College of Professional Studies Syllabus

Course Number and Title:  LDR 6100 Developing Your Leadership Capability
CRN: 70339
Term: Fall 2017 Term A, CPS Quarter – First Half
Course Length: September 18, 2017 – October 28, 2017
Instructional Method: Online

Contact Information
Instructor Name:  Nancy Robbie
E-mail:  n.robbie@northeastern.edu
Phone Number:  508.740.8726
Office Hours:  Virtual

I will make every effort to ensure that you have a positive and rewarding educational experience at Northeastern University. I will always be available to help you by email and phone. Please do not hesitate to contact me if you need assistance. In the event that some concern about the course arises and is not satisfactorily addressed, you may contact Dr. Teresa Goode, Master of Science Program Lead Faculty, at t.goode@neu.edu.

You can access the course at http://nuonline.neu.edu/ by clicking on the course link under the "My Courses" tab.

Note: Courses you are enrolled in will not show up in CPS Blackboard until the start date of the term.

For computer access, the NEU library can be used 7 days a week:  http://www.lib.neu.edu/

Required Textbook(s)/Materials

3. Additional readings will be available on our class Blackboard site. All references in the schedule to “BB” are found there.

Course Prerequisites

None

Student Competencies

• Students are expected to already be proficient in the use Microsoft Word, Microsoft Excel and Microsoft Power Point programs.

Course Description
Providing the foundation for the master’s degree program, this course starts with the premise that everyone is capable of leadership. It establishes this premise by exposing course participants to a series of alternative perspectives of leadership, including some contemporary collaborative models. From careful consideration of these perspectives, as well as applying them using action learning methods, participants will build a personal model of leadership that they can put to immediate use in their workplace.

**Course Outcomes**

The course outcomes of the course embrace three levels of leadership competencies. By the end of the course, you will understand concepts of leadership (i.e., what leadership is about). Second, you will be capable to analyze your own behavior and others’ behavior through these leadership concepts. Third, you will have the opportunity to implement the leadership concepts in your actions. Specifically, upon completion of the course, students should be able to:

UNDERSTAND Leadership Concepts (*UNDERSTAND*)

- Define leadership
- Describe aspects of effective leadership, including but not limited to, leading with vision, inspiring and motivating others, ethics, and working with diversity
- Develop a fundamental understanding of how theory guides practice
- Examine how theoretical concepts help to address real-world problems

ANALYZE Leadership Practices (*ANALYZE*)

- Compare and contrast leadership theories to evaluate their strengths and weaknesses
- Evaluate situations in which individual or collective leadership is needed
- Examine global leadership practices of leaders working with diverse populations, internal and external to the organization

DEVELOP as a Leader (*IMPLEMENT*)

- Recognize elements of effective leadership and practice
- Identify one’s own strengths and the potential challenges that one may face as a leader
- Apply leadership concepts to everyday practice

**Course Methodology**

Each week you will be asked to participate in classroom discussion. Additionally, during the week you will review lecture materials, read more about the lecture topic in your course text and then you will complete case studies and other assignments where you will have a chance to apply what you’ve learned.

Each week, you will be expected to:

1. Review the week's learning objectives.
2. Complete all assigned readings.
3. Complete all lecture materials for the week.
4. Participate in the discussion board.
5. Complete and submit all assignments by the due dates.
Developing Your Leadership Capability is offered as an action learning experience, in a highly interactive virtual format that relies on your willingness to contribute to class discussions. We use a variety of teaching methods to achieve course objectives including case study, class dialogue, and problem-based learning approaches. You will be asked to complete readings, assessments, written assignments, and participate in the discussion board, offering key ideas on how the readings inform your leadership development and professional experience. Given the participative nature of the course, it is imperative that you read (or view, if a video or instructor lecture) the material closely before you engage in the online discussion board segments of the course so you can interact knowledgeably with your peers, and post responses faithful to the “Mastery” category of the discussion board rubric presented later in this document.

