

LEADERSHIP DEVELOPMENT

EDH 607

Professor:

Office:

Office Hours:

Telephone:

Email:

Course Description

This class on *leadership* critically examines key leadership theories and their application to higher education contexts. Specifically, the purpose of this seminar is three-fold: (1) to survey theories of leadership, their evolution, and conceptual strengths and weaknesses; (2) to develop skills in the application of theoretical frameworks to higher education contexts and events; and (3) to further develop skills in using leadership frameworks as sense-making tools in professional development and practice. Accomplishing these goals will entail developing our knowledge base on leadership theory and inquiry skills. To facilitate our learning, we will pay considerable attention to the study of leadership from both academic and non-academic perspectives, while building your personal capacity for leadership.

Required Texts

Northouse, P.G. (2010 - 15). *Leadership: Theory and Practice* (5th – 7th ed.) Thousand Oaks, CA: Sage Publications. ISBN 978-1-4833-1753-3

Rath, T. & Conchie, B. (2008). *Strengths Based Leadership: Great Leaders, Teams, and why people follow*. New York, NY. Gallup Press. ISBN: 978-1-59562-025-5

Additional required readings will be located on webcampus.

Highly Recommended Text:

Kezar, A.J., Carducci, R., & Contreras-McGavin, M. (2006). *Rethinking the “L” word in higher education: The revolution of research on leadership*. ASHE Higher Education Report No. 6, volume 31. San Francisco, CA: A Wiley Company at Jossey-Bass.

Hickman, G.R. (2010) *Leading Organizations: Perspectives for a New Era*, 2nd Edition. Thousand Oaks, CA: Sage Publications. 978-1-4129-3908-9

Publication manual of the American Psychological Association, 6th Edition (2009). Washington, DC: American Psychological Association.

Course Rationale

What you will do:

- 1) Develop a foundation of knowledge concerning **leadership theories** and application to higher education units.
- 2) Become familiar with a variety of **research methods and designs** used in the study of leadership and higher education.
- 3) Employ **theoretical leadership frames** in situational analysis and decision making.
- 4) Be aware of various sources of information that inform the study of leadership. These sources of information may be peer-reviewed research journals in various disciplines and professional areas such as sociology, psychology, political science, economics, education, business, sport management and public administration, or non-peer reviewed works such as theoretically oriented books, book chapters, and articles.
- 5) Identify **personal leadership orientations** and characteristics as well as strategies for personal and professional leadership development.
- 6) Apply principles from leadership theories toward the development of a solution strategy and/or **strategic leadership initiative** designed to address an organizational issue or problem.

Expectations as a Participant in Class

This course requires *active sharing and debate* of theories and concepts covered in the course readings and material. To be successful in this class, you will need to:

- 1) **Read** and be prepared to discuss and evaluate all assigned readings.
- 2) Participate fully in course activities (both in and outside the classroom).
- 3) You should plan to **develop discussion questions** or other group activities to frame the week's readings and current leadership issues in higher education.
- 4) Lead and facilitate discussions of the readings for group work.
- 5) Participate in and complete the group project (leadership initiative), and formally present to peers.
- 6) Complete all individual assignments and engage as a productive colleague on group work.
- 7) Cell phones are not to be used during class.
- 8) Laptops are allowed in class, only when used for class purposes. If violated, this privilege will be revoked.

Requirements for Student Evaluation

Class Discussions: The instructional format for the course is mini-lectures and small/large group discussion. You will be expected to be adequately prepared for class, to participate in large group and small group discussions, and in general, **give evidence of having read the assigned**

materials. For most class sessions, preparation shall consist of readings in the area to be covered for that topic. You are expected to be prepared to discuss salient issues, questions, and problems emerging from the readings and the professor's lectures/power points.

To develop and establish a learning community **active participation is vital.** Class participation consists of (1) attendance; (2) active and thoughtful participation in class discussions based on a thorough and critical analysis of readings; (3) active and full participation in small group work; and (4) completion of written assignments.

