

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 714
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jeffery Houghton
2	Course Teacher	
3	Course Title	Self-Assessment in Leadership
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Education and 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)	Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to

		leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	LEAD 701 Introduction to Doctoral Studies
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
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>	No
22a	How often will it be offered? Fall	Twice each fall beginning in Fall 2015
22b	How often will it be offered? Spring	Twice each spring beginning in Spring 2016
22c	How often will it be offered? Summer	Twice each summer beginning in Summer 2016
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>	Fall 1 2015
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>	
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. (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 reflect upon/appraise the concepts of vocation and calling in their own leadership development. • Learners will apply new understandings of vocation and calling in their organizational contexts.

2. Competencies and Measurements

	Competency	Measurement
1	Evaluate the role of Christian vocation and calling within personal leadership development.	Majestic Moments Assignment
2	Explain the basic concepts of self-leadership.	Individual Leadership Brand Development Project
3	Plan the development of a distinctive leadership brand.	Individual Leadership Brand Development Project
4	Apply knowledge of personality traits to becoming a more effective self-leader.	Personality Self-Assessment
5	Establish short- and long-term life and career goals.	Life and Career Goals Assignment

6	Determine strategies to utilize intrinsic motivation principles to increase feelings of confidence, self-control, and purpose.	Majestic Moments Assignment
7	Determine methods to increase emotional intelligence to enhance self-leadership capabilities.	Emotional Intelligence Assignment
8	Apply positive self-talk techniques to develop opportunistic thought patterns and optimistic explanatory style.	Thought Management Assignment
9	Apply methods to positively reshape beliefs and assumptions.	Thought Management Assignment
10	Apply performance visualization techniques to develop opportunistic thought patterns and optimistic explanatory style.	Thought Management Assignment
11	Explain the role of self-leadership principles in promoting effective teamwork.	Mount Everest Leadership and Teamwork Simulation
12	Evaluate communication styles of self and others to promote effective interpersonal interactions.	Mount Everest Leadership and Teamwork Simulation
13	Explain the role of political skill in organizations.	Political Behavior Assignment
14	Develop plans to maximize long-term physical fitness and stress management.	Physical Fitness and Stress Management Plan
15	Explain the role of contemporary neuroscience principles in self-leadership.	Discussion Question
16	Create a personal leadership development plan.	Individual Leadership Brand Development Project

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.

Textbooks

Lytle, R. (2010). *Abandon the ordinary: Building a distinctive leadership brand in business, family, and church*. Abilene, Tex.: Abilene Christian University Press/Leafwood.

Manz, C., & Neck, C. (2013). *Mastering self-leadership: Empowering yourself for personal excellence* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Articles

- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment*, 79(2), 306-320.
- Csikszentmihalyi, M. (1997). Finding flow. *Psychology Today*, 30(4), 46-.
- Dasgupta, Shilpee A., Damodar Suar, and Seema Singh. 2013. "Impact of managerial communication styles on employees' attitudes and behaviours." *Employee Relations* 35, no. 2: 173-199.
- Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. *Journal of Management*, 33(3), 290-320.
- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14(6), 693-727.
- Furnham, A., Moutafi, J., & Crump, J. (2003). The Relationship between the Revised Neo-Personality Inventory and the Myers-Briggs Type Indicator. *Social Behavior & Personality: An International Journal*, 31(6), 577-584.
- Furtner, M. R., Rauthmann, J. F., & Sachse, P. (2010). The Socioemotionally Intelligent Self-Leader: Examining Relations between Self-Leadership and Socioemotional Intelligence. *Social Behavior & Personality: An International Journal*, 38(9), 1191-1196.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal Of Organizational Behavior*, 26(4), 331-362.
- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership. *Harvard Business Review*, 79(11), 42-51.
- Goleman, D. (2004). What Makes a Leader? *Harvard Business Review*, 82(1), 82-91.
- Houghton, J. D., Bonham, T. W., Neck, C. P., & Singh, K. (2004). The relationship between self-leadership and personality: A comparison of hierarchical factor structures. *Journal of Managerial Psychology*, 19(4), 427-441.
- Houghton, J. D., Wu, J., Godwin, J. L., Neck, C. P., & Manz, C. C. (2012). Effective stress management: A model of emotional intelligence, self-leadership, and student stress coping. *Journal of Management Education*, 36(2), 220-238.
- Konradt, U., Andreßen, P., & Ellwart, T. (2009). Self-leadership in organizational teams: A multilevel analysis of moderators and mediators. *European Journal of Work And Organizational Psychology*, 18(3), 322-346.
- Lazarus, R. S. (2000). Toward better research on stress and coping. *American Psychologist*, 55(6), 665-673.
- Lindebaum, D., & Zundel, M. (2013). Not quite a revolution: Scrutinizing organizational neuroscience in leadership studies. *Human Relations*, 66(6), 857-877.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717.
- Locke, E. A., & Latham, G. P. (2009). Has Goal Setting Gone Wild, or Have Its Attackers Abandoned Good Scholarship? *Academy Of Management Perspectives*, 23(1), 17-23.
- McCrae, R. R., & Costa, P. T. (1989). Reinterpreting the Myers-Briggs Type Indicator from the perspective of the five-factor model of personality. *Journal of Personality*, 57(1), 17-40.
- Neck, C. P., & Cooper, K. H. (2000). The fit executive: Exercise and diet guidelines for enhancing performance. *Academy Of Management Executive*, 14(2), 72-83.

- Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of Managerial Psychology*, 21(4), 270-295.
- Neck, C. P., & Manz, C. C. (1992). Thought self-leadership: The influence of self-talk and mental imagery on performance. *Journal of Organizational Behavior*, 13(7), 681-699.
- Neck, C. P., & Manz, C. C. (1996). Thought self-leadership: the impact of mental strategies training on employee cognition, behavior, and affect. *Journal of Organizational Behavior*, 17(5), 445-467.
- Neck, C. P., & Milliman, J. F. (1994). Thought self-leadership: Finding spiritual fulfillment in organizational life. *Journal of Managerial Psychology*, 9(6), 9-16.
- Norem, J. K., & Cantor, N. (1986). Defensive pessimism: Harnessing anxiety as motivation. *Journal of Personality and Social Psychology*, 51(6), 1208-1217.
- Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals Gone Wild: The Systematic Side Effects of Overprescribing Goal Setting. *Academy Of Management Perspectives*, 23(1), 6-16.
- Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The Leadership Quarterly*, 15(1), 55-77.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67.
- Sayers, D. Why Work? <http://www.faith-at-work.net/Docs/WhyWork.pdf>
- Steinbauer, R., Renn, R. W., Taylor, R. R., & Njoroge, P. K. (2014). Ethical leadership and followers' moral judgment: The role of followers' perceived accountability and self-leadership. *Journal Of Business Ethics*, 120(3), 381-392.
- Stewart, G. L., Carson, K. P., & Cardy, R. L. (1996). The joint effects of conscientiousness and self-leadership training on employee self-directed behavior in a service setting. *Personnel Psychology*, 49(1), 143-164.
- Waldman, D. A., Balthazard, P. A., & Peterson, S. J. (2011). Social cognitive neuroscience and leadership. *The Leadership Quarterly*, 22(6), 1092-1106.
- Waldman, D. A., Balthazard, P. A., & Peterson, S. J. (2011). Leadership and Neuroscience: Can We Revolutionize the Way That Inspirational Leaders Are Identified and Developed? *Academy of Management Perspectives*, 25(1), 60-74.
- Wood, R., & Bandura, A. (1989). Social Cognitive Theory of Organizational Management. *Academy Of Management Review*, 14(3), 361-384.
- Zullov, H. M., Oettingen, G., Peterson, C., & Seligman, M. E. (1988). Pessimistic explanatory style in the historical record: CAVing LBJ, presidential candidates, and East versus West Berlin. *American Psychologist*, 43(9), 673-682.

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

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

Course ID: _____

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:

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 _____

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

Self-Assessment in Leadership

College of Education and Human Services

Department of Graduate Studies in Education

LEAD 714—Self-Assessment in 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.

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. This is accomplished through equipping leaders to:

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

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.

Instructor and Contact Information

Course Developer: Jeffery Houghton, Ph. D., Associate Professor of Management and Industrial Relations, West Virginia University

E-mail:

Office Phone:

Cell Phone:

Office Hours:

Instructor: TBD

Office Location:

Phone Number(s):

Email Address:

Office Hours:

Contact Expectations:

Class time and location: TBD

Course Content:

LEAD 714 is a doctoral course in the Doctorate of Organizational Leadership degree.

Prerequisites

Prerequisite: LEAD 701 Introduction to Doctoral Studies

Course Description and Purpose

Self-Assessment in Leadership assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.