The syllabus lays out an initial plan for our work and may be revised during the course to meet students’ needs and interests. All of the elements of this course are designed to help you become more aware of your own leadership practice, as well as others, to become more reflective about your practice, and clearer about the values that underpin your own personal goals. To accomplish these tasks, we will undertake a variety of activities and experiences.

These include:

- Learning exercises, activities, and written assignments for leadership development;
- Reflective journal writing, and;
- Classroom participation and discussion as well as utilization of Blackboard participation and discussion board.

Assignments

1. Reflection Journals (20% grade value)

   Journalizing is a critical part of becoming self-aware and developing effective leadership capability. Keeping a journal can be beneficial as you integrate learnings from your reading and class discussions. It can help you better understand your leadership experiments as part of your action learning and help you become aware of behavioral patterns in yourself and others.

   Therefore, on 9/23, 9/30, 10/7, and 10/21, you will submit a reflection journal assignment through the “Assignment” link in Blackboard. Each reflection journal assignment is valued at 5% of your grade. Each submission to be approximately two (2) pages exclusive of introduction/bibliography reference pages with APA citations/formatting. You will be provided guiding questions to answer located in the Blackboard “Assignment” area and brief reflective exercises (listed in the syllabus) to help you learn more about yourself as a leader. Record your assessment results, insights, and answers to the guided questions by writing a brief reflective journal paper. It is anticipated that you will not only reflect on the leadership perspectives in this class, but that you will also utilize these learnings in your everyday practice as a leader. It is important that you capture your actions and your reflections on these actions within your assignment submission, as well as your key learnings that influence your thinking and practice of leadership.

Criteria for Evaluation:
• **Completion of the Requirements Identified Above:**
• **Understanding and Integration of Theory.** Demonstrate that you not only understand, but can use the conceptual ideas of the course in written discourse. You should also demonstrate that you can translate and weave the conceptual ideas of the course into your own thinking and reasoning, and interlace these ideas into your everyday practice.
• **Reflectiveness.** Clearly link the assignment to your own leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others.
• **Writing Style.** A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage. For more guidance, a detailed grading rubric is included and follows in the course syllabus.

2. **Leadership Analysis (25% grade value)**

We will be evaluating both academic and personal perspectives of leadership. This assignment provides you with the opportunity to research a personal perspective of a leader you believe was/is extraordinary. Consider individuals who in some way have made a positive contribution to society, including both men and women. This leader can be from any walk of life (business, the arts, humanities, politics, etc.). Prepare an analysis of this leader that includes the following information and connects to our readings and class learnings:

• **Key Events.** (no more than 2 - 3 pages!) A short summary of the key events in this leader’s life that may have impacted their approach to leadership. Note: This is an analysis – not a biography. Do not write a book report!
• **Leadership Approach.** Analyze your leader integrating the readings and key learnings from class. Demonstrate that you not only understand, but can use the conceptual ideas of the course in a written analysis. The most important aspect of the assignment is that you can connect our course material with your analysis of an extraordinary leader.
• How did this person approach their role as a leader? Does this leader demonstrate any of the leadership perspectives we covered in our readings and discussion? How does this leader help you develop valuable insights about leadership that you may put into practice? Provide examples of their actions. What was or is the impact of these actions?
• What distinguishes this leader from others whom you may admire? What makes this leader special – extraordinary?
• How does your leader build trusting partnerships that ensure successful collaboration and performance? What actions support your position?
• **Principles and Values.** What were the leader’s espoused principles and values that framed their approach as a leader? How did they put these principles/values into action? Were their actions different than their espoused principles and values? How did these values and principles impact their company’s culture? Was there a link between their values and principles and company results (financial, retention, other)?
• **Response to Challenges.** Did the leader face significant challenges? How did they react to these challenges? What did these actions say about their leadership ability?
• **Results.** What significant results were they able to achieve (you may wish to validate these results from sources other than one biography)? How did their approach to leadership contribute to their results?
• **Personal Perspective.** Why did you believe this leader was extraordinary? After researching this leader do you still believe they were an extraordinary leader? Why or why not?
• **Follow-up.** Clearly discuss how each element of this analysis ties to your personal leadership and actions. How does this impact your view of leadership? What will you do differently as a leader based on what you learned?
• The paper should be 8 - 10 pages in length, (exclusive of introduction/bibliography reference pages), double-spaced, Times New Roman 12 pt. font, with one-inch margins on all sides. The paper must meet APA styled formatting requirements.

