

INTS 204: Leadership Theory and Practice
School of Integrative Studies, George Mason University

SAMPLE SYLLABUS – texts and assignments may vary each semester

Course Instructor:

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Office Hours: Please email to make an appointment

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.
- Understand threshold concepts related to critical perspective taking including concepts of stocks of knowledge, ideology; hegemony; and positionality/social location.
- 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.
- Discover the complexities of leadership and the multi-disciplinary and integrative nature of leadership studies.
- Compare and contrast traditional and emergent paradigms of leadership.
- Apply critical thinking and critical perspectives to leadership theories and practices.
- Build an awareness of leadership issues facing our communities and society.
- Comprehend a range of formal leadership theories and how they translate to practice.
- Understand leadership as a developmental process, including the identification of experiences and learning opportunities that contribute to it.
- Begin to develop a personal plan for leadership development that articulates an evolving philosophy of leadership and the necessary steps to continue learning.

Learning Competencies:

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

<i>Communication</i>	The process of creating and sharing meaning through human interaction.
<i>Critical Thinking</i>	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

Course Materials:

This class will use the text listed below (available through the GMU bookstore and online book vendors).

- Dugan, J. P. (2017). *Leadership Theory: Cultivating Critical Perspectives*. San Francisco: Jossey-Bass.
- Komives, S. R., Wagner, W., & Associates (2017). *Leadership for a Better World* (2nd edition). San Francisco: Jossey-Bass. ***PLEASE BE SURE TO USE THE SECOND EDITION!***
- Supplemental texts (videos, websites, and articles) are provided on our course Blackboard (BB) site.

Additionally, this course includes a **\$35 materials fee for the class** that has been billed to your student account. This fee covers the cost of the leadership assessment instruments that will be distributed over the course of the semester.

[Note: This syllabus builds upon the syllabus and curriculum of Dr. John P. Dugan of the Aspen Institute and graduate students at Loyola University Chicago. We thank them for their intellectual contribution and generosity in sharing course materials.]

SAMPLE Course Requirements [these may vary from semester to semester]:

I. Active Participation 200 points

This course integrates experiential and community-based learning as a key component. Learning occurs through active participation in class activities, case studies and simulations, 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)**
- ***Moment of Obligation and Leadership in the News Talks*** (up to 70 points)

- **Moment of Obligation (MOO) Story:** What is at the root of your passion for leadership? What difference do you want to make in the world? Why does your time on earth matter? Each student will reflect on these questions and then share a “moment of obligation,” a story about an experience that committed you to doing something to address a problem or issue that you care about. The story (approximately 5 minutes) will illustrate how your life experiences have inspired and motivated you to learn more about leadership.
- **Leadership in the News:** Where do you see leadership playing out in the world around you? Please check reputable news sources and find ONE current issue or situation that speaks about leadership to you (note that examples of non-positional leadership are very welcome). Come to class on your assigned date prepared to: 1) BRIEFLY summarize the issue, key players, competing viewpoints, etc. 2) connect the issue to at least one concept/theory/reading we have discussed so far in class; and 3) pose ONE thought provoking question to your peers. Your presentation should take no more than 5 minutes.

II. Collaborative Leadership Experiences

300 points

- **Collaborative Note-Taking (60 points x 3 check-ins= 180 points possible)**

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 (the same as your presentation groups) to create notes on the assigned readings (only C1-9) from Dugan text, *Leadership Theory: Cultivating Critical Perspectives*. 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 should be approximately 750 words (approx. 1 page for each of the three sections below). Please address the following (and label your notes with these 3 sections):

1. **Explanation** – What are the key concepts, theories, ideas presented in this chapter? Please outline the chapter (however you see fit) and elucidate/define key vocabulary for your peers.
2. **Exploration** – How might the material in this chapter be applied in the real world? What difference does it make to know this material? How might you learn more about this material? Google some of the theories and concepts covered in the chapter and note THREE relevant links (could be to an organization, a scholarly article, a video explaining the concept, etc.) and state why the links are related to the chapter content.
3. **Expression** – What do you see as the strengths and criticisms of the concepts or theories presented in this chapter? What are the possible limitations of these ideas? What excites you or resonates for you? If you are stuck on this section, consider answering any of the ‘Making Connections’ reflection questions in the blue boxes found throughout each chapter.

- **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:

- a 5 minute ice-breaker, energizer, or warm up activity
- a 25 minute review the leadership theor(ies) being discussed

- a 10 minute discussion of how this group of theories can be deconstructed (critiques and limitations of the theories) and reconstructed (benefits and areas to build upon)
- a 15 minute active learning activity based on the readings that involves the entire class (see Katherine and Julie for ideas).
- a 5 minute peer feedback / question and answer session

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. Critical Reflection Exercises (60 points x 4 papers = 240 points possible)

[Note: The Critical Reflection Assignment, especially, represents the work of Dr. Dugan and his students.]

Reflection plays an essential role both in leadership and generally involves: (1) thinking intently about our experiences, (2) careful contemplation of our actions and their effects, and (3) interpreting meaning to what happens to us. Put another way, reflection serves as a bridge between our experiences and our education; it is how we turn our lived experiences into life lessons. This course includes an added dimension to the process of reflection that infuses a critical perspective. Critical self-reflection goes beyond the above to also examine closely considerations of power and positionality.