Class Attendance: Since class discussion is an important part of this course, you are expected to attend and participate fully in every class session. At the graduate level it should not be necessary to establish a class absence policy. You are reminded that one absence in this class is equal to three (or one entire week) of a class which meets three times a week. **More than two absences will affect your grade.** Students who are not able to attend class are asked to notify me prior to their absence and are responsible for obtaining any class materials or notes from another student. **If you are absent from a class when an assignment is due, you are still responsible for submitting the work on or before the day it is due.**

Respect Differing Views: All class members should be respectful of differing views. At times we will discuss controversial issues. Honest and sincere differences of opinion will be respected, however, personal attacks directed to a specific individual or group will not.

Class Assignments and Evaluation

The following are assignments, activities and exams that will be used to determine final grades in the course.

Written Assignments will be evaluated on both Content (80%) and Writing skill including correct spelling, grammar, punctuation, sentence structures (10%) and APA use (10%)

Personal Leadership Strengths Reflection. You will utilize **the access code** from the *Strengths Based Leadership* book to complete the personal online assessment. You will then be given access to a full personal report, providing your top 5 strengths, and the 4 domains of leadership they fall into. Review the personal report and read the sections of the book that help you understand your strengths / report. **Write a 2-3 page reflection paper** including 1) your overall perception of the accuracy of the assessment, 2) how each of your strengths could be beneficial relative to your career interest area in higher education, and 3) how your strengths could be used on a team and 4) how this understanding could help you work better on a team as part of this class. **(25 pts)**

Research on a Leadership challenge in Higher Education (Individual Article review (1 each) and team presentation with solution.

Each team member will research 1 scholarly article or chapter focused on **a specific leadership issue or challenge in Higher Education**, and relevant to your professional area of interest. **Each team member prepares a critical written review (25 points/article) to be turned in individually to the professor.** As a team, you will deliver a power point presentation (25 points); 1) outlining the situation creating the issue or challenge, followed by 2) a discussion

of the relevant research (incorporate all article reviews) and 3) concluding with leadership actions to remedy the issue or solve the problem. Lastly, the team members will guide a class discussion on the issue, with 3-5 prepared questions. Use the article review guidelines provided on web-campus to prepare your article review. Prepare a minimum of **5 power point slides** incorporating each of the 3 points above, along with **3-5 questions** to lead the class in a discussion. **The article pdfs must be submitted 1 week prior to the professor to allow posting on webcampus so all class members can read the article(s) in preparation for class. (50 points)**

Leadership initiative: A team of 4 students will lead the class in a **leadership / team building**, followed by a de-briefing that integrates a discussion of the leadership theory orientation assigned. Dates for activities will be assigned for each team. Guidelines and grading rubric will be available on webcampus. **(50 points)**

Leader Profile: Research and interview an approved higher education **leader** (e.g. president, chancellor, athletic director, scholar) preferably in a position you would like to hold one day and write a 3,000 word paper that discusses the individual's approach to leadership based on **two or more of the theories and models** discussed in class. This may be done with active or passive research meaning that you can incorporate relevant information from media sources (newspaper, T.V., internet, etc) to support your interview and analysis. The paper should discuss information gained from the personal interview regarding the individual's work history, current position, and involvements, one significant professional challenge, along with a discussion of their method / strategy to remedy the issue, professional contributions to the field, and his/her perceived leadership style, qualities, and motivation. Guidelines will be provided on web-campus and discussed in class. (50 points)

Doctoral Student Additional Assignment: Doctoral students are required to complete an additional assignment that integrates leadership theory and scholarship. Plan to meet with the professor to outline this assignment following the first week of class. (100 pts)

Exams:

A midterm and final exam will require application of the readings, theories, concepts and class discussions. Evidence of conceptual understanding will be the basis for evaluation. Exams are expected to be completed alone, and are representative of the individual student's understanding of course content. Any assistance on exams from other students, partners, spouses, etc. will result in complete loss of all points, and there will be no opportunity to make up the points.

