MSCR620: Leadership I: Internal Organizational Problem Identification and Resolution

SYLLABUS – 8 Week Course

08/26/09 – 10/14/09
Loyola Hall – Room 22

Instructor Name/Title: Don E. Lindley
Telephone: 303-458-4928
Email: dlindley@regis.edu
Class dates/term: 08-24-09 – 10-18-09 09F8W1

COURSE DESCRIPTION

MSCR620: Leadership I: Internal Organizational Problem Identification and Resolution

Explores leader responsibilities with the health of organizational culture and its members.

COURSE PREREQUISITES

None

REQUIRED COURSE MATERIALS


COURSE LEARNING TOPICS

Learning Topic #1: The Definition of Leadership
Learning Topic #2: Traits of Effective Leadership
Learning Topic #3: Leadership Skills
Learning Topic #4: The Style Approach
Learning Topic #5: Leadership Theories
Learning Topic #6: Team Leadership
Learning Topic #7: Gender Issues in Leadership
Learning Topic #8: Ethics and Values
FIRST NIGHT ASSIGNMENT

Reading Assignment: Northouse: Chapter 1 Introduction

Written Assignment: There are different definitions of leadership. Please use your own words to define leadership in a way that makes the most sense to you. Identify and describe a leader in which you are interested that have these characteristics. How does that person fit in with your definition of leadership? You may use this person throughout the course as your example to assist you in better understanding leadership styles. The required length of the essay should be sufficient so that you effectively encompass the requirements of the assignment.

FINAL COURSE PROJECT

The final course project of this course will be an oral presentation on a leader of your choice, other than the individual discussed Week 2 by you. This person must be an individual that others can identify and not a family member, relative, or present or past boss of yours. For example, you may select a military leader, a social activist, civic or political leader, a notorious criminal or a person that interests you.

Evaluate and analyze this person’s leadership style and cover the following components:
- A summation of the person and his or her leadership style that you have become familiar with during your studies in this course.
- Include in your summation a brief historical biography of your chosen leader and whether you believe the individual became a leader because of their personal will or because of life’s challenges – Free Will or Determinism. Abraham Lincoln readily attributed his leadership abilities and accomplishments to events that he was propelled into and not his personal aptitude. Determine whether leaders become great by events, or do leaders create events?
- Please have identified a person for this assignment by Week 4 to discuss with me.
- You will have about 15-20 minutes to present depending on the size of the class during Weeks 7 and 8.

TENTATIVE COURSE SCHEDULE/ASSIGNMENTS

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics Covered</th>
<th>Assigned Reading(s)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions.</td>
<td>Read Chapter 1 in the text and be prepared to discuss the concepts.</td>
<td>First night written assignment addressed below is due.</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Course Overview.</td>
<td>Break for Library work. (Identify a leader of interest to you – bring text to class Week 2 and</td>
<td>Additionally for Week 1, complete the Leadership Trait Questionnaire (LTQ) on</td>
</tr>
</tbody>
</table>
| **Week 2**  
| **Sept 2** |
| Traits of Effective Leadership  
Identify the traits associated with effective leadership.  
Identify the traits associated with ineffective leadership.  
Identify his or her own leadership traits through self-examination and peer assessment. |
| Read Chapter 2 in the text and be prepared to discuss the concepts. |
| Students will briefly discuss LTQ in class. Did the LTQ assist in gaining a better understanding of your own traits, strengths and weaknesses, and how trait measures are used for leadership assessment? What is your plan to improve your leadership traits – if any? |

For Week Two:  
Students present their “great leader” and text. A brief oral presentation on a leader of your choice. Please present the book and an explanation of this person’s leadership style.

For Week 3, complete the Skills Inventory on page 65 and be ready to discuss.

