



## COLLEGE OF CONTINUING AND PROFESSIONAL STUDIES

Department of Counseling and Human Sciences  
Summer Semester, Session 1, 2009

### ONLINE COURSE SYLLABUS

#### I. COURSE NUMBER AND TITLE

ORGL/CRJS 310 – Foundations of Leadership in Modern Organizations (3 semester hours)

#### II. COURSE INSTRUCTOR

*Name:* Gail Johnson, Ed.D., M.B.A.  
*Office Phone:* (478) 301 – 5387, (678) 547-5387, or (800) 548-7115, ext. 5387  
*Home Phone:* (478) 788 - 1246  
*Fax:* (478) 301 - 2845 or (478) 301 - 5551  
*E-mail:* Please email the instructor using the Mail tool in Blackboard  
*Office hours:* Appointments scheduled as needed

#### III. COURSE DESCRIPTION

This course examines, from individual, interpersonal, group, and organizational points of view, the type of leadership that is required to create and maintain high levels of excellence in organizations. Learners will be encouraged to assess their own leadership style and to develop a leadership action plan.

#### IV. COURSE GOALS AND OBJECTIVES

Upon completion of this course, the student should be able to:

1. Define leadership and explain why leading and managing are not the same.
2. Describe the nature of leadership and explain its importance for organizations.
3. Identify and explain the principal contingency models of leadership and the situational factors that determine a leader's effectiveness.
4. Identify personal characteristics associated with effective leaders.
5. State the unique behaviors of transactional and transformational leaders and their impact on followers.
6. Describe how organizations develop effective leaders.

#### V. COURSE PREREQUISITES

LBST 175 and LBST 180

#### VI. REQUIRED TEXTBOOK

DuBrin, A.J. (2007). *Leadership: Research findings, practice, and skills (5<sup>th</sup> Ed.)*. Boston: Houghton Mifflin Company.

#### VII. COURSE ACTIVITIES AND ASSIGNMENTS

The learning outcomes for the course will be achieved through completion of the following activities and assignments. All assignments must be submitted to Blackboard by midnight on the day before the class meeting, unless otherwise noted.

### ***Online Discussion Questions and Responses***

You are required to participate in an asynchronous online discussion each week by responding to topics and questions posed by the instructor. The weekly discussions will be based on the assigned readings and lectures. You must post at least two discussion responses each week. You should also respond to at least two of your course colleagues' postings each week. Your discussion and responses must be posted to the **Discussion** folder by midnight on Saturday of each week. Please do **not** post your responses as an attachment. Your grade for participating in the online discussions will be included in your class discussion and participation grade.

### ***Chat Sessions***

Five chat sessions will be scheduled on Sunday nights during the eight-week session, and will last for approximately 60 minutes. A schedule of time and chat room locations will be posted in the **Discussion** folder.

*Professor-led chats.* The course instructor will lead three of the sessions. An introductory session is scheduled on Sunday, May 19, from 9:00 to 10:00 p.m.

*Student-led chats.* Students will be organized in groups for two of the sessions and each group will select a session moderator. The moderator for the chat session is responsible for facilitating the discussion by raising relevant questions about the weekly readings/topics. Each of the student-led chat sessions will be monitored by the instructor. Guidelines for the chat session student moderator will be posted to the Blackboard **Resources** folder.

You are **required** to participate in both of the *student-led* chat sessions and at least one of the *professor-led* sessions. Your grade for participating in the chat sessions will be included in your class discussion and participation grade.

### ***Class Participation***

All students are responsible for being prepared to participate in the asynchronous online discussions, synchronous chat sessions, and course activities. You are expected to contribute ideas regularly to the discussions that demonstrate careful reading of the assigned chapters and articles as well as engagement in all other assignments and activities. Your participation grade will reflect the quality of your contribution and your level of preparation rather than the number of times you participate.

### ***Exams***

You will complete two exams in the course. The closed-book exams will cover key concepts from the textbook and class discussions. The midterm exam will be completed during week 4 and will cover Chapters 1 through 8. The final exam will be completed during week 8 and will cover Chapters 9 through 15 of the text. Each exam may include multiple choice, true and false, and brief essay questions.

### ***Personal Leadership Journal***

You are required to keep a working journal for six weeks, with one-two entries per week, of insightful examples of leadership. These entries should reflect your experiences and observations or impressions from the weekly course readings or other leadership readings. Journal entries should exhibit your ability to apply critical analysis of your experiences, your observations, or the books/articles read. When applicable, you should add references to experiences or observations you make of incidents involving leadership. When you use a reference with a journal entry, the context of the reference and its relevance should be evident to the reader. The references may be included at the end of the text on the date of the journal entry; therefore, a reference page will not be necessary. I will consider your personal leadership journal to be confidential and will not share it with anyone. This assurance of privacy provides you the opportunity to write honestly about your experiences and observations, even those that may be sensitive in nature. Your personal leadership journal entries should be posted to the **Discussion** folder each week on Saturdays, by midnight. Your leadership journal is 10% of your final course grade.

### ***Personal Leadership Development Action Plan***

You are required to develop a leadership plan for yourself that will guide you over the next two years in achieving personal success as a leader. The plan may be related to your work, to your life, or to your role in

any organization in which you belong. Guidelines for completing this assignment will be posted in the **Resources** folder of Blackboard. This assignment is due by midnight, Saturday, July 5. Your leadership action plan is 15% of your final course grade.

**Team Writing Project**

You will be assigned to a team to write a collaborative paper on the accomplishments and legacy of several influential leaders. You must identify a highly effective leader from five of the following categories: (a) political, (b) spiritual/religious, (c) business (for-profit), (d) nonprofit organization, (e) educational, (f) military, (g) social justice, (h) community, (i) female, and write a critical analysis of their leadership style and characteristics. You may use the Chat room in Blackboard for team meetings to work on your paper. Make sure that you post the chat transcripts of your meetings, so that you can review your progress. I will also review your transcripts as a way of monitoring your team’s progress. After completion of the assignment, each person will be required to provide me a report on the contribution they made to complete the project as well as on the contributions the team members made to the project. Guidelines for completing the project will be posted in the **Resource** folder of Blackboard. The team project must be posted in the **Assignment** folder by midnight on Saturday, June 28. A brief summary of your team paper must be posted to the **Discussion** folder.

**Leadership Interview Case Study Report**

You must complete and submit a Case Study Report that reflects the results of an interview conducted with an experienced leader inside or outside of your organization. Choose a person who you believe has made a difference or a person you admire as a leader and interview this person about his or her personal best leadership experience or a specific incident in which the leader demonstrated leadership-in-action. The interview may be conducted face-to-face, by phone, or by email. You will be required to share a summary of your case study report with your class colleagues during the 8<sup>th</sup> week of class. Your summary need only include your conclusion section of your report and must be posted to the **Discussion** folder by midnight, July 12. Your case study should include the following:

- (a) cover page
- (b) introduction to/overview of the case study
- (c) procedures – how the interview was arranged and conducted
- (d) case study questions and responses
- (e) conclusion - your reflections and analysis
- (f) references
- (g) signed consent form

You are required to post your case study report file to the Blackboard **Assignment** folder by midnight on Saturday (July 12). Guidelines for completing this assignment and sample interview questions are provided in the Blackboard **Resources** folder.

**VIII. EVALUATION CRITERIA**

Assignment	Percentage of Grade	Maximum Points
Discussion and Participation	15%	15
Exam #1	15%	15
Exam #2	15%	15
Exam #3	15%	15
Personal Leadership Development Plan	15%	15
Personal Leadership Journal	10%	10
Team Project	15%	15

<b>TOTAL</b>	<b>100%</b>	<b>100</b>
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After adding all grade percentages or points, grades will be distributed as follows:

A	=	90 - 100
B+	=	87 - 89
B	=	80 - 86
C+	=	77 - 79
C	=	70 - 76
D	=	60 - 69
F	=	Below 60

An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student actively participated in class activities and has completed all assignments in a neat and timely manner. The completed assignments indicate that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work.

