

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

**TITLE**

Theories of Leadership

**COURSE NUMBER**

LDR 4104

**CREDIT HOURS**

Three (3) credit: Students enrolled for credit (3) credit hours will be expected to devote 45 contact hours, plus assignments.

**PREREQUISITES, COREQUISITES**

This is a core class that is required prior to taking LDR 4915, Capstone Seminar on Leadership. This class is designed for student leaders and those who aspire to leadership roles.

**COURSE LOGISTICS**

This course will be taught in a face-to-face, hybrid and on-line format. The exact meeting times and locations will be announced on specific course syllabi.

**INSTRUCTOR INFORMATION**

Each instructor will include his/her contact information such as office address, phone number and email address. Only faculty that are credential with a Master's in related field and approved will teach this course.

**TA CONTACT INFORMATION**

Will be included, as appropriate.

**COURSE DESCRIPTION**

This course will provide learners with a review of major leadership theories designed to incorporate research findings, practice, skill-building, and direct application to real world scenarios. Specifically, this course will cover a variety of topics impacting today's student, public and private-sector leaders as a foundation for learning including power and ethics, diversity, teamwork, leadership development, politics, coaching and mentoring, motivation, creativity, conflict and communication.

**COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES**

As a result of active engagement in this course and course materials, students will:

- Understand the nature and importance of leadership theories, specifically including the significance of ethics and social responsibility through the lens of Servant Leadership;
- Learn, understand, and apply different leadership theories including trait, situational, contingency, transactional, and transformational.
- Consider the influence of leadership theories on power and politics;
- Understand the impact of Transformational Leadership on followership; and the implications of creativity and innovation on one's own leadership style.

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

- Learn to observe and utilize emotional intelligence when interacting with other students, role models, and future colleagues.
- Be able to relate leadership theories and concepts to their current and future roles in student organizations and communities in order to synthesize and integrate leadership into everyday practices.
- Learn to practice continued self-reflection and self-evaluation of their own leadership styles, theories and approach of leadership, and practices.
- Understand the nature of leadership theories, namely that it is largely relational and based on many situational/contingency factors.

**COURSE EVALUATION METHODS AND COURSE REQUIREMENTS/ EXPECTATIONS**

**Expectations**

**Attendance and Participation:** Class attendance and participation is an indication of students' commitment and professionalism; therefore, attendance will be taken and participation will be observed. Students are expected to attend all class sessions and actively engage in on line activities. Students who are ill or have some emergency that requires them to miss class must contact the professor in advance to be excused from class. Students who are not excused from class will lose 5 points. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or participation on an FAU athletic team must provide notice of the date(s) to the professor prior to the class being missed. Students are also expected to be on time to all classes. Any student who arrives late to class will lose 2.5 points.

For on line classes, students are expected to participate actively in all assignments and complete them on time. No assignments will be accepted late.

**Readings:** With on-line, face-to-face and hybrid classes, all students are expected to read assignments thoroughly and be prepared for class activities and discussions.

**Assignments/Grades:** Grades will be determined by class attendance, completion of assignments, and participation. If students participate in all classes and submit all assignments on time, they will pass this course.

<b>Assignment</b>	<b>Total Points</b>
Class Attendance and Participation	30 points
A Day in the Life of a Student Leader	20 points
Midterm Exam	20 points
5 Readings Reflections	15 points
Read, Think & Lead Critically	10 points
Contemporary Leadership Article	5 points
<b>TOTAL</b>	<b>100 points</b>

A (94-100)	A- (90-93)	B+ (87-89)	B (86-84)	B- (80-83)	C+ (77-79)
C (74-76)	C- (70-73)	D+ (67-69)	D (66-64)	D- (63-60)	F (59 and below)

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

**COURSE ASSIGNMENTS**

**Class Attendance and Participation (30 points)**

The attendance policy is explained on page two

**Reading Reflections (15 points)**

Inclusive discussion and personal reflection of assigned readings. Completing the assigned readings will prepare you and your classmates for effective discussion and interconnectedness to leadership theories and concepts imbedded therein. Thus, each week you will be required to complete the assigned readings.