Point Values of Assignments:

Strengths based reflection	25
Research article review (25) + team presentation (25)	50
Leadership initiative (team)	50
Leader Profile (40) + Presentation (10)	50
Midterm Exam	50

Final Exam 75

300 total points available

Doc Student Assignment 100 points

400 total points available

GRADE EQUIVALENTS AS % OF TOTAL POINTS

A+ 97-100	B+ 89 - 87	C+ 79 -77
A 96 - 93	B 86 - 83	C 76 - 73
A- 92 - 90	B- 82 - 80	F 72 - 0

Written Assignments

All writing assignments should be well organized and show evidence of thorough analysis of the topics and issues discussed. In addition, all assignments **must follow APA style (6th edition)** including citations, reference sections, headings, etc. More specifically, written assignments are evaluated on the following criteria:

Accuracy of information: Fact-based statements about current issues are accurate, supported by citation of source, and would be agreed upon by others who are familiar with the literature discussed in this course (30% of grade).

Completeness of response to the assignment: Paper responds to all parts of the assignment (30% of grade).

Organization and coherence: Paper has introduction, body, and conclusion and does not contain irrelevant material; material is arranged in a logical manner and in a manner consistent with the norms of one's discipline (20% of grade).

Appropriate grammar, punctuation, and spelling: Standard English and spelling are consistently used (10% of grade). Any errors are minor and few.

Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication (10% of grade).

Grading

Grades of "A" will reflect participants' thorough knowledge of the material covered in class, excellent thinking evidenced by the quality of written assignments and class discussion, as well as students' commitment to the community of learners through active participation in class discussions and peer collaboration. Grades of "B" will reflect students' efforts demonstrated by

the completion of all assignments in a thoughtful and critical manner. B's will also reflect a commitment to this community of learners by active and quality participation in class discussions. Grades below "B" will be reserved for participants whose work does not reflect commitment to the learning activities and/or who do not participate actively in the course.

In the event that a student turns in an assignment after the due date, the student will be assessed **one grade increment per day the assignment is late. If you ask whether you can turn in an assignment late, the answer is "yes", but the policy stated above will apply

UNLV Policies

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

EDH 607

Leadership Development

Fall 2016 Schedule

Date	Topic / Reading	Assignment / Activities
8/31	Introductions and class overview	Goal setting for leadership Success story / Case study examples
9/ 7	Leadership defined & described Ch. 1 Authentic Leadership Ch. 10	Research Presentations Scheduled Strengths assessment / reflection assigned
9/ 14	Strengths based leadership Team Leadership	Strengths based reflection due Self-assessment / Case study Research teams assigned
9/21	Trait & Skills Approaches Leadership Profile assigned	Self Assessment / Case Studies Initiative teams assigned
9/ 28	Style Approach Gender and Leadership	Self Assessment / Case studies Self Assessment / Case Studies Research Presentation team 1
10/5	Situational Approach Adaptive Leadership	Self Assessment / Case studies Research Presentation team 2 / Initiative 1
10/12	Transformational Leadership	Self Assessment / case studies Initiative 2/ Research Presentation team 3
10/19	Midterm Exam (web-campus)	No class meeting / work on leader profile
10/26	Path-Goal Theory	Self Assessment / case studies Initiative 3 / Research Presentation team 4
11/ 2	Leader-member Exchange Theory	Self Assessment / case studies Initiative 4 / Research Presentation team 5
11/ 9	Culture & Leadership	Self Assessment / Case Studies Initiative 5
11/16	Leadership Ethics Servant Leadership	Self Assessment / Case studies

11/23 **Leader Profile Due**

In-Class Presentations begin

11/30 Review for Final Exam

Leader profile **Presentations**

12/7 **Final Exam**

Research team focus for leader profile; research presentation / initiative dates

1 VP of Student Affairs & climate / culture

2 Director of Athletics & Revenue sport / Power

3 Deans & Organizational change / accountability)

4 Provost & Academic mission / trust

5 Presidents & Higher Ed Leadership / communication

