

**School for New Learning  
DePaul University  
Course Syllabus: HC 390 Applied Leadership Skills  
Spring 2009**

**1. General Information**

Faculty: Kumiko Watanuki, Ed.D  
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Location: O'Hare Campus

Dates/Time: Alternate Saturdays – 4/4, 4/25, 5/9, 5/23, 6/6  
9:00 a.m. - 4:00 p.m.

Credit Hours: 4

**2. Course Description and Faculty Biographical Sketch:**

**Course Description:** Over the last few decades, people in the field of management have been involved in a search for a “best” style of leadership. Yet, the evidence from research clearly indicates that there is no single all-purpose leadership style. Successful leaders are those who can adapt their behavior to meet the demands of their own unique situation. Accordingly, this course is designed around a systematic framework that links “the inner you” to current and prospective leadership roles. Although the outside world is examined in this course, we will largely examine and identify the personal side of leadership. The intended outcome from taking this course is that you will be clearer about who you are and who you want to become in terms of making your decision about your leadership choices and more effective in acting on them.

**Faculty Biographical Sketch:** Dr. Kumiko Watanuki has more than 30 years experience in International Relations and Negotiation, Cultural and Workforce Diversity Initiatives, Human Resources Administration, HR Training and Development, Management Training and Leadership Development, Organizational Development and Systems Renewal. She holds a BA degree in Management from Mundelein College Chicago, an MA degree in Organization Development from the Center for Organization Development (CORD), Loyola University Chicago, an MPhil (Master of Philosophy) in Social Anthropology from the School of Oriental and African Studies (SOAS), University of London; and a Doctor of Education degree (Ed.D.) in Adult Education from the National-Louis University Chicago.

**Course Contents:**

The framework of this course is based on the following five key topics. They are accompanied by numerous thought-provoking, highly practical exercises with specific personal questions to help you focus your essential needs and desires. The five key topics are organized into three phases.

a. Five key topics:

- (1) The *context* in which you are now operating, in terms of leadership roles, expectations, and opportunities.
- (2) *Your personal vision* and whether leadership is an important part of it.

- (3) *Your core values* and how they are related to your leadership vision.
- (4) The *personal qualities* that support your work as a leader and how they give your work its own distinctive style.
- (5) The *balance* between your leadership work and other aspects of your life and whether they give you adequate *focus, support, and energy*.

b. Three Phases:

Phase one: It covers the problems of drifting into or out of leadership and the value of becoming more personally aware of how leadership commitments enhance or diminish your overall vision and quality of life.

In Phase two, each of the above five key topics is explored in depth, with examples drawn from interviews and from public lives. There are many exercises to work through and learn from them. The goal is for you to arrive at your own answers to the main challenge posed in this phase.

Phase three brings together your insights from the Phases one and two, guiding you through a process of summarizing where you are in your leadership career and deciding where you may want to go from there.

**3. Competences:**

A-3-X: Can reflect critically and appreciatively on the basic assumptions about the meaning, purpose, and values of lives.

H-3-D Can employ the skills of negotiation, mediation, or interpersonal communication in the resolution of a problem.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

FX: Suggested Competence Statements for FX:

- Can identify and articulate how effective leaders apply and practice their personal and organizational powers.
- Can identify a problem that affects the community/organization and propose a solution using appropriate leadership approaches.
- Can apply principles of situational leadership model and resolve a conflict or problem.

**4. Outcomes: Expected Outcome:** The intended outcome from taking this course is that you will be clearer about who you are and who you want to become in terms of making your decision about your leadership choices and more effective in acting on them.

Upon successful completion of this course, you

- a. Can identify and articulate two or more theories or models explaining four basic leader behavior styles.

- b. Can describe, assess anticipated change and plan change to address the problem associated with leadership and leadership skills, identify specific actions, resources, and time frame required to implement the plan.
- c. Can apply principles of the Gap Analysis and the Force Field Analysis to identify, analyze, plan, and implement personal and professional goal settings.

## 5. Learning Experience

### Section 1:

#### a. Learning Strategy includes:

- Lectures - Mini-lectures will be provided at the beginning of each session.
- Readings – You are expected to complete each reading assignment and briefly summarize problems/issues brought up in the chapter.
- Discussion and debate – Individual’s reading summary is reviewed by the group members and the findings will be presented to the class for discussion and presentation.
- Collaborative learning – Participate in a small group exercise with others. Apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. Reflect on your ability to contribute to the collaborative learning process.
- Research project – Reflect on your values and beliefs to answer who you are. Identify what are your commitments (relative to your values and beliefs) that are embedded in your practice, and think about what and how you would like to become in terms of Leadership.

#### b. Required Textbook can be obtained: DePaul’s Library, e-book, 24/7 section Or

You can order a copy from [www.amazon.com](http://www.amazon.com), [www.barns&noble.com](http://www.barns&noble.com),

- Discovering the Leader in You: A Guide to Realizing Your Personal Leadership Potential by Robert J. Lee and Sara N. King. 2001. San Francisco, CA: Jossey-Bass Inc. ISBN 0-7879-0951-3.

Additional handouts will be disseminated throughout the course.

#### c. Attendance and Participation:

Attendance and Participation account for the 40% of coursework evaluation.

DePaul University anticipates that all students will attend all classes; therefore, your attendance and participation are essential in passing the course. In the event of absence, it is imperative that you (1) let me know in advance so that I will give you an assignment to make-up for the session you will miss and (2) contact a classmate ahead of time to be your “learning partner” who would collect handouts and share the learning experience for the session you missed. Always consult the timeframe - course schedule of the syllabus for the future assignments. ***Students missing more than two classes of our ten week course will not have met the requirements for a passing grade.***

### Section 2:

- a. In lieu of taking mid-term and final examinations, you will design and develop a personal leadership plan using knowledge and skills gained from this course. This accounts for the 40% of coursework evaluation. The guidelines and instructions regarding the format, the length, and the content of essay will be covered during the first class meet. You are encouraged to apply theories and concepts covered in this course to your actual workplace/community based situation.
- b. Homework assignments will count toward the remaining 20% of coursework evaluation.

**6. Evidence the students will submit:**

a. Learning Project

The learning project is a self-directed experience. It consists of individually determined goals(s) – competence statement(s) – based on individual career and educational needs and/or personal interests. Therefore, each student should take this opportunity to (1) apply all the learning from various classroom discussions, small group exercises, and reading assignments, and (2) develop new knowledge and skills required in order to effectively communicate and negotiate either in the multinational, the multiethnic or the multicultural setting.

The length of project paper: Please read the following guidelines. [I will not accept any paper that does not follow the guidelines listed below.](#)

Format Guidelines:

Use 12 pt. font, double-spaced and typewritten. Set your margins at: 1" left, top, and bottom, and 1½" at right.

If you are taking this course for two competences, the minimum of 1750 words (approx. 7 pages) to maximum of 2500 words (approx. 10 pages), and **double-spaced**.

If you are taking this course for one competence, the minimum of 1000 words (approx. 4 pages) to maximum of 1500 words (approx. 6 pages), and **double-spaced**.

Suggested Contents and Process will be provided during the first session of the course.

**7. Criteria for Assessment:**

- a. Applied Leadership Skills is a graded course and is not offered for Pass/Fail grading. The final grade will be determined based on the following:
  - Active participation in and contribution to the classroom discussions and small group exercises
  - Demonstrate the ability to analyze critical incidents being presented in the classroom
  - Completed Learning Project that reflects objectives and competences established.
  - Complete all homework assignments

**b. Written work will be evaluated as follows:**

**A** = Designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

**B** = Designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of idea.

**C** = Designates work which minimally meets requirements set forth in assignment; reflects some organization and development of idea but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

**D** = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

**c. Policy on Incompletes:**

It is expected that you will complete all course assignments and evidence by specified due dates within the quarter. These are not automatic, and must be negotiated with an instructor before the end of the quarter. In circumstances which the instructor determines to be exceptional, when you are unable to complete require course work by the established due dates, you must request that a grade of Incomplete (IN) be issued. This request must be made formally, in writing, by completing a "Contract for the Issuance of an Incomplete (IN) Grade" specifying what needs to be completed in a time-frame not to exceed **two** quarters after the quarter of enrollment (Exception: Summer.) A copy of this contract must be submitted to the SNL for your file.

Incomplete grades that are not resolved within the above time-frame will be automatically converted to an "F" and may not be re-opened. The Fall term 2009's Incomplete grades will convert at the end of the Spring term 2010. Failure to submit outstanding work by the specified due date will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **After the final submission deadline, you will have no further opportunities to submit work for a passing grade.**

**d. Academic Integrity:**

All members of the DePaul community are bounded by the University's guideline on academic integrity found in the student Handbook (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgment that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

- The paraphrasing of another's work or ideas without proper acknowledgement.

*Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or the University taking further punitive action including dismissal from the University.*

See <http://studentaffairs.depaul.edu/handbook/code16.html> for Academic Integrity Policy and <http://studentaffairs.depaul.edu/handbook/code17.html> for Academic Integrity Disciplinary Procedures.

**e. Protection of Human Research Participants:**

This course may involve research activities (interviews, surveys) intended solely for classroom learning outcomes. Collecting data from human being for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still abide by federally-mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. For additional information and guidance, visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>).

**f. For Students who need accommodations based on the impact of a disability:**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, Room 220 or
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, Room 307.

**g. Chronic Illness Initiative**

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at [CII@depau.edu](mailto:CII@depau.edu).

**h. Writing Help**

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](#) at

<http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the DePaul University Writing Centers at <http://condor.depaul.edu/~writing/>.