Integration of Christian Faith

Leadership is a calling. 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.

Student Learning Outcomes

The faculty of the 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.

Student Learning Outcome #1.2: Learners will reflect upon/appraise the concepts of vocation

and calling in their own leadership development.

Student Learning Outcome #1.3: Learners will apply new understandings of vocation and calling in their organizational contexts.

Course Level Objectives	Outcome Measures	Aligned SLO(s)
Evaluate the role of Christian vocation and calling within personal leadership development.	Majestic Moments Assignment	1.2
Explain the basic concepts of self-leadership.	Individual Leadership Brand Development Project	1.2
Plan the development of a distinctive leadership brand.	Individual Leadership Brand Development Project	1.2
Apply knowledge of personality traits to becoming a more effective self-leader.	Personality Self-Assessment	1.2
Establish short- and long-term life and career goals.	Life and Career Goals Assignment	1.2
Determine strategies to utilize intrinsic motivation principles to increase feelings of confidence, self-control, and purpose.	Majestic Moments Assignment	1.2
Determine methods to increase emotional intelligence to enhance self-leadership capabilities.	Emotional Intelligence Assignment	1.2
Apply positive self-talk techniques to develop opportunistic thought patterns and optimistic explanatory style.	Thought Management Assignment	1.2
Apply methods to positively reshape beliefs and assumptions.	Thought Management Assignment	1.2
Apply performance visualization techniques to develop opportunistic thought patterns and optimistic explanatory style.	Thought Management Assignment	1.2
Explain the role of self-leadership principles in promoting effective teamwork.	Mount Everest Leadership and Teamwork Simulation	1.2, 1.3
Evaluate communication styles of self and others to promote effective interpersonal interactions.	Mount Everest Leadership and Teamwork Simulation	1.2, 1.3
Explain the role of political skill in organizations.	Political Behavior Assignment	1.3
Develop plans to maximize long-term physical fitness and stress management.	Physical Fitness and Stress Management Plan	1.2

Explain the role of contemporary neuroscience principles in self-leadership.	Discussion Question	1.2, 1.3
Create a personal leadership development plan.	Individual Leadership Brand Development Project	1.2, 1.3

Required Texts

Manz, C., & Neck, C. (2013). *Mastering self-leadership: Empowering yourself for personal excellence* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Lytle, R. (2010). *Abandon the ordinary: Building a distinctive leadership brand in business, family, and church*. Abilene, Tex.: Abilene Christian University Press/Leafwood.

Other articles as assigned

Course Requirements

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.*

Discussion Questions

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 end on Saturday at midnight. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. You are also expected to respond to at least one of your classmates' postings for each discussion question. No late posting will be accepted for any reason.

Personality Self-Assessment

Students will complete an online personality assessment and discuss the results of the assessment with a friend or spouse. They will then write an analysis of their personality based on the assessment results, their interpretation of the results, and the interpretation of the friend or spouse. Students will discuss how they will apply what they learned about their personality to further development and self-leadership.

Life and Career Goals Assignment

Students will complete a number of self-assessments and worksheets guiding them through the process of identifying and setting life and career goals.

Majestic Moments Assignment

Students will be asked to consider a time when they experienced the ultimate flow of energy, exhilaration, and happiness. They describe when it happened, what they experienced, the

conditions in which it happened, and the skills they utilized. Students then determine strategies to restructure their current life situation in a way to experience more “majestic moments.”

Emotional Intelligence Assignment

Students will take a self-assessment providing them with feedback on their emotional intelligence. They then determine ways in which they might increase their emotional intelligence in order to enhance their self-leadership capabilities.

Thought Management Assignment

Students complete a number of self-assessments to identify current areas of negative beliefs, assumptions, and thinking. They will then develop strategies to reshape their beliefs, assumptions, and thinking patterns.

Mount Everest Leadership and Teamwork Simulation

As a team, students will complete a Harvard Business School leadership simulation. Each team member will take on a specific role for a simulated climb of Mount Everest. Following the simulation, students will summarize what they have learned, specifically in the application of self-leadership principles to promote teamwork. They will also evaluate the communication styles used by themselves and their teammates during the simulation and how they helped or hindered interpersonal interactions.

Political Behavior Assignment

Students will interview an executive or manager asking them to tell of an experience related to organizational politics. Students will identify the political skills used and evaluate whether the political behavior exhibited by individuals in the story was helpful or ineffective.