**Read, Think, & Lead Critically (10 points)**

While learning about the many different theories of leadership this semester, our theme will be to challenge you to read critically, think critically, and lead critically. This assignment will be a three-page-paper where you will explain what you think it means to read, think, and lead critically. Then, elaborate how you feel you currently utilize these skills, how you will demonstrate these skills during the semester, and how you plan on applying these skills to your learning and leadership in your organizations and career in the future.

**Contemporary Leadership Article (5 points)**

Report on a published article on leadership or leadership theories and relate it to the assigned reading for the week you choose. You will also submit a well-organized illustrative handout or other visual expression of the article and make enough copies for the class. Make sure you include the following:

1. Brief summary of the article
2. Definitions/explanations of key concepts
3. Explanation on how at least one of the leadership theories or concepts from the assigned readings was applied
4. At least two interesting or provocative things you learned and/or discussion questions
5. Less is more! Seriously, no more than one page unless you are including a picture

**A Day in the Life of a Student Leader Group Project (20 points)**

This group project will allow students to produce a team documentary that demonstrates at least one major leadership theory from the texts in this class. This project will illustrate how leadership theories are applied in real world settings by following student leaders on campus. Written scripts may be used. However, use of written scripts in your video will not be allowed- just as real leaders don't have scripts in front of them. It is okay to ad lib, as long as it is smooth and effectively demonstrates your point.

You may select any student from your group, student organization, work, or any other resource for your documentary. You may use humor, costumes, props or other creative methods to make your video entertaining and illustrative. However, please remember the goal of the documentary is to give us a realistic impression of what a day in the life of this student leader looks like. What does he or she do? What responsibilities are most challenging? What is rewarding about his or her role as a leader? Why did you pick him or her?

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

As a group, students will film a seven to ten minutes documentary on “A Day in the Life of a Student Leader.” The final product will be viewed and evaluated by the class at the end of the semester. Student-produced films will include:

- A creative staging of the theory or theories that demonstrates student understanding
- An interview with a student leader of the group’s choice
- A demonstration of how the student leader applies the chosen concept in his or her leadership role

Throughout the semester, student groups will complete portions of the entire assignment by assigned due dates. These portions of the assignment will include:

- A short story concept paper or “pitch”
- A story board
- A research brief on the student leader
- A set of interview questions and shot list/log
- A story planner or script
- A final group reflection paper on the experience of making the film

**POLICY ON MAKE-UP WORK, LATE WORK, AND INCOMPLETES**

**Deadlines:** Students are expected to complete all assignments on time. Late work will not be accepted unless the student has been excused from class and the professor gives permission for the work to be handed in at a later date.

**Incompletes:** Grades of Incomplete (“I”) are reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances

**SPECIAL COURSE REQUIREMENTS**

There are no special course requirements

**CLASSROOM ETIQUETTE POLICY**

Students are expected to come to class prepared for active participation. Students are expected to experience learning through many different avenues and participate in each to his or her fullest capacity. In class, students will work in small teams to discuss readings, engage in simulations, and prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow students to apply leadership theory and concepts in diverse contexts. The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation that each student will take the necessary actions to respectfully listen to the voices of others and share their own opinions and values. Students and the instructor are expected to treat others with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted,

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

written assignments are to be typed, double-spaced, in 12-point Times New Roman font, with one-inch margins. All citations must be in APA format.

Students should expect the instructor to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students' and instructor's schedules.

**DISABILITY POLICY STATEMENT**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA 240 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.

**ACADEMIC INTEGRITY AND HONOR CODE STATEMENT**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at:

[http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf).

**Plagiarism:** Students are often under the impression that cheating only applies to copying material off another student's exam. However, there are other forms of serious academic dishonesty to avoid. Plagiarism is the appropriation of passages, either word for word, or in substance, from the writings of another and the incorporation of those passages as *one's own written work* offered for credit. It is always assumed that the written work offered for credit is the student's own unless proper credit is given the original author by the use of quotation marks or appropriate citations in the text. This includes the copying of reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as other themes, theses, books, or pamphlets. Collusion is collaboration with another person in the preparation or editing of notes, themes, reports, or other written work offered for credit *unless such collaboration is specifically approved in advance by the instructor*. Examples of collusion include extensive use of another's ideas for preparing a creative assignment and undue assistance in the preparation or editing of written materials. A student guilty of plagiarism and/or cheating will receive a grade of F in the course and the grade will be so recorded on the transcript. Students giving and receiving assistance in any unauthorized fashion during an examination subject themselves to this cheating policy. A pattern of cheating will result in suspension.

