

**LDS 1301 (EXAMPLE)**  
***Introduction to Leadership***  
**Academy for Leader Development & Civic Engagement**

**Instructor:**

Instructor Name  
Instructor Office Location  
Instructor Email  
Instructor Phone Number

Course Section:  
Class Meeting:  
Location:  
Office Hours:

**Required Course Text:**

Komives, S.R, Lucas, N., & McMahon, T.R. (2007). *Exploring leadership: For college students who want to make a difference. 2<sup>nd</sup> edition*. San Francisco: Jossey-Bass.

Supplemental Readings (provided on Blackboard)

**Course objectives:**

**This introductory course is designed to engage the following objectives and questions which provide a foundational understanding of leadership thinking, practices and identity.**

**Knowledge and application of leadership theories and frameworks**

- What are the major theories of leadership?
- How have leadership theories/frameworks of leadership shaped the development of my leadership paradigm and understanding of leadership processes?

**Understanding of leadership identity**

- What's important to me in leadership? How do my strengths and challenges inform my leadership practices?
- How do the concepts of "calling" and "vocation" apply to me as a developing leader

**Appreciation for cultural competence, social awareness and responsibility**

- How does the community impact my understanding of leadership? What does it mean to be a socially responsible leader?
- How do leaders grow in cultural competency and group understanding?

**Active learning through personal reflection**

- What does it mean to live reflectively as a developing leader?
- Why is reflection important for my personal growth and leadership development?

**Guiding beliefs of the Academy for Leader Development & Civic Engagement**

- 1) Leadership is largely about change and reveals new horizons for a more just, equitable and humane world.
- 2) All human beings, regardless of race, gender or ethnicity have the capacity to lead and influence the world for noble purposes.
- 3) Helping students understand life as a stewardship and work as a vocation releases them to lead out of their divine giftedness.
- 4) Some individuals are called to sustained positions of leadership (and possess the Christian spiritual gift of leadership), but also that no human being is released from the responsibility to influence the world for noble and good purposes through opportunities to lead.
- 5) Leadership is a shared responsibility that requires collaboration, diversity of thought and is best experienced in the context of community.
- 6) As a Christian institution of higher learning, we have a compelling responsibility to prepare leaders for lives of service.

## Learning Environment Expectations

This undergraduate seminar requires engaged and prepared students. Students should be ready to both contribute and learn from one another. Expect sessions to be highly dialogical as every member of the course, including the professor, will contribute to the development and direction of the learning environment. Do not expect the professor to act as a “bank of knowledge” to withdraw from; rather, expect the professor to set a direction for each member to take authorship of his/her learning.

## Other Recommended Reading:

For a list of other recommended books, please see *Master List of Leadership Resources* in syllabus on pages 10-11.

## Course evaluation and assignments:

**NOTE:** ASSIGNMENTS ARE DUE ON ASSIGNED DATES: IF YOU ARE ABSENT THE DAY AN ASSIGNMENT IS DUE YOU ARE STILL EXPECTED TO SUBMIT A HARD COPY AND ELECTRONIC COPY TO YOUR PROFESSOR.

### 1) Participation & Attendance (10 percent)

This is a course designed to foster learning through interaction with each other. Your participation is a critical element to the success of everyone in the class. This portion of your final grade will be determined by the quality of your participation, evidence of your preparation and your overall attendance. Please do not assume that these points are a “given,” as this section of the evaluation will be considered critically. **Absences that occur on “due dates” should coincide with arrangements for submitting assignments early.**

### 2) Leadership Reflections (20 percent)

Students are expected to reflect throughout the semester. Reflections can be assigned in varying ways. The purpose of this assignment is to encourage self-reflection as it relates to the content of the course to foster creative learning as well as insights and questions you have about the person you are becoming. It also serves a means by which your instructor(s) are able to participate in your journey. Reflections should be typed, double spaced, and submitted upon request by your instructor unless instructions say otherwise. Expect, too, that your instructor will respond to your reflection. **Variable due dates.**

**NOTE:** For description of leadership reflection questions, purposes, and due dates see page 8-9 of the syllabus.

### 3) Leadership Lecture Series (10 percent)

As part of this course, you encouraged to attend three Academy approved lectures throughout the semester. These lectures cover a wide variety of leadership topics and will expand upon your understanding of leadership. Please sign in at Academy lectures with your instructor. If you are unable to attend three of the Academy lectures, you will need to coordinate with your instructor to attend alternative lectures and complete a reflection assignment.