Grades in the "B+/B" ranges are very good grades, and signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

Grades in the "C+/C" ranges indicate that the basic objectives of the course were achieved, that the student demonstrated satisfactory mastery of the material of the course and its objectives, as well as minimal participation in class activities. The minimum expectations of the instructor are met. These grades are respectable in their own rights.

The "D" grade is assigned for work that is passing, but below average in competency for college-level work. The student receiving a grade of "D" has not demonstrated and/or exerted a level of effort or expertise expected of the average college student. It may also indicate that assignments were not completed in a satisfactory or timely manner, or that attendance requirements were not met.

An "F" grade is assigned for a failing effort. This work does not meet the minimum expectations of the assignments, demonstrates a lack of command of course material, and indicates a significant absence of effort on the part of the student.

#### **IX. METHODS OF INSTRUCTION**

The following instructional methods will be used to facilitate learning in this course: lecture, online discussion, small group interaction, cooperative learning, independent work, and audio/visual aids.

#### **X. SCHEDULE OF TOPICS, READINGS, CLASS ACTIVITIES, AND ASSIGNMENTS**

*(All written assignments must be submitted to the instructor via Blackboard)*

<b>Week/Date</b>	<b>Schedule of Topics</b>	<b>Required Readings (Chapters), Class Activities, and Assignments</b>
Week 1 May 18 – May 24	The Nature and Importance of Leadership  Traits, Motives, and Characteristics of Leaders	<b>Assignments and Activities:</b> <ul style="list-style-type: none"> <li>– Review course syllabus</li> <li>– Review course outline in <i>Learning Modules</i></li> <li>– Post your personal introduction and read class colleagues introductions</li> <li>– Participate in chat session (<i>optional</i>)</li> <li>– Read Chapters 1 and 2</li> <li>– Complete supplementary readings/activities</li> <li>– Post discussion responses</li> <li>– Post personal journal entry #1</li> </ul>

Week 2 May 25 - 31	Charismatic and Transformational Leadership Leadership Behaviors, Attitudes, and Styles	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Participate in chat session (<i>optional</i>)</li> <li>- Read Chapters 3 and 4</li> <li>- Complete supplementary readings/activities</li> <li>- Post discussion responses</li> <li>- Post personal journal entry #2</li> </ul>
Week 3 June 1 - 7	Contingency and Situational Leadership Leadership Ethics and Social Responsibility	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Read Chapters 5 and 6</li> <li>- Complete supplementary readings/activities</li> <li>- Post discussion responses</li> <li>- Post personal journal entry #3</li> </ul>
Week 4 June 8 - 14	Power, Politics, and Leadership Influence Tactics of Leaders	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Participate in <i>student-led</i> chat session (<i>required</i>)</li> <li>- Read Chapters 7 and 8</li> <li>- Complete supplementary readings/activities</li> <li>- Post discussion responses</li> <li>- Post personal journal entry #4</li> <li>- Complete midterm exam</li> </ul>
Week 5 June 15 - 21	Developing Teamwork Motivation and Coaching Skills	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Participate in <i>student-led</i> chat session (<i>required</i>)</li> <li>- Read Chapters 9 and 10</li> <li>- Complete supplementary readings/activities</li> <li>- Post discussion responses</li> <li>- Post personal journal entry #5</li> </ul>
Week 6 June 22 - 28	Creativity, Innovation, and Leadership Communication and Conflict Resolution	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Read Chapters 11 and 12</li> <li>- Complete supplementary readings/activities</li> <li>- Post discussion responses</li> <li>- Post personal journal entry #6</li> <li>- Submit team project to <b>Assignment</b> folder</li> <li>- Submit summary of project to <b>Discussion</b> folder</li> </ul>
Week 7 June 29 - July 5	Strategic Leadership and Knowledge Management International and Culturally Diverse Aspects of Leadership Leadership Development and Succession	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Participate in professor-led chat session (<i>required</i>)</li> <li>- Read Chapters 13, 14, and 15</li> <li>- Submit personal leadership development plan to <b>Assignment</b> folder</li> <li>- Finalize case study report</li> <li>- Review for final exam on Chapters 9 - 15</li> <li>- Complete online course/instructor evaluation</li> </ul>