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

**REQUIRED TEXT AND READINGS**

DuBrin, A.J. (2013). Leadership: Research Findings, Practice, and Skills. (7th ed.). Mason, OH: South-Western. ISBN: 9781133435228

Wren, J.T. (1995). The Leader's Companion: Insight on Leadership through the Ages. The Free Press, N.Y. ISBN: 0028740912

**SUPPLEMENTAL READINGS**

Supplemental readings, power points and videos will be available on the Blackboard site. Additionally, the text offers excellent supplemental readings which will be referenced in this class.

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**

**COURSE TOPICAL OUTLINE, INCLUDING DUE DATES FOR ASSIGNMENTS**

DATE	TOPIC	READINGS/ASSIGNMENTS <i>(Additional Instructions on Blackboard)</i>
<b>Week 1</b>	Introduction	
<b>Week 2</b>	The Nature & Importance of Leadership	<b>Dubrin: Ch. 1</b> <b>Wren: #45 &amp; #52</b>
<b>Week 3</b>	Traits, Motives, & Characteristics of Leaders	<b>Assignment Due:</b> Reading Reflection #1, A Day in the Life “Pitch Paper”, Student Leadership Practices Inventory <b>Dubrin: Ch.2 35-47 &amp; 50-64</b> <b>Wren: #24</b>
<b>Week 4</b>	Emotional Intelligence Part 1	<b>Dubrin: Ch.2 47-50</b>
<b>Week 5</b>	Emotional Intelligence Part 2	<b>Assignment Due:</b> Reading Reflection #2, A Day in the Life “Story Board” <b>Dubrin: Ch. 3</b> <b>Wren: #21 &amp; #43</b>
<b>Week 6</b>	Transformational Leadership	<b>Dubrin: Ch. 3 89-96</b> <b>Wren: #19, #29, #30, #31</b>
<b>Week 7</b>	Leadership Behaviors, Attitudes & Styles	<b>Assignment Due:</b> Reading Reflection #3, A Day in the Life “Question and Shot List” <b>Dubrin: Ch. 4 110-131</b> <b>Wren: #23</b>
<b>Week 8</b>	Contingency and Situational Leadership	<b>Assignment Due:</b> Read, Think, & Lead Critically <b>Dubrin: Ch. 5 141-168</b> <b>Wren: #32</b>
<b>Week 9</b>	Midterm: Gender & Leadership	<b>Assignment Due:</b> A Day in the Life “Story Planner or Script” <b>Dubrin: Ch. 4 131-133, Ch. 14 445-454</b> <b>Wren: #26, #27, #28, #38</b>
<b>Week 10</b>	Leadership Ethics and Social Responsibility; Servant Leadership	<b>Assignment Due:</b> Reading Reflection #4, <b>Dubrin: Ch. 6 173-196</b> <b>Wren: #4, #61-63</b>
<b>Week 11</b>	Creativity, Innovation, and Leadership	<b>Dubrin: Ch. 11 338-368</b> <b>Wren: #57</b>
<b>Week 12</b>	Power, Politics, and Leadership; Influence Tactics of Leaders	<b>Assignment Due:</b> Reading Reflection #5, <b>Dubrin: Ch. 7-8 202-234, 240-265</b> <b>Wren: #14</b>
<b>Week 13</b>	Teamwork & Team Leadership	<b>Assignment Due:</b> A Day in the Life “Group Reflection Paper” <b>Dubrin: Ch. 9 270-293</b> <b>Wren: #47, #50</b>
<b>Week 14</b>	<b>No Class</b>	
<b>Week 15</b>	Reflections on Leadership	<b>Assignment Due:</b> A Day in the Life of a Student Leader Film

**LDR 4104 – Fall 2014 (3 Credits)**  
**Theories of Leadership**