September 22:	6-7pm	Kayser Auditorium (Hankamer Business Building)
October 6:	6:30-7:30pm	Kayser Auditorium
November 08	7:30-8:30pm	Kayser Auditorium

### 4) My Future as a Leader: Leadership in Action (15 percent) (4-6 pages)

What do you hope to do engage in leadership on/off campus community? How do you believe these opportunities align with your strengths, your values, your leadership definition, and/or your mission? What do you anticipate will be challenging about working with those who are different from you? How have you experienced community and how do you see yourself as a leader in community? As a student of leadership studies, it is important for you to know some of these scholars, the theories they have developed, and become acquainted with their work. Which theories or perspectives in this course most inform how you would like to approach your future leadership opportunities? What are some things that you need to continue to work on to become a more fully developed leader? (i.e. areas of growth, increased understanding of differences in community, etc.)

### 5) Leadership Portfolio / Presentation (25 percent)

At the end of the semester, all students will present their leadership portfolio to invited guests, LEAD-Team upperclassman, and the Baylor community at the Leadership Celebration. Each student will create a poster presentation of the portfolio. Prior to the Celebration you will have an opportunity to present your Leadership Portfolio to the class. Students will provide peer feedback to assist in the development of each learner's portfolio.

The portfolio assignment challenges you to assemble relevant materials to represent yourself as a developing leader. With the portfolio, you are able to apply what you are learning and to show your development as an emerging leader.

Many of the contents of your portfolio will be developed from your reflections and assignments throughout the semester. You will recognize, we hope, that this is a semester-long assignment, one we will work on regularly as a class. The following list represents the minimum contents of your portfolio. Select projects will be featured on the Academy website at the end of the semester. **Due: Week 15**

#### **Portfolio Expectation Summary:**

- Your description/definition of leadership
- Your personal mission/values statement
- Leadership development timeline
- A synthesis of major points from your My Future as a Leader: Leadership in Action
- Additional Evidence to demonstrate your learning in the course
- Note: Portfolios will be displayed on Tri-Fold posters. Your instructor will have more information later in the semester.

### 6) Leadership Book Synopsis/Critique and Presentation (15 percent) (4-6 pages)

Leadership is one of the most observed and studied disciplines in the world, affording a wide array of leadership literature available to learners. Some resources are sound and reflective of contemporary scholarship; other resources are reflective of trends interested in boosting sales of a popular and interesting subject. Collectively, the course instructors have created a master list of credible and interesting leadership resources for students to choose from in order to read, critique, and present to peers. (SEE Master List on pages 11-12 of the syllabus.)

The purpose of this project is to expand our access and knowledge of leadership frameworks and theories. In order to go beyond a typical "book review" assignment, students will respond to the following guiding questions in written and oral form.

**Guiding Questions:** (Please review section on written expectations).

#### *Knowledge/Summation*

1. What is the overall premise of this book? What is primary leadership framework/model/theory (if any) which is promoted in this book?

#### *Evaluation:*

2. What is your constructive critique of this book?  
Strengths  
Challenges (weaknesses)

#### *Application: Thinking on Leadership*

3. What other leadership models/theories that you are learning about in course is this similar to? Identify one leadership model that you believe could further shape and strengthen the leadership approach offered in your book?

#### *Evaluation/Application*

4. Would you recommend this book to other students and practitioners of leadership?  
If so, why? Identify ways this approach can inform students studying leadership?  
If not, why not? What is missing? How can it be improved?

#### **Project Expectations:**

The written synopsis is expected to be 4-6 pages in length. Please note that length is contingent upon answering the guiding questions.

Students will also create a PowerPoint presentation (10-15 minutes in length) to the learning community (class) in an active discussion (utilizing the guiding questions) to increase our knowledge of leadership concepts. Presentations will be evaluated on the professional and appropriate use of PowerPoint presentations; level of engagement with class, and peer feedback. Creativity is always a plus; however, content presentation and evidence of higher learning is critical to a successful evaluation.

**7) Final Reflection Essay (5 percent):** TBA on time during finals. All students will participate in the final essay. Students who do not complete their final will be given a letter grade deduction for the course.