Physical Fitness and Stress Management Plan

Students will develop a plan to ensure their physical well-being is prioritized despite other competing requirements of their time. This will include the consideration of both physical fitness and stress management.

Individual Leadership Brand Development Project

Students will create a personal leadership development plan that will be worked on throughout the course. Students will describe how they applied a combination of concepts from the course to change their self-leadership behavior in a positive way. The final project should identify what behaviors the student attempted to change, the plan and method used for attempting the change, the results, and a summary of what was learned. It will also include a plan for developing a distinctive leadership brand.

Course Policies

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 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.

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. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions.

www.acu.edu/campusoffices/provost

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)

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
Personality Self-Assessment	6
Life and Career Goals Assignment	5
Majestic Moments Assignment	10
Emotional Intelligence Assignment	5
Thought Management Assignment	10
Mount Everest Leadership and Teamwork Simulation	10
Political Behavior Assignment	10
Physical Fitness and Stress Management Plan	10
Individual Leadership Brand Development Project	20
TOTAL	100 points

Course Outline and Schedule
(Schedule Subject to Change)

Week/Topic	Readings	Assignments Due
Week 1: The journey begins	• Abandon the Ordinary chapters 1-3 • Mastering Self-Leadership chapters 1 & 2 • Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. <i>Journal of Managerial Psychology</i>, 21(4), 270-295. • Stewart, G. L., Carson, K. P., & Cardy, R. L. (1996). The joint effects of conscientiousness and self-leadership training on employee self-directed behavior in a service setting. <i>Personnel Psychology</i>, 49(1), 143-164. • Steinbauer, R., Renn, R. W., Taylor, R. R., & Njoroge, P. K. (2014). Ethical leadership and followers' moral judgment: The role of followers' perceived accountability and self-leadership. <i>Journal Of Business Ethics</i>, 120(3), 381-392. • Sayers, D. Why Work? http://www.faith-at-work.net/Docs/WhyWork.pdf • Fry, L. W. (2003). Toward a theory of spiritual leadership. <i>The Leadership Quarterly</i>, 14(6), 693-727. • Wood, R., & Bandura, A. (1989). Social Cognitive Theory of Organizational Management. <i>Academy Of Management Review</i>, 14(3), 361-384.	Proposal for Individual Leadership Brand Development Project
Week 2: Understanding and influencing your own behavior	• Abandon the Ordinary chapters 4 – 7 • Mastering Self-Leadership chapter 3 • Mastering Self-Leadership chapter 11 (pp. 146-149) • Furnham, A., Moutafi, J., & Crump, J. (2003). The Relationship between the Revised Neo-Personality Inventory and the Myers-Briggs Type Indicator. <i>Social Behavior & Personality: An International Journal</i>, 31(6), 577-584. • McCrae, R. R., & Costa, P. T. (1989). Reinterpreting the Myers-Briggs Type Indicator from the perspective of the five-factor model of personality. <i>Journal of Personality</i>, 57(1), 17-40. • Houghton, J. D., Bonham, T. W., Neck, C. P., & Singh, K. (2004). The relationship between self-leadership and personality: A comparison of	Personality Self-Assessment Life and Career Goals Assignment

	hierarchical factor structures. <i>Journal of Managerial Psychology</i>, 19(4), 427-441. • Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American Psychologist</i>, 57(9), 705-717. • Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals Gone Wild: The Systematic Side Effects of Overprescribing Goal Setting. <i>Academy Of Management Perspectives</i>, 23(1), 6-16. • Locke, E. A., & Latham, G. P. (2009). Has Goal Setting Gone Wild, or Have Its Attackers Abandoned Good Scholarship? <i>Academy Of Management Perspectives</i>, 23(1), 17-23.	
Week 3: Motivating yourself	• Mastering Self-Leadership chapter 4 • Mastering Self-Leadership Chapter 11 (pp. 144-146, 149-150) • Csikszentmihalyi, M. (1997). Finding flow. <i>Psychology Today</i>, 30(4), 46-. • Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership. <i>Harvard Business Review</i>, 79(11), 42-51. • Goleman, D. (2004). What Makes a Leader? <i>Harvard Business Review</i>, 82(1), 82-91. • Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. <i>Journal of Personality Assessment</i>, 79(2), 306-320. • Furtner, M. R., Rauthmann, J. F., & Sachse, P. (2010). The Socioemotionally Intelligent Self-Leader: Examining Relations between Self-Leadership and Socioemotional Intelligence. <i>Social Behavior & Personality: An International Journal</i>, 38(9), 1191-1196. • Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. <i>Contemporary Educational Psychology</i>, 25(1), 54-67. • Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. <i>Journal Of Organizational Behavior</i>, 26(4), 331-362.	Majestic Moments Assignment Emotional Intelligence Assignment
Week 4: Understanding and shaping	• Abandon the Ordinary chapters 8 - 10 • Mastering Self-Leadership chapters 5 & 6	Thought Management Assignment

