

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 711
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Craig Carroll
2	Course Teacher	TBD
3	Course Title	Theories & Practices of Effective Leadership
4	Course Abbreviation (if title is over 30 characters)	Theories of Leadership
5	College	College of Education & Human Services
6	Department	Graduate Studies in Education
7	Number of Credit Hours	3.0
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	Once
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and

		professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Introduction to Doctoral Studies
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	N/A
22a	How often will it be offered? Fall	
22b	How often will it be offered? Spring	
22c	How often will it be offered? Summer	
23	Frequency? All, odd, or even years?	
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>	No

29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the E.d.D in Organizational Leadership degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	This is a new course in the new E.d.D. program in Organizational Leadership.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the E.d.D. in Organizational Leadership program.
2	State the overarching course goal(s) in performance terms.	Learners will articulate the theories and practices of effective leadership.

2. Competencies and Measurements

	Competency	Measurement
1	Differentiate between early perspectives in leadership.	Early Perspectives in Leadership Assignment
2	Differentiate between leader and managerial roles.	Discussion Question
3	Identify skills and tasks associated with effective leaders.	Skills and Tasks of Effective Leaders Reaction Paper
4	Compare and contrast modern theories of leadership.	Discussion Question
5	Apply modern leadership theories to appropriate contexts.	Leadership Development Plan- - Organizational Leadership Analysis - Recommendations
6	Determine how and when to apply situational theories to specific contexts.	Leadership Development Plan- Organizational Leadership Analysis

		• Recommendations
7	Determine how and when to apply influence strategies to specific contexts.	Discussion Question
8	Critique the use of power in leadership situations.	Leveraging Power in Leadership Assignment
9	Identify specific principles, strategies, and frameworks that enable effective leadership.	Leadership Development Plan-Recommendations
10	Evaluate the challenges of today's leaders.	Discussion Questions
11	Adapt leadership theories and frameworks to address contemporary challenges facing leaders.	Leadership Development Plan-Recommendations
12	Evaluate personal strengths and weaknesses in leadership.	Discussion Question
13	Create a lifelong leadership development plan.	Leadership Development Plan

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

McMahon, J. T. (2010). Leadership Classics. Long Grove, Illinois: Waveland Press.

Grint, K. (1997). Leadership: Classical, Contemporary, and Critical Approaches. Oxford, UK: Oxford University Press.

Nohria, N., & Khurana, R. (2010). Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership. Cambridge, MA: Harvard Business Press.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.

	4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
	5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
	6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
	7	Justification — Attach all documents referred to in Section II-2
	8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name LEAD 711

Primary Department

Bruce Scott
Department Chair

3.17.2015
Date

Bruce Scott
Dean of the College

3.17.2015
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: LEAD 711

Course Title: _____

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Bruce Scott 3.17.2015
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Theories & Practices of Effective Leadership

College of Education and Human Services

Department of Graduate Studies in Education

LEAD 711—Theories & Practices of Effective Leadership (3 hours)

General Course Information

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. This mission is achieved through:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society;
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College of Education & Human Services Mission Statement: To equip students for global ministry through exemplary practice and service in education and human services.

Department of Graduate Studies in Education Mission Statement: The mission of the Department of Graduate Studies in Education is to prepare outstanding educators to lead and serve in the schools of the 21st Century through a preparation program based on a Christian world view and which makes students and their learning the foundation for school leadership.

Mission of the Ed. D. in Organizational Leadership: The mission of the Ed. D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the **vocation** of leadership in complex **organizational cultures** to develop **effective practice**. This is accomplished through equipping leaders to:

- Lead with purpose based upon the foundation of vocation, rooted in Christian principles;
- Develop effective allocation of organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Credit Hours: 3

Instructor and Contact Information

Course Developer: Craig E. Carroll, Ph. D., Visiting Scholar in Corporate Communication at the Leonard N. Stern School of Business, New York University

Office Location:

Phone Number(s):

Email Address:

Instructor: TBD

Office Location:

Phone Number(s):

Email Address:

Office Hours:

Contact Expectations:

Class time and location: TBD

Course Content

LEAD 711 is a doctoral course in the Doctorate of Organizational Leadership degree.

Prerequisites

Pre-requisite: Admission to doctoral studies in Organizational Leadership.

Course Description and Purpose

The *Theory & Practices of Effective Leadership* examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. It incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

Integration of Christian Faith

Leadership is a calling. For this reason, this course introduces the Christian term "vocation" as a unifying concept that both distinguishes and enlivens ACU's Ed. D. program. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of humility, honesty, perseverance, and hospitality.

Course Outcomes and Competencies

The faculty of the Doctorate in Organizational Leadership (Ed. D.) program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. The SLOs that are addressed by this course are listed below. The corresponding course level objectives and outcome measures are listed in the table below which indicates alignment to the SLOs.

Program Outcome #5: Graduates will demonstrate healthy leadership practices to influence organizational culture.

Student Learning Outcome #5.5: Learners will articulate the theories and practices of effective leadership.

Teaching/Learning Methods

Required Texts:

McMahon, J. T. (2010). *Leadership Classics*. Long Grove, Illinois: Waveland Press.

Grint, K. (1997). *Leadership: Classical, Contemporary, and Critical Approaches*. Oxford, UK: Oxford University Press.

Nohria, N., & Khurana, R. (2010). *Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership*. Cambridge, MA: Harvard Business Press.

Engaged Learning in an Online Format

This online course invites students into a community of engaged practitioner scholarship. The course consists of seven weekly modules, with a new module opening each Monday morning in the Canvas LMS (Learning Management System). Students are expected to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

The requirements for this course include participating in the online discussions and completing all of the assignments. General descriptions of the course requirements are below. *See the online modules for detailed assignment instructions.*

Participation in online discussions is mandatory. In order to actively participate in these discussions, you will need to log on 5 times per week. This will help you stay up-to-date on

the discussions and allow you to make more thoughtful postings. Discussions begin on Monday each week and are due no later than 5 p.m. Central Time (CT) on Friday. You are expected to answer all of the discussion questions assigned in a week in a substantive manner.

Appropriate responses are concise, focused, substantive, well-reasoned, and appropriately cited using APA style research studies that support arguments or opinions. Students are expected to have an original post and must respond to the posts of at least three other students each week, unless he or she is assigned as the **summarizer** (see below) for that week.

The following section elaborates on the function of the summarizer, and is adapted with permission from Joseph W. McNabb's syllabus, EDUC 7209: Introduction to Doctoral Studies, Northeastern University.

Summarizer: Each discussion board will have assigned student summarizers. The task of the summarizer is to draft one paragraph that synthesizes the responses of the assigned question or readings using the following four questions:

- What are the one or two most important ideas or themes that emerged from the discussion?
- What remains unresolved or contentious about the topic?
- What do class members understand better as a result of the discussion?
- What do we need to talk about in future discussions to understand better the issue(s) this discussion addressed?

The assigned summarizers will have the responsibility of completing the assignment and summarizing the assigned number of students' responses. The summarizer does not have to respond to their colleagues' posts. The summarizer will be assigned to a group of students in the class, by alphabetical order, and will be responsible for completing and posting the summary based on the above four questions by Tuesday morning, 8 am CT.

Assignments (fuller descriptions will be provided in the individual modules)

1. **Early Perspectives in Leadership Assignment:** Students will describe an individual that is the most effective leader they have had the opportunity to work with. Students will evaluate what made this person an effective leader and identify the principles from early perspectives in leadership that help explain their success as a leader. They will also consider how principles might have been applied more effectively.
2. **Skills and Tasks of Effective Leaders Reaction Paper:** Students will analyze the skills and tasks of effective leaders described in their readings. They will then consider which of these skills and tasks they find to be most valuable, and defend their selections.
3. **Leveraging Power in Leadership Assignment:** Students will consider their power base in their current organization or in a past organization they have been a part of. Students will identify the origin, key sources, strengths, and weaknesses of their

power base. They will analyze the factors that caused the strengths and weaknesses in their power base.

4. Leadership Development Plan: The Leadership Development Plan (LDP) is the core project of this course and involves multiple components as described below. The purpose of this assignment is twofold: to evaluate the effectiveness of an organization's leadership, and to apply principles about leadership and decision making to create improvements.

- a. **Proposal:** Students will select an organization for evaluation. They will describe their connection to the organization and their level of familiarity. Students will provide a profile of their organization that includes its vision, mission, goals, and structure.
- b. **Organizational Leadership Analysis:** Students will analyze the current state of their selected organization's leadership and their effectiveness based on the theories presented in the course. Students will use their knowledge of leadership and organizational theory to form their conclusions and make judgments about the vision and performance of the leadership.
- c. **Recommendations:** Students will create a set of recommendations for developing the leadership in the organization. The recommendations will consider the current state from their organizational leadership analysis as well as the leadership theories and models presented in the course. Students will adapt leadership theories and frameworks to match the specific needs of the organization and contemporary challenges facing the leaders.
- d. **Assessment:** Students will develop a methodology to evaluate the success of their Leadership Development Plan. They will identify the instruments and processes that will be used to evaluate the plan's effectiveness as well as the primary evaluators. Students will identify the specific success criteria that will be used in the leadership assessment.

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. Earning less than a C in a graduate course necessitates that the course be taken again in order to graduate if the course is required in your degree plan. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89 points	B
70-79 points	C
69 and lower	Failed Course

Points Per Assignment

Discussion Questions	14
Early Perspectives in Leadership Assignment	10
Skills and Tasks of Effective Leaders Reaction Paper	10
Leveraging Power in Leadership Assignment	10
Leadership Development Plan	
Proposal	6
Organizational Leadership Analysis	20
Recommendations	20
Assessment	10

TOTAL

100 points

Competencies and Measurements:

Assignment	Course Competency	Ed. D. Program SLO's
Early Perspectives in Leadership Assignment	Differentiate between early perspectives in leadership.	SLO: #5.5: Learners will articulate the theories and practices of effective leadership.
Skills and Tasks of Effective Leaders Reaction Paper	Differentiate between leader and managerial roles. Identify skills and tasks associated with effective leaders.	
Leadership Development Plan—Project Proposal	Compare and contrast modern theories of leadership. Apply modern leadership theories to appropriate contexts.	
Leveraging Power in Leadership Assignment	Determine how and when to apply situational theories to specific contexts. Determine how and when to apply influence strategies to specific contexts. Critique the use of power in leadership situations.	

Leadership Development Plan— Organization Leadership Analysis	Identify specific principles, strategies, and frameworks that enable effective leadership	
Leadership Development Plan Recommendations	Evaluate the challenges of today's leaders. Adapt leadership theories and frameworks to address contemporary challenges facing leaders.	
Organizational Leadership Analysis	Evaluate personal strengths and weaknesses in leadership. Create a lifelong leadership development plan.	

Course Outline and Schedule
(Schedule Subject to Change)

Week/Topic	Readings	Assignments Due
Week 1: Introduction and classical theories	• Leadership Classics chapters 6, 31 • Oxford Leadership chapters 1-2, 12 • HBS Leadership Reader Chapter 4	Early Perspectives in Leadership Assignment
Week 2: Processes and roles of leadership	• Leadership Classics chapters 1-5 • Oxford Leadership chapters 5-6 • HBS Leadership Reader chapter 16	Skills and Tasks of Effective Leaders Reaction Paper
Week 3: Leadership behavior concepts	• Leadership Classics chapters 15-23 • Oxford Leadership Reader chapter 15 • HBS Leadership Reader chapter 7	Leadership Development Plan- Project Proposal
Week 4: Situational theories, power, and influence	• Leadership Classics chapters 24-26, 28-30, 32-36 • Oxford Leadership chapters 7-8 • HBS Leadership Reader chapters 12-13, 15, 18	Leveraging Power in Leadership Assignment
Week 5: Enhancing leadership effectiveness	• Leadership Classics chapters 37-46, 48-49	Leadership Development Plan- Organizational Leadership Analysis

Week 6: Contemporary leadership theories	• Oxford Leadership chapters 10-11 • HBS Leadership Reader chapters 14, 17, 21, 25	Leadership Development Plan- Recommendations
Week 7: Leadership development	• HBS Leadership Reader chapters 19, 22-24, 26	Leadership Development Plan- Assessment

Writing Expectations (Adapted from Dr. Cole Bennett, Director of the ACU Writing Center, used with permission)

An excellent paper (A) will adhere carefully to the prompt, be on-topic with the appropriate scope and length, match the rhetorical task of the assignment, be virtually flawlessly edited, and follow APA format guidelines.

A good paper (B) will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.

An average paper (C) is a readable attempt toward answering the prompt, but lacks sufficient development.

Below-average papers will not be accepted. You may be given the opportunity to revise and resubmit for half credit.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 6th Edition*. Papers should be written in Times New Roman, 12-point font. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor will return the paper without grading it. You will have one day to make corrections before returning it to the professor, and 10% of your grade will be deducted.

Late Assignments, Make-Up Exams, & Extra Credit

Assignments are due by Saturday at midnight CT in the week they are assigned. Penalty for late assignments is 10% per each day late. Weekend days are counted as late days. Extra credit will not be available in this course, and you will not be able to make up exams or quizzes unless you provide proof of documented illness or death in your immediate family.

Course Policies

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. According to University Policy violations of the Academic Integrity policy may result in an "F" in the class and removal from the course.
3. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. (www.acu.edu/academic-integrity)

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: [www.acu.edu/campusoffices/studentlife/judicial/For Students/Harassment Policy](http://www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy)

Course Schedule/Calendar

The seven modules correspond to seven weeks of the course. A fuller schedule will be provided to students in the Canvas learning management system. The full schedule will contain individual module objectives along with readings and learning activities aligned with their respective module objectives.

Theories and Practices of Effective Leadership

LEAD 711

Course Description

Examines classical and contemporary theories and styles of leadership and their application to a variety of professional settings. Incorporates the student's experiences and observations regarding leadership from their personal and professional experiences and current work setting. Students will examine principal foundations of leadership, such as one's values, philosophy of life, and beliefs about the nature of humankind.

Course Textbooks

McMahon, J. T. (2010). Leadership Classics. Long Grove, Illinois: Waveland Press.

Grint, K. (1997). Leadership: Classical, Contemporary, and Critical Approaches. Oxford, UK: Oxford University Press.

Nohria, N., & Khurana, R. (2010). Handbook of Leadership Theory and Practice: An HBS Centennial Colloquium on Advancing Leadership. Cambridge, MA: Harvard Business Press.

Rowe, W. G., & Guerrero, L. (2012). Cases in Leadership. Thousand Oaks, CA: SAGE Publications.

Program and Student Learning Outcomes

Program Outcome #5: Graduates will demonstrate healthy leadership practices to influence organizational culture.

SLO #5.5: Learners will articulate the theories and practices of effective leadership.

Week 1: Introduction and Classical Theories

Objectives

- Differentiate between early perspectives in leadership.

Required Readings (73 pages)

- Leadership Classics chapter 6, 31 (17 pages)
- Oxford Leadership chapters 1-2, 12 (47 pages)
- HBS Leadership Reader Chapter 4 (9 pages)

Discussion Questions

- What elements of the early perspectives in leadership that you studied this week offer "timeless truths" of leadership? Which do you see as dated or flawed in light of our contemporary world? Explain your answer. (1.1)
- Compare and contrast classical theories of leadership: Where do they converge and where do they go in different directions? Be sure to cite specific examples. (1.1)

- Which elements of the early leadership perspectives that you studied this week resonate strongest with your own life experience? Which are new, novel, or unfamiliar? Explain your answers. (1.1)

Assignment(s)

Early Perspectives in Leadership Assignment

Write a 2-3 page evaluation of the most effective leader you have had the opportunity to work with.

Address the following in the evaluation:

- Analyze what made this person an effective leader.
- Identify the principles from the early perspectives in leadership from this week's readings that help explain their success as a leader.
- Consider areas where leadership principles might have been applied more effectively.

Format your paper according to APA guidelines.

Post your assignment to the online classroom.

Week 2: Processes and Roles of Leadership

Objectives

- Differentiate between leader and managerial roles.
- Identify skills and tasks associated with effective leaders.

Required Readings (135 pages)

- Leadership Classics chapters 1-5 (56 pages)
- Oxford Leadership chapters 5-6 (37 pages)
- HBS Leadership Reader chapter 16 (42 pages)

Discussion Questions

- What are the major differences between leaders and managers? (2.1)
- What would you say are the 3-5 most important skills/tasks for leaders based on what you read this week? Be sure to defend your response. (2.2)

Assignment(s)

Skills and Tasks of Effective Leaders Reaction Paper

Write a 3-5 page analysis of the skills and tasks associated with effective leaders as covered in this week's readings.

Address the following in the analysis:

- Identify the leadership skills and tasks you find to be most valuable or meaningful.
- Defend your selections using examples and outside sources.

Format your paper according to APA guidelines.

Post your assignment to the online classroom.

Week 3: Leadership Behavior Concepts

Objectives

- Compare and contrast modern theories of leadership.
- Apply modern leadership theories to appropriate contexts.

Required Readings (166 pages)

- Leadership Classics chapters 15-23 (105 pages)
- Cases in Leadership chapters 9-10 (80 pages)
- Oxford Leadership Reader chapter 15 (21 pages)
- HBS Leadership Reader chapter 7 (40 pages).

Discussion Questions

- Compare and contrast the modern theories of leadership covered in the readings this week. In what areas are they similar? In what areas are they different? Be sure to cite specific examples. (3.1)
- Why do we have so many different theories of leadership? What do you see as the primary points of differentiation? What is accomplished by this diversity of thought? (3.1)
- Do leadership traits matter? Are leaders born? Can leadership skills be developed? Explain your answers. (3.1)

Assignment(s)

Leadership Development Plan- Project Proposal (3.2)

See assignment instructions in week 7

Week 4: Situational Theories, Power, and Influence

Objectives

- Determine how and when to apply situational theories to specific contexts.
- Determine how and when to apply influence strategies to specific contexts.
- Critique the use of power in leadership situations.

Required Readings (302 pages)

- Leadership Classics chapters 24-26, 28-30, 32-36 (139 pages)
- Oxford Leadership chapters 7-8 (53 pages)
- HBS Leadership Reader chapters 12-13, 15, and 18 (110 pages)

Discussion Questions

- Think about a real situation, preferably from your work life, in which you desperately wanted something from another party who needed convincing. Perhaps you wanted to win their cooperation, motivate them to be excited about something you care about, or change their mind. What were the key strategies you used to influence this person? How effective were these strategies? What would you do differently now based on what you have learned in this course regarding influence strategies? (4.2)
- Think about a real situation, preferably from your work life, in which a leader successfully exerted an influence strategy or tactic. How might the success of this strategy or tactic be contingent upon timing or context? What is an example of how this strategy or tactic might fail in the wrong timing or context? (4.2)

Assignment(s)

Leveraging Power in Leadership Assignment

Write a 3-4 page analysis of your power base in your current organization or in a past organization.

Address the following in the analysis:

- What was the origin and key sources of your power base?
- What were the strengths and weaknesses of your power base?
- What are the factors that caused these strengths and weaknesses?
- What factors might contribute to changes in your power base in the future?

Format your paper according to APA guidelines.

Post your assignment to the online classroom.

Week 5: Enhancing Leadership Effectiveness

Objectives

- Identify specific principles, strategies, and frameworks that enable effective leadership.

Required Readings (126 pages)

- Leadership Classics chapters 37-46, 48-49 (126 pages)

Discussion Questions

- Are there some principles, strategies, and frameworks of effective leadership that are unteachable? Why or why not? Discuss how you would go about teaching specific principles, strategies, and frameworks of effective leadership to others. Which would you start with first, which would you

teach last? How would you assess or evaluate the success of learning these principles, strategies, and frameworks? (5.1)

- What are two to three general principles or strategies covered in this week's lessons that would have the biggest impact on your personal success or effectiveness as a leader? Are there any that would require a longer term focus? What are they, and what would you have to put into place long term for them to affect your personal effectiveness? (5.1)

Assignment(s)

Leadership Development Plan- Organization Leadership Analysis (3.2, 4.1)

See assignment instructions in week 7

Week 6: Contemporary Leadership Theories

Objectives

- Evaluate the challenges of today's leaders.
- Adapt leadership theories and frameworks to address contemporary challenges facing leaders.

Required Readings (163 pages)

- Oxford Leadership chapters 10-11 (24 pages)
- HBS Leadership Reader chapters 14, 17, 21, 25 (139 pages)

Discussion Question

- One of the major challenges for leaders today is to keep up with the pace of innovation in the current business environment. What strategies do you consider most important for leaders who want to maximize innovation in their organizations? Why? (6.1)
- Reflect on your readings and research for this week. Describe what you have personally learned about gender as it relates to leadership. How would you personally apply these concepts or findings to your leadership style? (6.1)
- What do you consider to be the two to three biggest ethical dilemmas that are unique to leadership? Should leaders be held to higher standards? Why or why not? (6.1)

Assignment(s)

Leadership Development Plan- Recommendations (3.2, 4.1, 5.1, 6.2)

See assignment instructions in week 7

Week 7: Leadership Development

Objectives

- Evaluate personal strengths and weaknesses in leadership.
- Create a lifelong leadership development plan.

Required Readings (142 pages)

- HBS Leadership Reader chapters 19, 22-24, 26 (142 pages)

Discussion Question

- What are your personal strengths and weaknesses as a leader? What can you do to maximize your strengths while developing your weak areas? How will you apply the principles you learned in this course to help you be a more effective leader? Be sure to cite specific examples. (7.1)
- Describe how personal experiences help shape one's leadership outlook and strategies. What are some personal experiences you have had that have shaped or defined your successes or failures? Describe leverage points, and how you can use them for shaping your own personal leadership development. (7.1)

Assignment(s)

Leadership Development Plan (7.2)

The Leadership Development Plan (LDP) is the core project of this course and involves multiple components as described below. The purpose of this assignment is twofold: to evaluate the effectiveness of an organization's leadership, and to apply what you have learned about leadership and decision making to create improvements.

The use of your own organization for this assignment is recommended. You may also use another organization in which you have sufficient knowledge. This assignment will not be shared with anyone and will remain confidential. You may change the name of the organization to protect the anonymity of the people involved.

Proposal (Due Week 3: 3.2)

Write a 2-3 page proposal for your Leadership Development Plan assignment.

Include the following in your proposal:

- Select an organization for evaluation.
- Describe your connection to the organization and your level of familiarity.
- Provide a profile of your organization that includes its vision, mission, goals and structure.
- Provide some initial impressions on how the leadership theories covered to this point in the course are applied by the leadership within the organization.

Format your paper according to APA guidelines.

Post your assignment to the online classroom.

Organizational Leadership Analysis (Due Week 5: 3.2, 4.1)

Write a 4-5 page analysis of the current state of your selected organization's leadership and their effectiveness based on the theories presented in the course.

Include the following in your analysis:

- Consider how the performance of the organizations' leaders align with the organization and its leadership style.
- Analyze the actions of the leaders and compare them to the intent of the organization's vision.
- Use your knowledge of leadership, and organizational theory to evaluate the vision and performance of the leadership.

Format your paper according to APA guidelines.

Post your assignment to the online classroom.

Recommendations (Due Week 6: 3.2, 4.1, 5.1, 6.2)

Create a 10-12 slide PowerPoint or Prezi presentation of your recommendations for developing the leadership in the organization.

Address the following in your presentation:

- The current state from your organizational leadership analysis as well as the leadership theories and models you learned in this course.
- Specific principles, strategies, and frameworks that will increase the effectiveness of the organization's leadership.
- Application of modern leadership theories such as Kouses and Posner, Senge, Stayer, Covey, Goldsmith, etc.
- Application of situational theories, such as Hersey and Blanchard, Hofstede, Gastil, House, etc.

Adapt the leadership theories and frameworks to match the specific needs of the organization and contemporary challenges facing leaders.

Include detailed speaker notes for each slide with more specific information about your recommendations and a bibliography slide with APA formatted citations.

Post your presentation to the online classroom.

Assessment (Due Week 7)

Design an assessment methodology to evaluate the success of your Leadership Development Plan.

Include the following in your design:

- Identify instruments and processes that will be used to evaluate the plan's effectiveness.
- Describe the selection of the primary evaluators.
- Define the specific criteria that will be used to measure the success of the Leadership Development Plan.

Summarize your assessment methodology in a 4-6 page paper.

Format your paper according to APA guidelines.

Post your assignment to the online classroom.

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

LEAD711

Reviewer

Berlin Fang

Developer

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☐ Name and title or rank
- ☐ Office location
- ☐ Phone numbers
- ☐ Email address
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☐ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 16, 2015
TO: Dr. Jaime Goff
CC: Dr. Bruce Scott
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 711 – Theories & Practices of Effective Leadership

After reviewing the course application and syllabus, the library can adequately support the proposed course with the provision of library funding for online programs included in the attached Memorandum of Understanding. Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.

Memorandum of Understanding Between Library and Graduate School For Online Graduate Programs (03/02/2015)

The intention of the Graduate School and the Library is to collaborate on the creation of a state-of-the-art Online Academic Resource Center that serves the particular needs of all non-located graduate students across programs. Led and managed by the ACU Library in collaboration with the Graduate School, this center (or portal) will draw upon existing resources and identify new resources particular to this student population. It is our intention to produce an online center that is excellent and exemplary as it meets the needs of online students. The Online Academic Resource Center can and will be featured for prospective students and faculty as a demonstration of the excellence of ACU's library and online graduate programs. In order to begin the research and design toward these ends, the Graduate School will set aside a start-up fund of \$20,000 in Year 0 (FY15) of the Graduate School's strategic initiative to grow new online programs. In addition to the start-up fund, each online program will fund the Online Academic Resource Center. This funding will come in the form of a usage fee of \$50.00 per student per course enrolled. The Graduate School and the Library will collect and review data annually on student usage of online academic resources so that together they might adjust these models to best serve online graduate students.

February 27, 2015

To Whom It May Concern:

Thank you for the submission of LEAD711: Theories & Practices of Effective Leadership application materials. I reviewed the syllabus based on the ACU application requirements. The syllabus is very thorough in explaining the requirements.

However, here are a few comments or suggestions for you to consider:

- The syllabus does not have certain components (such as instructor information) that the application guidelines require. Please see the attached checklist and make changes as needed, or please share the council what the arrangements will be. Some items (such as exams) may not be applicable for this course, so you do not have to make any changes.
- The degree program requirements now go under "Mission Statements". Could this section be separate?
- The grading portion assign points for each category of assignments. Just for clarification, are the points meant to be percentages? For instance, discussion questions are worth 14 points. Are these 14 points distributed evenly among various discussion items? Or are all discussion points graded by points and together they are worth 14 percent of the total grade?
- If the course is going to be online, it might help to provide the URL and other related information in the syllabus so that prospective students know how to get started.

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

