

**School for New Learning  
DePaul University**

**HC 164 Roles and Responsibilities of Organizational Leaders-**

**Faculty:** Jackson N. Hartley  
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**Hours:** December Interim Session 2009-2010  
Monday/Wednesday 6:30 -- 9:30 PM

**Dates:** 11/30,12/2,12/7,12/9,12/14

**Location:** O'Hare Campus

**Class ID** 12737

**Competencies Offered:** F-X, H-2-X

**F-X** Can understand the characteristics of Leadership and their impact upon an organization. Can compare and contrast the Roles and Responsibilities of effective leaders in various situations.

**H-2-X** To be written by the student.

This course can only be taken for one competence.

**Note - Because this is a short course, students are expected to read and be able to discuss Parts 1 and 4 of The Leadership Challenge on the first class day, 11/30.**

## **Description of Course:**

This course surveys the leadership structure across a variety of organizational types. Students in this one competency course will investigate theories of active leadership, analyze organizational case studies of dynamic leadership positions and experientially assess the usefulness and validity of conceptual models of leadership in the day-to-day world of viable organization management.

As organizations continue to grapple with a changing economy and landscape, the need for leadership is paramount. But what are the qualities of a Leader? What are the types of situations that require leadership versus management? And more importantly, what can be done so that any individual can improve their own Leadership potential today? This course will utilize the research findings of Kouzes and Posner in their book The Leadership Challenge, the 3<sup>rd</sup> edition, to explore these issues. Students will be asked to explore interpersonal relationships as a Leader would. As much as possible, examples will be taken from the students' own environment, allowing the chance to gain experience that can be taken back to the work environment immediately. Due to the nature of the subject matter, a high level of class participation will be utilized and therefore expected.

## **Faculty**

Jackson Hartley is an independent consultant and trainer who concentrates on the Team Building experience. He served on the Illinois Advisory Board of the Federal program *Partnership for a Smarter Workforce*. He has offered new Supervisor and Leadership training through *The Management Association of Illinois*, and was a contracted Learning Coach for Andersen Consulting (now Accenture). He is also a certified experiential outdoor Teams Course facilitator with several training groups. He has over 20 years of manufacturing experience at both the plant and Corporate staff level with companies such as Warner-Lambert, Pepsi Cola, and General Foods. He was recently Vice President of Operations for the country's largest ice cream novelty manufacturer. He holds an Industrial Engineering degree from Virginia Polytechnic Institute, and an MBA from the University of Connecticut.

## **The Learning Experience:**

The course will be taught in a facilitative style to enable students to reinforce their learning through active involvement. Specific observations from the work environment, coupled with research projects will link the learning to real world experiences. The primary intent is to inspire and excite students to recognize their own leadership potential.

In addition, parallels will be drawn between the qualities of Leaders of today as noted by Kouzes and Posner, and the qualities of Ernest Shackleton during his ill-fated Antarctic Expedition of 1914.

## Evidence Submitted: and Criteria for Assessment

Due to the nature and structure of this course, participation is important in this class. Attendance is mandatory. Should a student be absent, appropriate make up work will be required. This make-up work will require the approval of the class for relevancy.

Both faculty and the class will offer constructive criticism on techniques whenever a student presents or facilitates a discussion session. In addition, the faculty regularly solicits input and criticisms on style and subject matter to ensure that the material and approach are appropriate to the class. This shows empathy, and trust and provides for a more open environment. There is a high degree of topic flexibility in the class to provide opportunities to discuss issues that are important to the students.

This course follows the University's guidelines on academic integrity.

The evidence submitted and the value to the grade will be as follows:

1 oral critique of a section from <u>The Leadership Challenge</u>	25 points
Group or Individual Presentation	25 points
Written Report showing application of Presentation material	25 points
Participation and contribution to learning environment	25 points

Since participation is an important component, each absence will result in the deduction of 10 points from the total score unless a suitable presentation can be developed and delivered to the class.

Achievement of competence will be based on the projects and class room participation. Due to the short time table of this quarter, there will be only 1 graded homework assignment required, involving critical analysis of the readings. This analysis will not be a summary of what the writer said, but an analysis of the theme of the subject matter and whether or not it is applicable to the student's own experience and organizations.