#### Evaluation Scale:

A	Excellent	90-100%	C	Average	70-76%
B+	Very good	87-89%	D	Poor	60-69%
B	Good	80-86%	F	Unsatisfactory	59% and below
C+	Above average	77-79%			

#### Course Policies:

1) **Assignments** – Assignments are to be turned in at the beginning of the class period on designated due dates. Follow the formatting guidelines suggested in the syllabus and/or by the instructor. **Late assignments will not be accepted.**

2) **Academic Honesty** – University policies on academic honesty will be strictly enforced. Along with preparing for and attending classes, each student has the responsibility of promoting high academic standards. Academic dishonesty includes: (a) cheating, (b) fabrications and falsifications, (c) multiple submissions, (d) plagiarism, (*see Written Work Expectations*), (e) complicity in academic dishonesty. Acts of dishonesty may result in a grade of D in the course and referral to the Baylor University Honor Council.

Students agree that by taking this course, all required papers, exams, class projects or other assignments submitted for credit may be submitted to turnitin.com or similar third parties to review and evaluate for originality and intellectual integrity. A description of the services, terms and conditions of use, and privacy policy of turnitin.com is available on its web site: <http://www.turnitin.com>. Students understand all work submitted to turnitin.com will be added to its database of papers. Students further understand that if the results of such a review support an allegation of academic dishonesty, the course work in question as well as any supporting materials may be submitted to the Honor Council for investigation and further action.

3) **Disabilities** – Every reasonable attempt will be made to remove any physical barrier, which may hamper the ability of an individual to learn in the classroom. Anyone who has a physical disability that may impact the completion of assignments should feel welcome to discuss this limitation with the professor. Baylor University and its faculty are committed to helping you meet your individual needs and to supporting your efforts for a quality education. For assistance, contact the Office of Access and Learning Accommodation at 710-3605 and your instructor within the first two weeks of the semester.

4) **Attendance and Tardiness** – Attendance at all sessions is expected. Because of the nature of the course, and the high value of discussion, excessive absences are likely to impact your ability to achieve a high grade in this course.

5) **Writing** – Your capacity to communicate effectively in writing is paramount to your success in this course. Due to the immense importance of writing skills, all your submitted work will, in part, be evaluated based on this competency. It is recommended that if writing skills are a “growth” area for you, that you immediately schedule an appointment with the Writing Center. Plan to have all your required work in this course reviewed with a writing consultant prior to submission in order to avoid unnecessary point deductions related to writing mechanics.

<b>Written Work Expectations:</b>
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**All written assignments should be: (a) double-spaced; (b) Times-Roman 12 pt font; (c) 1 inch margins.**

Please note: Your capacity to communicate effectively in writing is paramount to your success in this course and to future leadership endeavors. All strong writers still acknowledge a need to improve. It is recommended that if writing skills are a “growth” area for you, that you immediately schedule an appointment with the Writing Center. Plan to have all your required work in this course reviewed with a writing consultant prior to submission in order to avoid unnecessary point deductions related to writing mechanics. All formal, final assignments should be composed using a word processor and double-spaced with appropriate heading at the top right hand margin. At a minimum, all materials you submit for evaluation should represent your best work: fully developed, clearly organized, and relatively free of distracting errors.

Plagiarism: Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original, or explicit acknowledgement must be given for the use of another person’s ideas or language. Examples of plagiarism as it might occur in term papers, research projects, group projects, or other written assignments are listed below.

- 1) Failure to use quotation marks: All work that is quoted directly from a source should be enclosed in quotation marks and followed by proper reference notation. Failure to use quotation marks, even when footnotes are provided, is plagiarism.
- 2) Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must appropriately reference such material. Failure to provide an exact reference is plagiarism.
- 3) False documentation: Falsifying or inventing sources or page references is plagiarism.