**Criteria for Evaluation:**

• **Completion of the Requirements Identified Above.**
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• **Reflectiveness.** Clearly link the assignment to your own leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others.
• **Writing Style.** A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage.

3. **LPI/Leadership Practices Assessment (10% grade value)**
Due 10/14, this assignment includes a brief assessment that shares leadership principles of how leadership can increase so that extraordinary results can be achieved. After completing a short questionnaire, you will write an approximately three (3) page paper (exclusive of introduction/bibliography reference pages) utilizing APA formatting and answering four (4) specific questions provided by the instructor.

**Criteria for Evaluation:**

• **Completion of the Requirements Identified Above.**
• **Understanding and Integration of Theory.** Demonstrate that you not only understand, but can use the conceptual ideas of the course in written discourse. You should also demonstrate that you can translate and weave the conceptual ideas of the course into your own thinking and reasoning, and interlace these ideas into your everyday practice.
• **Reflectiveness.** Clearly link the assignment to your own leadership approach and actions. Demonstrate a personal commitment to learn and change your ideas and behavior in light of experience and feedback from others.
• **Writing Style.** A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage.

4. **Leadership Self-Assessment and Personal Leadership Model (15% grade value)**
In your final project for LDR6100, you will reflect on your learnings in an approximately 5 - 7-page report (exclusive of introduction/bibliography reference pages), discuss how your view of leadership
has changed, how you have changed as a leader, and your personal model of leadership. Be sure to include 5 - 6 direct references to our course material to corroborate your reflection.

In preparing your assignment, you should consider the following:

- What specific ideas about leadership did you arrive with and how have some of these ideas been transformed? What ideas have been strengthened by the course material?
- Which 5 - 6 readings/videos had a particular impact on you and why? How did the key questions and journal reflections change your ideas and behavior? Demonstrate that you have really worked with and applied the authors’ ideas.
- How did you change as a leader? What did you do differently as you learned about your leadership? Capture the actions you took, and your reflections on these actions.
- What is your personal model of leadership? What leadership models covered in the course informed your decision on your leadership model? Include direct references to the course readings and material.
- How would you define leadership now that we are concluding LDR6100? Go back and review your definition in week 1's discussion board. What has changed, or not? Concisely state your definition of leadership as we conclude the course in 3 - 5 sentences.

Criteria for Evaluation:

- **Completion of the Requirements Identified Above.**
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- **Writing Style.** A paper will receive more weight if it is well-organized (edited) and well-written in terms of syntax and usage.

5. **Online Discussion Board Participation (30% grade value)**

Active participation on the discussion board demonstrates quality contributions and commentary. Each week there is an assigned discussion topic. Students are expected to research the topic and to contribute comments in the discussion forums throughout the week.

In drafting your responses, please keep the following guidelines in mind:

- Be timely in responses.
- Be thorough and connect your statements to course material.
- Make sure the answer adds substantially to the discussion.
- Be collaborative, not combative.
- Be positive in approaching the subject matter.
- Utilize APA formatting in all responses.
Students are expected to critically interpret the text, challenge assumptions, and to make their case and support their arguments with course connection and excellence. Writing is an invaluable skill that improves reading, problem solving, and critical thinking, and is at the core of effective communication. Writing is a tool to synthesize ideas and demonstrate understanding of content regardless of content area, discipline, or degree level. Effective writing includes a clear focus, organized development, logical thinking, and careful revision. The following writing quality rubric will be used to assess all assignments.