For Week 3, write an APA-style essay on the performance of an organization related to leadership performance you are familiar. Be prepared to discuss the problems you have witnessed in that
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Leadership Skills</th>
<th>Read Chapter 3 in the text and be prepared to discuss the concepts.</th>
<th>Have completed the Skills Inventory available in your textbook on page 65. With brief notes to assist you in discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 9</td>
<td>Identify the skills for effective leaders in the criminal justice system. Utilize the skills model to judge leadership competencies.</td>
<td>Speaker on Leadership abilities.</td>
<td>Due Week 4.  Write a two to three page essay on your inventory results by reporting technical skills, human skills and conceptual skills scores. Explain the scores’ meanings as related to your leadership ability. Discuss in your essay how to use the skills approach for personal awareness and development. This essay will be less formal than your last assignment.</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Style Approach</td>
<td>Read Chapter 4 in the text and be prepared to discuss the concepts. Officer Mark Roggeman, Denver Police Department, Cult Expert (Guest Speaker)</td>
<td>Essay assigned in Week 3 due.  No Assignment for Week 5.</td>
</tr>
<tr>
<td>Sept 16</td>
<td>Critically analyze the effectiveness of various leadership styles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Leadership Theories</td>
<td>Read Chapters 5, 6 and 7, in the text and be prepared to discuss the concepts.</td>
<td>No assignments due this week.  For Week 6, write a brief essay on a leader that best exemplifies the characteristics of a leadership theory of</td>
</tr>
<tr>
<td>Sept 23</td>
<td>Identify, in your opinion, the most effective leadership models. Analyze leadership roles from technical, transactional and transformational paradigms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Team Leadership</td>
<td>your choice. Explain how these characteristics are demonstrated by this person. Why is the individual unique? What could others learn from your selection? This is a less formal essay as well.</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sept 30</td>
<td>Describe the dimensions of team leadership as they pertain to an organization you are familiar. Explain the skills leaders must have to meet diverse team needs in this arena. Use the Team Leadership Model to evaluate a leader’s performance in a criminal justice group. Evaluate his or her own team leadership skills and performances.</td>
<td>Read Chapters 8, 9 and 10 in the text and be prepared to discuss the concepts.</td>
<td>Essay assigned in Week 5 is due.</td>
</tr>
</tbody>
</table>

| Week 7 | Gender Issues in Leadership | Differentiate between the perceptions and realities of women and leadership. Evaluate the gender issues in their own organization’s leadership. Propose strategies to improve gender equality in leadership. | Read Chapters 11, 12 in the text and the article: Hiring & Retaining More Women [http://www.womenandpolicing.org/pdf/NewAdvantagesReport.pdf](http://www.womenandpolicing.org/pdf/NewAdvantagesReport.pdf) Be prepared to discuss the concepts. | No Assignments due this or next week. | Final Course Project Presentations and Discussions. |

| Week 8 | Ethics and Value | Make ethical choices as a leader. Solve an ethical dilemma by using a specific ethical framework. Compare and contrast different theories of ethics. | Read Chapters 13, 14 in the text and be prepared to discuss the concepts. | Final Course Project Presentations and Discussions. |
Apply Jesuit values to their understanding of ethical leadership principles.

METHOD OF EVALUATION

The student will be evaluated based upon:

- Class Participation/Attendance: 20 points
- First Week Assignment: 10 points
- Second Week Assignment: 10 points
- Third Week Assignment: 10 points
- Fourth Week Assignment: 10 points
- Fifth Week Assignment: 5 points
- Sixth Week Assignment: 5 points
- Seventh Week Assignment: 5 points
- Final Project: 25 points

Total Points 100 points

GRADING SCALE

The course instructor may use either of the following grading scales:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>59 or lower</td>
<td>F</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>59 or lower</td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The value and weight of each assignment will be explained by your facilitator as applicable to the final course grade.

LATE ASSIGNMENTS/ASSIGNMENT REVISIONS

In fairness to students who meet deadlines, assignments handed in late will be reduced by 20% each day it is late. The assignment will not be accepted after one week. As a general rule, it is better to hand in the assignment on the date due or ASAP. Extenuating circumstances must be discussed with the instructor to determine the proper course of action. There will be no opportunities for assignment revisions in this course.
CLASS PARTICIPATION

The student may earn participation points by joining in during class discussions, participating in class exercises/activities, and providing constructive feedback to the instructor and fellow classmates. Constructive class participation includes self-monitoring so that everyone has an opportunity to participate. Additionally, active listening is also a form of participation acknowledged by the instructor (accompanied by verbal participation).