## LDS 1301 Course Outline

DATE	TOPIC	ASSIGNMENT READING/ASSIGNMENT DUE FOR CURRENT SESSION
<b>Thinking on Leadership</b>		
<u>Week 1</u> 8/24	Course Overview, Expectations of Learning Environment, Introductions	Review Leadership Book Master List
8/26	“Thinking” on Leadership: What is leadership? Leadership Mind Maps	<b>Preface:</b> ix-xxi/ <b>Chapter 1:</b> 1-33 <i>Leadership Reflection 1-Leadership Paradigms-Due</i>
<u>Week 2</u> 8/31	“Thinking” on Leadership: Part II	<b>Chapter 2:</b> 35-44; Blackboard supplemental reading  <i>Confirm Leadership Book Project</i>
9/02	Leadership Theories & Frameworks	<b>Chapter 2:</b> 44-70
<u>Week 3</u> *Labor Day 9/06 9/07	Leadership Theories & Frameworks, cont.	Blackboard supplemental reading
9/09	Relational Leadership Model	<b>Chapter 3:</b> 73-114
<u>Week 4</u> 9/14	Relational Leadership Model, cont.	Blackboard supplemental reading
<b>Understanding My Leadership Capacity</b>		
9/16	My Leadership Identity Development Timeline “LID”	<b>Chapter 13:</b> 385-409, <i>Leadership Reflection 2 Due (actual timeline)</i>
<u>Week 5</u> 9/21	My Leadership Identity Development, cont.	Blackboard supplemental reading (Komives article)
9/23	Leadership Assessment & Typologies	<b>Chapter 4:</b> 119-147  <i>Leadership Reflection 3 (Part 1) Due (sharing in class)</i>
<u>Week 6</u> 9/28	Leadership Assessment & Typologies, cont.	Blackboard supplemental reading  <i>Leadership Reflection 3 (Part 2-Reflecting on assessments- Due</i>
9/30	Mission: Reflecting upon Calling and Vocation	Blackboard supplemental reading (Calling chapter)
<u>Week 7</u> 10/05	My Responsibility as a Leader	<b>Chapter 6:</b> 179-211  <i>Leadership Reflection-Mission 4 Due</i>

10/07	My Responsibility as a Leader, cont.	Blackboard supplemental reading
<b>Understanding Differences/Leadership in Community</b>		
<u>Week 8</u> 10/12	Understanding Gender	<b>Chapter 5:</b> 153-156, 170-176
10/14 *10/15-Fall Break	Understanding Cultural, Racial, and Class Differences	<b>Chapter 5:</b> 156-170
<u>Week 9</u> 10/19	Understanding Differences, cont.	Unpacking the Invisible Knapsack by : Peggy McIntosh, White Privilege Checklist:
10/21	Understanding How to Work Together, Group Development & Processes	<b>Chapter 7:</b> 215-245
<u>Week 10</u> 10/26	Leadership in Community (guest speaker)	<b>Chapter 9:</b> 281-299 <i>Prepare Q's for Guest Speaker</i>  <i>Leadership Reflection-Differences-Due</i>
<b>Leadership in Action (change, social responsibility, understanding self, advocating, conflict)</b>		
10/28	Understanding Change, Complex Organizations	<b>Chapter 11:</b> 327-348
<u>Week 11</u> 11/02	Social Responsibility of Leadership	<b>Chapter 12:</b> 349-364
11/04	Leadership Book Critique Presentations	<i>Leadership Book Synopsis/Critique Paper Due</i>
<u>Week 12</u> 11/09	Leadership Book Critique Presentations	
11/11	Leadership Book Critique Presentations	<i>Pick up leadership portfolio trifolds in class</i>
<u>Week 13</u> 11/16	Leadership Book Critique Presentations	<i>My Future as a Leader: Leadership in Action Paper Due</i>
11/18	Leadership Book Critique Presentations (if needed) Putting It All Together (work on portfolios-in class; peers & professors provide feedback)	
<u>Week 14</u> 11/23 (Monday-Tuesday)	Putting It All Together (work on portfolios-in class; peers & professors provide feedback)	
11/26-28 THANKSGIVING		
Week 15 11.30	Leadership Celebration (Presentation of Portfolios with all courses) November 30 <sup>th</sup> , 2010 Cashion 5 <sup>th</sup> Floor 8:00-9:30pm	
12.02	Wrapping Up the Semester, Course evaluations, finals assignment	
Week 16: MONDAY <b>Last Day of Classes</b>	Finals Week: 12/09-12/15	

**Note:** Supplemental reading assignments may be added throughout the semester.

**Note:** The course syllabus and schedule is a general plan for the course; deviations announced to the class by the professor may be necessary.

## **Leadership Reflection Assignments**

### **LDS 1301 Fall 2009**

**Leadership Reflection 1:** What does leadership mean to you? (1-2 page response)  
(Please identify “significant” experiences that you believe have contributed to your leadership development.)

**Purpose:** Leadership transcends singular definitions. You bring ideas/values/life experiences that shape how you think about leadership.

**Purpose:** This is a beginning point. This course is designed to develop your personal and global understanding of leadership. This definition should evolve over the course of the semester. You will have the opportunity to revise and reshape this statement before presenting it in your leadership portfolio. **DUE: Week 1**

### **Leadership Reflection 2: Leadership Identity Development Timeline**

(Create your Leadership Identity Development Timeline on one PowerPoint Slide. Example will be provided in class)

**Purpose:** Specific reflection on how life events, activities have shaped you interpersonally is integral to your personal growth.