**Writing Quality Rubric**

<table>
<thead>
<tr>
<th>Scoring Level</th>
<th>Grammar, Mechanics, Usage</th>
<th>Clarity and Coherence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of Proficiency</td>
<td>While there may be <strong>minor</strong> errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the written assignment.</td>
<td>Sentences are structured and words are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow.</td>
</tr>
<tr>
<td>Moderate Proficiency – half grade level reduction (5%)</td>
<td><strong>Frequent</strong> errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions <strong>distract</strong> the reader, but the reader is able to completely understand what the writer meant. Writing does not consistently follow appropriate style and/or format.</td>
<td>Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.</td>
</tr>
<tr>
<td>Minimal Proficiency – full grade level reduction (10%)</td>
<td>Writing contains <strong>numerous</strong> errors in spelling, grammar, and/or sentence structure which <strong>interfere with comprehension</strong>. The reader is unable to understand some of the intended meaning. Style and/or format are inappropriate for the assignment.</td>
<td>Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.</td>
</tr>
</tbody>
</table>
**Due Dates**


<table>
<thead>
<tr>
<th>Assignment/Element</th>
<th>Due Dates</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Journals</td>
<td>Saturday, September 23</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Saturday, September 30</td>
<td></td>
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<tr>
<td></td>
<td>Saturday, October 7</td>
<td></td>
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<tr>
<td></td>
<td>Saturday, October 21</td>
<td></td>
</tr>
<tr>
<td>LPI/Leadership Practices Assessment</td>
<td>Saturday, October 14</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Analysis</td>
<td>Sunday, October 22</td>
<td>25</td>
</tr>
<tr>
<td>Final Assignment – Leadership Self-Assessment &amp; Personal Leadership Model</td>
<td>Saturday, October 28</td>
<td>15</td>
</tr>
<tr>
<td>Online Discussion Board Participation</td>
<td>Weekly</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Communication/Submission of Work**

All submissions of work are to be uploaded through the “ASSIGNMENTS” link provided at the top of the Course Material folder on Blackboard. Click on “ASSIGNMENTS” link to find the “View/Complete Assignment” link for each of the two paper assignments. Attach your completed assignments here and click “Submit” to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback provided by clicking on “Tools,” “View Grades from the Northeastern University Online Campus” tab.
Submission format: All papers are to be presented in 12 pt. Times New Roman font, double-spaced with one inch margins on all sides. All references and bibliography must follow APA format. Papers that do not meet APA style or formatting guidelines are subject to a full point grade deduction. We highly recommend purchasing the Publication Manual of the American Psychological Association, Sixth Edition by the American Psychological Association (Paperback - July 2009).

**Late Submission of Work**

There are no make-up dates, extensions for the assignments, or exceptions to meeting assignment deadlines except for documented personal emergencies or special permission granted by the instructor in writing **in advance** of the missed deadline. Special permission must be requested in writing to the instructor at least two (2) days prior to the due date of the assignment. An approved late assignment will receive a minimum of a full letter grade reduction.

**Course Schedule and Topical Outline**

*Schedule of Topics, Readings and Assignments: This outline is subject to change, based on learning needs of course participants and/or discretion of faculty, as the course progresses.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments / Activities</th>
</tr>
</thead>
</table>
| 1 9/18 – 9/24 | **Introduction to developing your leadership capability:**  
*Great leaders make a great difference*  
Course overview/expectations  

