial and select/spend time with, at least, 3 (three) exhibits that speak to the discussions and class readings on ethics and leadership (e.g., shadow leadership, moral courage, values, character, etc.). After visiting the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Information: [here](#)

Option 5: Newseum (Exhibits open daily)

Location: Washington, DC

Visit the Newseum and select/spend time with, at least, 3 (three) exhibits that speak to the discussions and class readings on leadership (e.g., the News Corp News Gallery, Today's Front Pages). After visiting the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

More information: [here](#)

Option 6: Day of Community Service

Date of your choosing

Location – at your discretion

Select an organization/community group with which you are not already involved and commit to one day (minimum of 7 hours) of service. Please feel free to consult [GMU resources](#) for service opportunities. Once you have completed your day of service, craft a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Option 7: Ford's Theater Leadership Gallery – Center for Education and Leadership

Location: Ford's Theater, Washington, DC (Exhibit open daily)

"The "Lincoln and Leadership" exhibition explores the qualities of good leadership through the lens of some of Abraham Lincoln's key leadership principles and examines why Lincoln has remained relevant into the 21st century." After visiting the exhibit, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions. Further guidelines will be provided.

More information: [here](#)

Option 8: Leadership Mason Conference

Saturday, October 22, 2016 (Time TBD)

Location: GMU Campus Fairfax (Room TBD)

A one-day program focusing on leadership skill development through large group and small workshop formats. Students enhance the leadership skills they already have, while gaining new skills that will be of benefit both now and in the future. After attending the conference, students will write a 4-5 page paper that reflects on the experience and integrates course texts and discussions. Further guidelines will be provided.

More information at The LEAD Office: [here](#)

Option 9: National Museum of African American History & Culture

Location: Washington, DC

Visit the National Museum of African American History & Culture (opens Sept 24, 2016) and select/spend time with, at least, 3 (three) exhibits that speak to the discussions and class readings on leadership. After visiting the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Information: [here](#)

Option 10: Google Cultural Institute (Online museum)

Location: Virtual visit at [here](#)

Visit the online Google Cultural Institute and spend time with TWO "stories of the day" and ONE "virtual tour" that speak to the discussions and class readings on leadership. After "visiting" the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Option 11: Virtual Museum of Canada (Online museum)

Location: Virtual visit at [here](#)

Visit the Virtual Museum of Canada and spend time with, at least, 3 (three) virtual exhibits that speak to the discussions and class readings on leadership. After "visiting" the exhibits, write a 4-5 page paper that reflects on the experience and integrates course texts and discussions with your own understanding of what you saw/read/felt.

Option 12: General Election 2016 Political Debates

Location – at your discretion

Select TWO presidential (or one presidential, one vice presidential debate), view, and, in a 4-5 page reflection, compare/contrast the candidates' responses and approaches as they relate to a) course texts and discussions and b) your own understanding of what you saw/read/felt.

Information: Visit [the Commission on Presidential Debates' webpage](#) for dates.

Running head: TITLE OF PAPER OR ASSIGNMENT.....1

Title of Paper or Assignment
Your Full Name
George Mason University

I have read and agree to the GMU honor code and academic integrity policy. I certify that all reference material in this assignment has been properly cited, and that this work is my own.

Student E-Signature: _____

(All participants must add signature for group submissions)