

LDRSP 4750 Leadership Capstone: Reflections on Leadership
Spring 2011 – 3 credits (*Jan. 11, 2011*)

Day/Time: Thursday from 4:35 to 7:05 PM

Location: LCB 215

Prerequisites: UGS 2020; ELP 4820; Enrollment in Leadership Minor

Faculty: Sharon A. Aiken-Wisniewski, PhD
Asst. V.P. President for Academic Affairs – Undergraduate Studies

Phone Contact: 801/581-7787

E-mail Contact: saiken@uc.utah.edu

Office Location: SSB 450

Office Hours: By appointment – call 581-7787 or e-mail at saiken@uc.utah.edu

Message from Sharon

Welcome to the Leadership Capstone! I am excited to spend the Spring 2011 with you as we explore the concept of leadership. This course has been designed to engage the group in a conversation on leadership that challenges each of us to consider who we are as leaders and how we can enhance our leadership skills. The success of this course in achieving the student learning outcomes will center on respectful dialogue, critical thinking, and personal reflection. I look forward to a thoughtful exchange for mutual development of leadership skills.

Required Text

- ✓ Reframing Organizations: Artistry, Choice, and Leadership, Fourth Edition by Lee G. Bolman and Terrence E. Deal
- ✓ Our Iceberg is Melting: Changing and Succeeding Under Any Condition by John Kotter
- ✓ Creating the Multicultural Organization by Taylor Cox
- ✓ HELP by Kathryn Stockett

Course Description

This advanced undergraduate seminar, as the capstone academic experience in the undergraduate Leadership Studies minor, is designed to be both retrospective and integrative, encouraging the student to synthesize relevant concepts and experiences and to formulate her or his own informed perspective on the successes and failures of leadership in contemporary society. Leadership theory, theories of social change, and interdisciplinary approaches to complex global issues will serve as significant parts of the course material.

Course Objectives (Student Learning Outcomes)

At the end of this course, the student will be able to

- ❑ Communicate an understanding of self as they finish the undergraduate degree and embark on the next destination in life (Who am I?)
- ❑ Describe leadership types including attributes of specific types (What is leadership?)
- ❑ Reflect on self as leader in future endeavors (Who am I as a leader?)
- ❑ Explain how leadership impacts an organization
- ❑ Understand and explain change models
- ❑ Understand how to engage change models as a leader
- ❑ Identify attributes of leadership from numerous activities in their life
- ❑ Use APA – 6th edition for manuscript preparation

Assignments

ASSIGNMENT	MAXIMUM POINTS	DATE DUE
Participation (140 pts.)	10 points/week/participate *This will include responding to discussion questions in class, on WEB CT/Blackboard Vista, or other forms of interaction designated by faculty	Each Week
Paper & Presentation – What is _____ Leadership?	90 points	Feb. 10 – Presentation March 3 - Paper
Paper – Who Am I as a Leader?	60 points	Feb. 17
Reflective Journal	60 points	Random in Semester
HELP as a case study for leadership & change	90 points	April 16
My Future Plan As A Leader: How Will I Facilitate Change?	60 points	April 21

- No extra credit
- Missing more than two classes is not allowed. Participation is critical and lack of attendance may impact your final grade.
- If an assignment is not submitted on Due Date, student will be allowed to turn the paper in within 72 hours but automatically loses one letter grade.
- If an assignment is not submitted due to illness, student must present documentation from medical professional.

Grading Guidelines

Total points available: 500 points

Grade	Point Range
A (93% or higher)	465 or higher
A-(90 to 92%)	450 to 464
B+ (87 to 89%)	435 to 449
B (83 to 86%)	415 to 434
B- (80 to 82%)	400 to 414
C+ (77 to 79%)	385 to 399
C (73 to 76 %)	365 to 384
C- (70 to 72%)	350 to 364
D+ (67 to 69%)	335 to 349
D (63 to 66%)	315 to 334
D- (60 to 62%)	300 to 314
E (59% or less)	Less than 300

**Tardiness and leaving early will negatively impact participation grade

Weekly Topics and Expectations

<u>DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
Jan. 13	<input type="checkbox"/> Intro to course <input type="checkbox"/> Change & Leadership	
Jan. 20	<input type="checkbox"/> Kotter's Theory of Change <input type="checkbox"/> Journaling	Kotter – Our Iceberg is Melting – pp. 1-71
Jan. 27	<input type="checkbox"/> Who Am I? <input type="checkbox"/> Kotter's Theory of Change	Kotter – pp. 72-147
Feb. 3	<input type="checkbox"/> Finish Kotter <input type="checkbox"/> Taylor Cox – Change as a Cycle <input type="checkbox"/> Presenting to the Class <input type="checkbox"/> APA 6 th Edition	Cox – pp. 1-30
Feb. 10	<input type="checkbox"/> Leadership Presentations	Each facilitator will make a 15 - 20 minute presentation on a pre-assigned leadership type.
Feb. 17	<input type="checkbox"/> What is an organization?	Bolman & Deal – pp. 3 to 44 Due: Paper - Who am I as a Leader? (WEB CT Assignment drop box)
Feb. 24	No class but time to work on paper due on March 3	
Mar. 3	<input type="checkbox"/> The Structural Frame <input type="checkbox"/> Human Resource Frame	*Bolman & Deal – pp. 45-69 & 117-138 * Written Paper by group on assigned leadership type is due via WEB CT Assignment drop
Mar. 10	<input type="checkbox"/> The Political Frame <input type="checkbox"/> The Symbolic Frame	*Bolman & Deal – pp. 189-210 & 247-278
Mar. 17	<input type="checkbox"/> Integrating the Frames within a Leadership model <input type="checkbox"/> Introduction to The Help	*Bolman & Deal – pp. 311 – 372 *The Help – pp. 1-29
Mar. 24	<input type="checkbox"/> Spring Break	
Mar. 31	<input type="checkbox"/> Change – Review of Theories <ul style="list-style-type: none"> ○ Bolman & Deal ○ Kotter ○ Cox <input type="checkbox"/> The Help - Leadership	*Bolman & Deal – pp. 372 – 396 & pp. 411 - 434 *The Help – pp. 30 to 237
April 7	<input type="checkbox"/> The Help – Change	*The Help – pp. 238 to 332
April 14	<input type="checkbox"/> Discussing Change and Leadership <input type="checkbox"/> The Help – How did leadership impact human rights?	*The Help – pp. 333 to 444 *Due on April 16: Paper that focuses on leadership lessons from book, The Help.
April 21	<input type="checkbox"/> You, Leadership, and Future Application <input type="checkbox"/> Concluding remarks	Due: My Future Plan As A Leader: How Will I Facilitate Change?

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

(www.hr.utah.edu/oeo/ada/guide/faculty/)

Faculty and Student Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Student should read the Code carefully and know that are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Plagiarism will result in failing the assignment.

Student code defines plagiarism as: the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. (Student Code: B-2-c and found at <http://www.regulations.utah.edu/academics/6-400.html>)

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

Classroom Interaction

Please reframe from cell phone use, text messaging, e-mailing or other activities that will disengage you from our dialogue. All participants have a responsibility to contribute to the conversation and activities as well as be respectful of the experiences of other colleagues in this course.

Participation and appropriate interaction is part of your grade. Your understanding and engagement is greatly appreciated. Students are encouraged to speak to me if challenges or concerns need to be addressed.

NOTE: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification.