

DePaul University- School for New Learning

**IN 307 Advanced Elective Seminar: Leaders and Leadership**

Fall Quarter, 2008

O'Hare Campus

Tuesday Evenings, September 16 - November 28, 2008 (**A hybrid course - class meetings will be divided between on-site and on-line meetings**)

6:30 p.m. - 9:30 p.m.

Faculty: Peggy St. John

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Instructor Biography: I earned a B.A. from Michigan State University and a M.A. in Counseling Psychology from Wayne State University. I have had extensive, on-going training in counseling and business coaching skills through the Liberation Psychology Training Center and the Coaches Training Institute. I have worked at the School for New Learning for more than 23 years in several capacities. I am currently a faculty mentor, core faculty member and an associate director. I am also the proud "owner-operator" of one wonderful husband, two grown children, three grown step children, one beautiful toddler granddaughter and a black Lab mix dog.

**Competences (4 credit hours)**

- E1 Understands concepts of leadership and how they can be successfully applied to business, politics, education, family, sports and faith-based organizations.
- E2 Can develop a leadership philosophy based on an understanding of personal values, vision and mission.

**Course Description**

Our rapidly changing and fast-paced society has contributed to the re-evaluation and re-examination of the values, philosophy, behaviors and operating methods of leaders. For example, "management", once prized in business, education, politics and faith-based organizations as the set of competencies needed to do things "right", are now recognized as not enough. Harnessing everyone's skills to, first determine and then, do the "right" thing, is the challenge of leadership. Through broad-based readings on leaders and leadership as well as researching a well-known leader students will identify and understand common characteristics exhibited by leaders.

Using these common characteristics as a guide, as well as additional reading and class exercises, students will then develop their own leadership philosophy and related behaviors which can be valuable and applicable whether leading a group of 20 at work or a group of two at home.

#### Evidence of Competence

- E1 This competence will be demonstrated through an oral presentation and a related expository paper on an identified well-known and successful leader.
- E2 This competence will be demonstrated by a series of exercises, some performed in class, in addition to the formulation of a written personal leadership philosophy.

#### Evidence to be assessed

- 1) An oral presentation on a significant leader and his/her philosophy of leadership. The presentation is intended to contribute to the learning of every class member and help us create a "template" of leadership. The presentations are scheduled for week 5 (10/14). Presentations should be approximately 15 minutes in length. Each student will provide their own self-assessment of their presentation. In addition, class members will provide written feedback and comments to each presenter. Total possible points: 20.
- 2) An expository paper, on the same leader chosen for the oral presentation. The paper is due week 5, (10/14). It must be 7-10 typed, double-spaced pages. Paper must follow guidelines for written work established by SNL (handout provided in class). A minimum of 4 sources is required - 3 of which must be defined as scholarly, one source *may* be a .com website. Total possible points: 20.
- 3) A written paper which will reflect the student's work on and development of a personal leadership philosophy. The paper is due week 10 (11/18). Total possible points: 20
- 4) Weekly one page response papers based on reading assignments; possible points: 5 for each paper (80 total possible points).
- 5) Participation in class activities and discussions, both on-site and on-line.

Total possible points: 10

**NB: Points will be deducted from any late assignment unless unusual, special circumstances exist.**

#### Grading:

150 - 135	A
135 - 120	B
105 - 120	C

(According to SNL grading policy, competency is not awarded for any grade below a C-)

## Learning Resources

### Required Texts:

**Business Leadership: A Jossey-Bass Reader**, 2nd Edition, 2008, ISBN: 9780787988197

**The Radical Leap: A Personal Lesson in Extreme Leadership**, Steve Farber, 2004, ISBN: 0793185688

Additional readings will be taken from academic journals available on line

**Class Schedule/Syllabus:** Please note that this schedule and syllabus, like life, is subject to change, revision and more change. Readings, assignments and due dates will, most likely, be adjusted as needed. It is also possible the dates for in class and on line meetings may be adjusted slightly.

Week 1	9/16	Introduction to the course and to each other Topics: What is Leadership?
Week 2	9/23	Leader Characteristics Topics: Characteristics of Leaders and Leadership? Identify individual leaders to research
Week 3	9/30	NO CLASS: CHECK BLACKBOARD FOR ASSIGNMENTS AND REQUIRED DISCUSSIONS
Week 4	10/7	NO CLASS: CHECK BLACKBOARD FOR ASSIGNMENTS AND REQUIRED DISCUSSIONS
Week 5	10/14	Individual Presentations Topics: Identify Common Characteristics Creating a "template" of great leadership <b>DUE:</b> Mid-Term Oral Presentation and Essay
Week 6	10/21	Leading Ourselves and Others Topics: Values and Visions
Week 7	10/28	Developing Ourselves as Leaders Topics: Mission Statements - Corporate and Individual
Week 8	11/4	NO CLASS: CHECK BLACKBOARD FOR ASSIGNMENTS AND REQUIRED DISCUSSIONS
Week 9	11/11	NO CLASS: CHECK BLACKBOARD FOR ASSIGNMENTS AND REQUIRED DISCUSSIONS
Week 10	11/18	Individual Leadership Philosophy Discussion and Course Wrap-Up <b>DUE:</b> Final "Exam" - Personal Leadership Philosophy Paper

## Ground Rules

**Attendance** - is expected at all class sessions. Acknowledging that life events occasionally interfere with our plans, and you know you will need to miss class due to unavoidable travel or commitments, make arrangements, in advance, to make up the work you will miss. If you miss class due to an emergency, contact me as soon as possible and get in touch with a classmate to get notes and assignments you missed. In addition, since this course will meet, at times, on line it is critical for students to participate in all on-line discussions and required assignments. While missing any class time might make it difficult for you to earn the grade you wish, missing more than one on-campus class or one on-line discussion may lead to a significant grade reduction or a grade of "Incomplete".

**Participation** - recognizing that we are each equally responsible for creating the learning community, course success will be influenced by the degree to which students are consistently prepared each week and contribute energy and enthusiasm to our learning community and for class material both on-line and on-site. Arriving on time and staying until the end of each class session is also critical for full participation.

**Scholarship** - written assignments should be delivered in a manner consistent with college level performance and should reflect a commensurate degree of critical thought and personal reflection.

**Creativity** - this learning experience is designed to be valuable and enjoyable! Diverse perspectives, experiences and observations of all students are welcome and encouraged.

**Academic Seriousness** - Advanced Elective Seminar is designed for students who have demonstrated academic skills in previous courses and have already earned competences in critical thinking, writing and research. As such, all written assignments must conform to MLA style and format. Points will be deducted for failure to do so. It is expected that students will incorporate these skills into their work in the course and will demonstrate academic maturity. Plagiarism of any kind will not be tolerated. For further discussion of these policies, please see pages 37-41 in the DePaul University's "Code of Student Responsibility" handbook (also available on line)

**Incompletes** - Students may request a grade of "Incomplete" if a significant change in circumstance prevents the timely completion of class sessions and/or assignments. The Incomplete Contract must include terms for resolving the Incomplete and must be submitted by the student and signed by the instructor. Failure to submit outstanding work by the specified deadline will result in a grade change from IN to F. Students who do not submit work by the end of the quarter and who have not requested an Inc., will be given an appropriate letter grade and not an Incomplete.