For each formal reflection exercise outlined below, students are expected to give careful thought to the prompts and then produce a meaningful, reflective essay that addresses each component of the assignment. *Each reflection should be approximately 1,000 words or 3-4 pages total* (approximately 250 words for each prompt).

Critical Reflection Exercise #1: Your Leadership Architecture

Prompts: Reflecting on the terminology from Chapter One of the Dugan text, please respond to the following:

- What informs your footings (underlying assumptions)?
- What informs your foundations (core principles)?
- What informs your framing (personal beliefs and experiences)?
- What else is needed to “flesh out” your personal leadership architecture?

Critical Reflection Exercise #2: De/Reconstructing Your Strengths

Prompts: Please respond to the following prompts:

- How challenging was it for you to deconstruct/reconstruct StrengthsFinder? Explain why.
- Identify and discuss one or two underlying assumptions or implicit beliefs that you now more clearly see after engaging in the deconstruction/reconstruction process with StrengthsFinder.
- What benefits are accrued from deconstructing/reconstruction strengths-based leadership?
- We often find it easier (more “natural”) to deconstruct concepts that we disagree with.

What are some of the reasons you might find it challenging to deconstruct ideas that you agree with or hold dear (regardless of how you felt about StrengthsFinder)?

Critical Reflection Exercise #3: Implicit Associations

Prompts:

- What was your initial reaction to the results of your Implicit Association Tests?
- How do your implicit assumptions reflect your stocks of knowledge, ideology/hegemony, and social location?
- How do your implicit assumptions inform your understanding of leaders and leadership?
- If implicit assumptions inform leader prototypes, how might you envision disrupting them when they contribute to social stratification or harm?

Critical Reflection Exercise #4: Experience of Being Out-Grouped

Prompts:

- Describe a time when you felt “out-grouped” in a situation. What was the impact of being in the out-group? In other words, were there ways in which you felt silenced or powerless? What was your reaction?
- How might what you experienced in terms of being “out-grouped” reflect ways in which stocks of knowledge, ideology/hegemony, and/or social location were at play?
- How might you envision navigating situations in which you find yourself “out-grouped” in the future?
- How might you disrupt the “out-grouping” of others?

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 to be shared the last week of class. 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. Final Paper

160 points possible

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, as well as your own plans for continued leadership development. The goal of this assignment is to articulate your informal theory of leadership that is theoretically grounded and personally meaningful as well as to construct a cohesive leadership development plan that will guide you for the next several years.

Write a 6-8 page paper in APA or MLA format that includes a Works Cited page and addresses the following:

PAPER PART I: Your Informal Theory of Leadership

- Construct and describe a personal leadership theory. This should be theoretically informed (meaning that it draws on elements from at least two of the theories we covered in class), but should also reflect your personal ethics and lived experiences. Essentially, you are crafting your informal theory of leadership. Consider the following:
 - What are the core premises for your theory?
 - What are the central elements that inform it? (be sure and cite specific course theories, terms, and ideas throughout).
- Include a graphic representation of your emerging informal theory of leadership at the end of the paper. Note that this will not count toward the total page length.
- How does your theory infuse ethical considerations and critical perspectives?
- How have your own personal and professional experiences informed your theory?
- What might it look like for you to put your informal leadership theory to practice?

PAPER PART II: Your Leadership Development Plan

- Design a leadership development plan that builds on the core dimensions of your informal leadership theory. Your plan should address specific areas of development you would like to pursue over the next several years. Consider the following:
 - If you were to take charge of your own leadership development, what would be the 3-5 areas you would want to direct attention? Be sure to define these clearly and explain why they are important.
 - Identify and describe *specific* actions, experiences, relationships, and/or opportunities that will facilitate your leadership development. Be sure to integrate evidence from course readings regarding influences on leadership development.
 - How does your particular leadership development plan relate to and prepare you for the career area in which you want to work?
 - Envision three years from now. How will you know you've made progress in terms of your major areas of leadership development? What might you know or do differently that gives indicates progress?

Grading & Evaluation:

Active Participation

<i>Class Participation</i> = 26 class sessions x 5 points possible per class=	130 points
<i>MOOs and Leadership in the News</i> =	<u>+70 points</u>
	200 points

Collaborative Leadership Experiences

<i>Collaborative Note-Taking</i> = 3 check-ins x 60 points possible each=	180 points
<i>Leadership Theory Presentations</i> =	<u>+120 points</u>
	300 points

Critical Reflection Exercises (3-4 pages or 1000 words each)

<i>Critical Reflection Exercise #1: Your Leadership Architecture</i>	60 points
<i>Critical Reflection Exercise #2: De/Reconstructing Your Strengths</i>	60 points
<i>Critical Reflection Exercise #3: Implicit Associations</i>	60 points
<i>Critical Reflection Exercise #4: Experience of Being Out-Grouped</i> =	<u>+60 points</u>
	240 points

Leadership and Social Action Poster Presentations

100 points

Leadership Philosophy Final Paper (6-8 pages)**160 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 not 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 one full letter grade 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:
 - All work submitted be your own;

- When using the work or ideas of others, including fellow students, give full credit through accurate citations; and
- 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/>.

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/>