<p>Week 8 July 6 - 12</p>	<p>Leadership Development and Succession</p>	<p><b>Assignments and Activities:</b></p> <ul style="list-style-type: none"> <li>- Complete exam on Chapters 9 – 15</li> <li>- Submit final case study report to <b>Assignment</b> folder</li> <li>- Submit summary of interview case study report to <b>Discussion</b> folder</li> <li>- Complete online course/instructor evaluation</li> </ul>
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**XI. CLASS POLICIES**

**A. DEPARTMENTAL ATTENDANCE POLICY**

You are expected to arrive on time for classes and to attend each class for the full class period. The Department of Counseling and Human Sciences attendance policy is that students who miss the equivalent of two classes will have their final average lowered by one letter grade. Students who miss the equivalent of three classes will receive a failing grade for the course.

**B. MAKE-UP EXAMINATIONS OR LATE PAPERS/PROJECTS**

As a rule, I do not accept late work since it is unfair to those students who turn in their work on time. However if an emergency arises and you notify me in advance, I may make exceptions. If the late work is accepted, I will deduct 5 points from the final assignment grade, for each day that the assignment is late. Check the Blackboard calendar for specific due dates.

**C. STUDENT CONDUCT**

The University expects students to conduct themselves in a manner, which reflects their maturity and their awareness that matriculation at the University is a privilege accorded only to those who share the ideals of an academic community. Any conduct determined to have an adverse effect on the University community may result in disciplinary action, including dismissal. The Code of Conduct is enforced both on University premises and at University sponsored events held off campus. Please refer to the Mercer University catalog for examples of such conduct and other information.

**D. ACADEMIC HONESTY**

Mutual trust is a basic component of any community. Mercer University expects students, as members of the academic community, to take seriously their positions in that community. Students are expected to ensure the continuance of trust among themselves and between them and the faculty by accepting responsibility for their own work. The University considers breaches of this trust and responsibility to be serious offenses.

All students enrolled in courses offered by Mercer’s College of Continuing and Professional Studies are expected to abide by the Honor System. Academic offenses include the taking of credit for or unfair use of work that has been done by another person. This includes plagiarism, cheating, and other acts of dishonesty in academic areas.

Plagiarism is defined as the use of ideas, facts, phrases, quotations, reproductions, or additional information, such as charts or maps, from any source without giving proper credit to the original author. Failure to reference any such material used is both ethically and legally improper.

Cheating includes the use of textbooks, notes, or other reference materials on a test, daily quiz, or other examination when not specifically permitted by the professor; copying ideas or facts from another student’s paper during a test, quiz, or other examination; giving or receiving ideas orally or in writing during a test, quiz, or other examination; obtaining test questions that the professor has not released for reference prior to the test; and obtaining or giving specific information that appears on a test before the test is administered. Refer to the Mercer University Regional Academic Centers Bulletin/Catalog.

**E. DISABILITY POLICY**

Mercer University is committed to providing the best possible educational experiences to all students. Any student with a documented disability should inform the instructor at the close of the first class meeting. You should then contact one of the persons below who will talk with you about evaluation, documentation of your disability and recommendations for accommodation, if needed. To take full advantage of disability services, we recommend that you make contact with the appropriate person immediately.

Michelle Currie, Student Support Services, Macon  
(478) 301-2442, Currie\_M@Mercer.edu

Richard Swilley, Campus Life, Atlanta  
(678) 547-6823, Swilley\_R@Mercer.edu

#### G. COURSE WITHDRAWAL POLICY

Non-attendance, ceasing to attend a course(s), or informing the instructor of your intention to withdraw does not constitute a course withdrawal. Failure to officially withdraw from the course will result in academic and financial penalties. Refer to the Regional Academic Centers Catalog for information on withdrawing from a course.

#### H. COURSE/INSTRUCTOR EVALUATION

Course evaluation is one tool we use to assess the effectiveness of learning and instruction in courses. It is expected that all students will participate in the online Course/Instructor Evaluation that is scheduled during the last two weeks of each session. The Online Evaluation Site is located at <http://survey.mercer.edu>. Your online responses are anonymous and confidential.

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The course syllabus provides a general plan for the course. Deviations may be necessary.