**8. Class Schedule: Topics and Time Frame**

Date	Session	Topic	Reading/Writing Assignment
4/4/09	1	<ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Review of the syllabus</li> <li>• Learning Project Essay construction</li> </ul> <p><b>Where Does Leadership Fit in Your Life?</b></p> <ul style="list-style-type: none"> <li>• Did you choose a career in leadership?</li> <li>• Focus on five significant areas</li> <li>• An ongoing process</li> <li>• What's to come</li> <li>• The exercises</li> <li>• Summary and synthesis</li> </ul> <p><b>Film Review</b></p> <ul style="list-style-type: none"> <li>• TBA</li> <li>• Film Analysis and Discussions</li> </ul>	<p><b>Writing Assignment:</b>  <b>1. Answer each discussion questions.</b>  <b>2. Summarize what you learned from the film you viewed in class.</b></p> <p><b>The above assignments are due at the 2<sup>nd</sup> session.</b></p>
4/25/09	2	<p>Review of Session 1 – Q&amp;A</p> <p><u>Summary and Analysis of Chapters 2 &amp; 3</u>            - Chapter 2: Consider the Current Realities and Expectations            - Chapter 3: Ground Your Leadership Vision in Personal Vision:</p> <p><u>Collaborative Learning</u>            - Group Discussion &amp; Summary of Chapters            - Group Presentation</p> <p><u>Reflection:</u>            - What new insights have you gained from the reading, group discussion and presentation?            - How might you apply what you learned?</p>	<p>Reading Assignment:            Discovering the Leader in You:            Chapter 2            Pp. 17 – 30            Chapter 3            pp. 31-54</p> <p><b>Writing Assignment:</b>  <b>1. Reflection paper on what new insights you gained from the reading, group discussion and presentation.</b>  <b>2. How you might apply what you learned to workplace, community, or at home.</b>  <b>Turn in your paper at 3<sup>rd</sup> session.</b></p>
5/09/09	3	<p>Review of Session 1 – Q&amp;A</p> <p><u>Summary and Analysis of Chapter 4</u>            - Chapter 4: Based your leadership values on</p>	<p>Reading Assignment:            Discovering the Leader in You:</p>

		<p>personal values</p> <p><u>Collaborative Learning</u></p> <ul style="list-style-type: none"> <li>- Group Discussion &amp; Summary of Chapters</li> <li>- Group Presentation</li> </ul> <p><b>Film Review</b></p> <ul style="list-style-type: none"> <li>• TBA</li> </ul> <p>Film Analysis and Discussions</p> <p><u>Reflection:</u></p> <ul style="list-style-type: none"> <li>- What new insights have you gained from the reading, group discussion and presentation?</li> <li>- How might you apply what you learned?</li> </ul>	<p>Chapter 4 Pp. 55-70</p> <p><b>Writing Assignment:</b> <b>Reflection paper on what you learned from this session. Turn it in at 4<sup>th</sup> session.</b></p>
5/23/09	4	<p>Review of Session 3 – Q&amp;A</p> <p><u>Summary and Analysis of Chapters 5 &amp; 6</u></p> <ul style="list-style-type: none"> <li>- Chapter 5: Get to know yourself as a leader</li> <li>- Chapter 6: Balance your work life and your personal life</li> </ul> <p><u>Summary and Analysis of Chapter 4</u></p> <ul style="list-style-type: none"> <li>- Chapter 4: Based your leadership values on personal values</li> </ul> <p><u>Collaborative Learning</u></p> <ul style="list-style-type: none"> <li>- Group Discussion &amp; Summary of Chapters</li> <li>- Group Presentation</li> </ul> <p><u>Reflection:</u></p> <ul style="list-style-type: none"> <li>- What new insights have you gained from the reading, group discussion and presentation?</li> <li>- How might you apply what you learned?</li> </ul>	<p>Discovering the Leader in You: Chapter 5 pp. 71- 100 Chapter 6 pp. 101 – 133</p> <p><b>Your final paper is due on the 5<sup>th</sup> session.</b></p> <p><b>Writing Assignment:</b> <b>Summarize what you learned from the reading, group discussion and presentation: and how you might apply them at workplace, community, or home. Turn it in at 5<sup>th</sup> session.</b></p>
6/06/09	5	<p>Review of Session 4 – Q&amp;A</p> <p><u>Summary and Analysis of Chapter 7</u></p> <ul style="list-style-type: none"> <li>- Take steps toward self-aware leadership</li> </ul> <p><u>Collaborative Learning</u></p> <ul style="list-style-type: none"> <li>- Group Discussion &amp; Summary of Chapters</li> <li>- Group Presentation</li> </ul> <p>Film Review</p> <ul style="list-style-type: none"> <li>• TBA</li> </ul> <p>Film Analysis and Discussions</p> <p><b>Course Evaluation</b></p>	<p>Discovering the Leader in You Chapter 7 pp. 135-151</p>

		<b>Reflection – Students' Self-Assessment</b>	
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