**Purpose:** Reflection also involves sharing with others. Rather than writing this time, you will have an opportunity to process your timeline with another peer and further clarify how these events tell your story and inform your leadership development. **DUE: Week 4**

### **Leadership Reflection 3: Strengths & MBTI**

#### **Part 1:**

- Take the Myers-Briggs Type Indicator (MBTI) that was distributed during class.
- Take the Strengths Finder Assessment if you have not already. If you have taken the Strengths Finder Assessment and do not remember your strengths, contact the New Student Programs Office and they will provide assistance.  
(<http://www.baylor.edu/strengths/splash.php> or 254-710-7240)

**Purpose:** Increase self awareness and application of strengths, and personality types as it informs your leadership capacities. **DUE: Week 5**

### **Leadership Reflection 3: Strengths & MBTI**

#### **Part 2:**

- What were your results from taking the Myers-Briggs Type Indicator as well as the Strengths Finder Assessment? How do the results of these assessments speak into your life? Describe a time when you have used your strengths or ‘type’ to facilitate a leadership situation or process.

**Purpose:** Increase self awareness and application of strengths, and personality types as it informs your leadership capacities. **DUE: Week 6**



#### **Leadership Reflection 4: What's your personal mission/philosophy?**

**Purpose:** Reflective practices involve making connections to your future leadership opportunities. Considering who you are, what's important to you (values), and how it connects to your life ambitions (leadership) is critical to guiding your actions. **DUE: Week 7**

\*Mission statements evolve as we develop, and should be revisited often.

Think: How will this written statement best represent where you are right now in life and in leadership?

#### **Leadership Reflection 5: How does gender, culture, and race influence how you understand leadership processes and lead a group or community?**

**Purpose:** Increase understanding of differences is critical to living in a diverse community.

**Purpose:** Learning to appreciate and respect community members is a responsibility of leadership. **DUE: Week 10**

Master List of Leadership Resources  
Book Critique/Synopsis Project  
LDS 1301 Fall 2009

- Bolman & Deal (2006). *The wizard and the warrior*. San Francisco: Jossey-Bass.
- Boyatzis, R., & McKee, A. (2005). *Resonant leadership*. Boston: Harvard Business School Press.
- Buckingham, M. (2005). *The one thing you need to know: About great managing, great leading, and sustained individual success*. New York: Free Press
- Burns, J.M. (2003). *Transforming leadership*. New York: Grove Press.
- Collins, J. (2001). *Good to great*. New York: HarperCollins.
- Crosby, B., & Bryson, J.M. (2005). *Leadership for the common good: Tackling public problems in a shared-power world*. San Francisco: Jossey-Bass.
- Edwards, G. (1980). *A tale of three kings*. Wheaton, IL: Tyndale.
- Gecan, M. (2002). *Going public: An organizer's guide to citizen action*. New York: Anchor Books.
- Goffee, R., & Jones, G. (2006). *Why should anyone be led by you? What it takes to be an authentic leader*. Boston: Harvard Business School Press.
- Goleman, D., Boyatzis, R., & McKee, A. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press.
- Granberg-Michaelson, W. (2004). *Leadership from inside out: Spirituality and organizational change*. New York: Crossroad Publishing.
- Littman, J., & Sandys, C. (2003). *We shall not fail: The inspiring leadership of Winston Churchill*. New York: Portfolio.
- Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge, MA: Belknap Press.
- Heifetz, R.A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston: Harvard Business School Press.
- Heifetz, R.A., Linsky, M., & Grashow, A. (2009). *The Practice of Adaptive Leadership*. Boston: Harvard Business Press.
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

- Kellerman, B. (2008). *Followership*. Boston: Harvard Business School Press.
- Kellerman, B. (2004). *Bad leadership: what it is, how it happens, why it matters*. Boston, MA: Harvard Business School Press.
- Kouzes, J.M., & Posner, B. Z. (2007). *The leadership challenge. The 4<sup>th</sup> Edition*. San Francisco: Jossey-Bass (app. 330 pages; assign specific chapters if selected.)
- Kotter, J. (1996). *Leading change*. Cambridge, MA: Harvard Business School Press.
- Maxwell, J. (2005). *The 360 degree leader: Developing your influence from anywhere in the organization*. Nashville, TN: Thomas Nelson.
- Rath, T. & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press
- Sample, S. (2002). *The contrarian's guide to leadership*. San Francisco: Jossey-Bass.