There will be a group or individual oral presentation due at the last class. This presentation will address the strengths and weaknesses of a recognized leader. A partial list of appropriate leaders that could be the subject of this presentation includes - Martin L. King, Jesus, Patton, any American president, Lee Iaccoca, Jack Welch, Aung San Suu Kyi of Myanmar, Elizabeth Dole, or any other leader approved by the faculty. The presentations should be 15 to 20 minutes long, with time for discussion depending on the number of students in the class. The suggested approach will be for group members to concentrate individually on one of the primary traits of Leadership, and how the particular subject demonstrated this trait. Ideally, one group member should explore areas of weakness of the leader and what traits allowed these weaknesses to be overshadowed.

Along with the group presentation, each student will submit an individual paper. This paper is to reflect the student's *own understanding* of that leader's qualities or shortcomings and how this understanding will specifically help the student in their own life situations. This accompanying individual learning paper should be at least 3 pages in length. While it will naturally include points covered in the presentation, the ***primary intent is to show reflection on the part of the student and how the leadership traits discussed have been used or absent in the student's own environment, and how the student will try to develop their own abilities in the future.***

A substitution will be allowed if a student wishes to review material on Shakleton and provide examples of the various Leadership styles that he exhibited.

### **Expected Outcomes:**

Upon completion of this course, it is expected that students will have achieved and/or have a demonstrable understanding of the following:

- The various traits of the Manager-Leader
- What the roles of a Leader in various situations - work, private sector, social
- What are the different situations where true Leadership is required
- What are the differences in Management and Leadership
- What are some of the historical views of leadership from various conceptual and cultural perspectives.
- What are the dynamics of Leaders and their constituents
- What is the nature of constituents and their expectations of their leaders
- What are the qualities of followers that make leading in organizations possible
- What are the major differences in Leadership today versus 50 years ago and earlier.

### **Learning Tools:**

- The Leadership Challenge, by Kouzes and Posner (Required) **Note - Because this is a short course, students are expected to read and be able to discuss Parts 1 and 4 of The Leadership Challenge on the first class day, 11/30.**

**NOTE- If you have a 2<sup>nd</sup> edition or earlier, contact the instructor.**

- Student Projects
- Other books and materials brought in by Students and Faculty to share

## TOPICS AND TIME FRAMES

### SESSION ONE: *Challenge the Process*

**Be prepared to discuss The Leadership Challenge Parts 1,4**

Introductions

Listing of expectations --  
student  
instructor

Description of style of course

Discussion of class grading and term projects

What do we expect from our leaders ?

How do Leaders challenge the process ?

**presentations on challenging the process**

**HOMEWORK for Wednesday**

Volunteers to critique parts 2,3,5 and 6 of Leadership Challenge

Ask others what motivates them to work

Bring in the Vision from your own work environment

### SESSION TWO: *Inspiring a Shared Vision*

**Be prepared to discuss The Leadership Challenge Part 3**

Envisioning the future

Historical Examples of Great Visions

Discussion of Shackleton's Antarctic Expedition- What was his vision?

Discussion of primary Responsibility of Leaders - Developing a Motivational Environment

**HOMEWORK 2 -**

Volunteers critique one of the assigned sections of The Leadership Challenge

Prepare your own personal Vision Statement for discussion

Determine what commitments will be made to be a Leader

## TOPICS AND TIME FRAMES

(continued)

### SESSION THREE: *Enabling Others to Act*

**Be prepared to discuss The Leadership Challenge Part 5**

**Submit a critique of one of the assigned sections of The Leadership Challenge**

How to establish relevant goals

Seeking Collaboration

Seek first to understand - then to be understood - the need for effective listening

Discussion of Shackleton's Antarctic Expedition - What did Shackleton do to enable his crew to maintain the vision

Discussion of Leadership Theories and Studies

Development of Responsibilities of Leaders depending on the Role Taken

Analysis of participants own Leadership Style

### SESSION FOUR: *Modeling the Way*

**Be prepared to discuss The Leadership Challenge Part 2**

**Submit a critique of one of the assigned sections of The Leadership Challenge**

Discussion of communication skills for effective problem solving

Importance of Shared Values

Importance of Sustaining Commitment

### SESSION FIVE: *Encouraging the Heart and Beginning the Journey*

**Be prepared to discuss The Leadership Challenge Parts 6,7**

**Group Presentations and Final Paper Due**

Recognizing contributions

Celebrating Accomplishments

The Leader who Makes a Difference

Group Project Presentations