*Leadership: Chapters 1 Introduction; 2 Trait Approach; 3 Skills Approach*  

*BB: (to be advised)* |  
*Leadership Behavior & Assessment exercise (located within course site), and*  
*Complete skills inventory (Northouse, p. 67)*  
*Reflection Journal due 9/23 (5% grade value)*  
*Select leader for analysis assignment* |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The power of vision: Developing the skills of effective leaders</td>
<td>Complete leadership behavior questionnaire (Northouse, p. 88) &lt;br&gt;Reflection Journal due 9/30 (5% grade value)</td>
</tr>
<tr>
<td>9/25 – 10/1</td>
<td>Leadership: Chapters 4 Behavioral Approach; 5 Situational Approach; 11 Adaptive Leadership; 12 Psychodynamic Approach</td>
<td>BB: (to be advised)</td>
</tr>
<tr>
<td>3</td>
<td>Motivation and performance: Conventional and contemporary views of leadership</td>
<td>Complete path goal questionnaire (p. 133) &lt;br&gt;Reflection Journal due 10/7 (5% grade value)</td>
</tr>
<tr>
<td>10/2 – 10/8</td>
<td>Leadership: Chapters 6 Path-Goal Theory; 7 Leader-Member Exchange Theory; 14 Team Leadership</td>
<td>BB: (to be advised)</td>
</tr>
<tr>
<td>4</td>
<td>Transformational, servant, and authentic leadership: Inspiring trust, admiration, loyalty and respect</td>
<td>Complete LPI/Leadership Practices Assignment due 10/14 (10% grade value)</td>
</tr>
<tr>
<td>10/9 – 10/15</td>
<td>Leadership: Chapters 8 Transformational Leadership; 9 Authentic Leadership; 10 Servant Leadership</td>
<td>BB: (to be advised)</td>
</tr>
</tbody>
</table>
| 5 | 10/16 – 10/22 | Leading in a global/diverse environment:  
Gender & Culture  
Leadership: Chapters 15 Gender and Leadership; 16 Culture and Leadership  
BB: (to be advised) | Reflection Journal due 10/21 (5% grade value)  
Leadership analysis due 10/22 (25% grade value) |
|---|---|---|---|
| 6 | 10/23 – 10/28 | Leadership ethics:  
Leadership: Chapter 13 Leadership Ethics  
BB: (to be advised) | Final Assignment - Leadership Self-Assessment and Personal Leadership Model due Saturday, 10/28 (15% grade value) |

Leadership = Northouse  
BB = Blackboard

**Grading Scale:**


<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100 %</td>
<td>A</td>
</tr>
<tr>
<td>90 - 94.9 %</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89.9 %</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 86.9 %</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83.9 %</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79.9 %</td>
<td>C+</td>
</tr>
<tr>
<td>74 - 76.9 %</td>
<td>C</td>
</tr>
<tr>
<td>70 – 73.9 %</td>
<td>C-</td>
</tr>
<tr>
<td>69.9 % or below</td>
<td>F</td>
</tr>
</tbody>
</table>

The following resources are available:

- Smarthinking (available free in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-structor within a 24-hour window (in most cases).
The Purdue Online Writing Lab [http://owl.english.purdue.edu/owl/] provides free writing resources – with help in grammar, sentence structure and general writing skills.

For answers to common questions you may also visit the NU Online support portal at: [http://smartipantz.perceptis.com/neu/content/default.aspx]

**MyNEU Technical Support**
Please contact the University help desk by calling 617-373-HELP (4357) or email help@neu.edu
NU Online Blackboard is located at [http://nuonline.neu.edu]
Northeastern University Online Technical Help
NU Online Support Center [http://nuonlinebbsupport.neu.edu/content/Default.aspx]
24/7 NU Online Blackboard Support: 855-836-3520

**Academic Integrity Policy**
The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s policy on academic integrity; the complete policy is available on the [Office of Student Conduct and Conflict Resolution web page](http://officeofstudentconduct.neu.edu/).

*Cheating* – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

*Fabrication* – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

*Plagiarism* – intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

*Unauthorized collaboration* – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.

*Participation in academically dishonest activities* – any action taken by a student with the intent of gaining an unfair advantage

*Facilitating academic dishonesty* – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the [Office of Student Conduct and Conflict Resolution web page](http://officeofstudentconduct.neu.edu/).

**College of Professional Studies Policies and Procedures**
For comprehensive information, please see the [Registrar University Catalogs page](http://Registrar.University.Catalogs.page) as well as the [Student Resources](http://Student.Resources) page of the [Northeastern University College of Professional Studies](http://Northeastern.University.College.of.Professional.Studies) website.
Student Accommodations
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.
For more information, visit the Disability Resource Center Getting Started page.

End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this class, please take the time to complete the evaluation survey at the NEU EvaluationKit website. Your survey responses are completely confidential. Surveys will be open for the last two weeks of the class. An email will be sent to your HuskyMail account notifying you when surveys are available.

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