GUIDELINES FOR EVALUATION OF CLASS PARTICIPATION

“C” Level: Students who are judged to have just adequate participation will:

- Be present for the entire class
- Be on time when returning to class
- Have all necessary materials
- Provide intelligent and informed responses to inquiries

“B” Level: In addition to the above, students who are judged to have good participation will also:

- Speak in class
- Give eye contact and attention to whomever is speaking
- Listen thoughtfully and attentively

“A” Level: In addition to the above, students who are judged to have excellent participation will also ask questions and make comments which:

- Clarify and synthesize discussion
- Relate their ideas and/or experience to classroom topics
- Contribute examples or counter-examples which are relevant to classroom topics
- Challenge what is being taught with logic, examples and consideration
- Acknowledge and extend the ideas and contributions of others
- Relate content from class materials, readings and experiences to the discussions.

Adapted from: Casey, Bill. Evaluation Guidelines

ATTENDANCE

The expectation is for students to attend all class sessions. Because of the accelerated nature of the course work in the College for Professional Studies, missing any class may have a negative impact on the student’s learning and course performance. Any student who misses the first class must contact the Instructor or the Faculty and Curriculum Department either prior to the first night of class (first class session) or as close to the first night of class as possible. If a student fails to do so, he/she will automatically be dropped from the course. A student who has not attended the first night of class may be admitted to the course only with Instructor’s permission.

Each class missed results in a point deduction from the final grade. It may seem insignificant, but those points may affect your grade from an A to a B or a B to a C, and so on. Only prior
arrangements or extreme personal situations will be considered for missing a class or accepting a late assignment. These arrangements will be made with the instructor.

An absence also includes missing part of the class. The instructor will note any late arrivals or early departures and deduct that percentage of points.

There will not be an opportunity for make-up work for any class sessions missed.

**IT IS REGIS UNIVERSITY POLICY THAT FOR A STUDENT TO COMPLETE A COURSE WITH A PASSING GRADE, NO MORE THAN 4 HOURS (IN WHOLE OR A COMBINATION OF DAYS) CAN BE MISSED. IF MORE THAN ONE CLASS IS MISSED IN WHOLE OR IN PART, AN “F” (FAIL) IS RECORDED ON THE GRADE SHEET.**

**GUIDELINES FOR WRITTEN ASSIGNMENTS**

- Written assignments must be typed (12 pt. Font), double spaced and no grammatical or typing errors. Grammar and mechanics represent 35 percent of the grade. The remaining 65 percent of the grade is based on the quality of the paper content.
- Any conclusions you reach, or assumptions, opinion or recommendations you make should be supported with research, details, facts, direct personal experience or other forms of evidence.
- Integrate readings from the text and other sources (class discussion, personal experiences, corporate training, etc.) into your written assignments when applicable.
- APA style manuals must be used to cite resources within the discussion and for the Reference list, when applicable.

**GUIDELINES FOR EVALUATION OF WRITTEN WORK**

A **good** paper completes the task set by the assignment and is excellent in nearly all respects. It is well argued, well supported and well organized with a clear thesis. It is well developed with content that is specific, accurate, interesting and appropriate. It demonstrates the writer’s ability to produce and synthesize complex ideas. Logical transitions contribute to its fluent style. It is virtually free from errors in spelling, mechanics, usage, grammar or sentence structure and shows excellent control of language.

A **satisfactory** paper is generally competent. It accomplishes the assignment less completely than the good paper, but it does come to terms with the basic task of the assignment. It insufficiently develops some points, but it does give evidence of the writer’s ability to support and defend key ideas. It is organized well enough to allow the reader to move with relative ease through the discourse. The satisfactory paper may contain some awkward or ineffective sentences and may show some problems with mechanics and usage.

A **weak** paper fails to come to terms with the assignment. There may be a combination of the following weaknesses: serious errors in reasoning, little or no development of or support for ideas or no clear progressions from one part of the paper to the next. The weak paper may have
ungrammatical or poorly constructed sentences and serious, frequent errors in mechanics and/or usage that impair understanding.