your cognitive process	• Chapter 11 MSL (pp. 142 – 144) • Neck, C. P., & Manz, C. C. (1992). Thought self-leadership: The influence of self-talk and mental imagery on performance. <i>Journal of Organizational Behavior</i>, 13(7), 681-699. • Neck, C. P., & Manz, C. C. (1996). Thought self-leadership: the impact of mental strategies training on employee cognition, behavior, and affect. <i>Journal of Organizational Behavior</i>, 17(5), 445-467. • Neck, C. P., & Milliman, J. F. (1994). Thought self-leadership: Finding spiritual fulfilment in organizational life. <i>Journal of Managerial Psychology</i>, 9(6), 9-16. • Norem, J. K., & Cantor, N. (1986). Defensive pessimism: Harnessing anxiety as motivation. <i>Journal of Personality and Social Psychology</i>, 51(6), 1208-1217. • Zullo, H. M., Oettingen, G., Peterson, C., & Seligman, M. E. (1988). Pessimistic explanatory style in the historical record: CAVing LBJ, presidential candidates, and East versus West Berlin. <i>American Psychologist</i>, 43(9), 673-682.	
Week 5: Interacting effectively with others	• Abandon the Ordinary chapter 11 • Mastering Self-Leadership chapter 7 • Konradt, U., Andreßen, P., & Ellwart, T. (2009). Self-leadership in organizational teams: A multilevel analysis of moderators and mediators. <i>European Journal of Work And Organizational Psychology</i>, 18(3), 322-346. • Dasgupta, Shilpee A., Damodar Suar, and Seema Singh. 2013. "Impact of managerial communication styles on employees' attitudes and behaviours." <i>Employee Relations</i> 35, no. 2: 173-199. • Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. <i>Journal of Management</i>, 33(3), 290-320. • Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a creative problem-solving perspective. <i>The Leadership Quarterly</i>, 15(1), 55-77.	Mount Everest Leadership and Teamwork Simulation Political Behavior Assignment
Week 6: Physical well-being and	• Abandon the Ordinary chapter 12 • Mastering Self-Leadership chapters 8 & 10	Physical Fitness and Stress Management Plan

biological insights	• Neck, C. P., & Cooper, K. H. (2000). The fit executive: Exercise and diet guidelines for enhancing performance. <i>Academy Of Management Executive</i>, 14(2), 72-83. • Lazarus, R. S. (2000). Toward better research on stress and coping. <i>American Psychologist</i>, 55(6), 665-673. • Houghton, J. D., Wu, J., Godwin, J. L., Neck, C. P., & Manz, C. C. (2012). Effective stress management: A model of emotional intelligence, self-leadership, and student stress coping. <i>Journal of Management Education</i>, 36(2), 220-238. • Waldman, D. A., Balthazard, P. A., & Peterson, S. J. (2011). Social cognitive neuroscience and leadership. <i>The Leadership Quarterly</i>, 22(6), 1092-1106. • Waldman, D. A., Balthazard, P. A., & Peterson, S. J. (2011). Leadership and Neuroscience: Can We Revolutionize the Way That Inspirational Leaders Are Identified and Developed? <i>Academy of Management Perspectives</i>, 25(1), 60-74. • Lindebaum, D., & Zundel, M. (2013). Not quite a revolution: Scrutinizing organizational neuroscience in leadership studies. <i>Human Relations</i>, 66(6), 857-877.	
Week 7: The journey completed	Abandon the Ordinary chapter 13 Mastering Self-Leadership chapters 9 & 12	Individual Leadership Brand Development Project

Self-Assessment in Leadership

LEAD 714

Course Description

Assists students in understanding personal leadership styles including personality type and communication style. Exposes students to relevant literature on emotional intelligence and interpersonal neurobiology as it relates to leadership. Students will reflect upon the role of Christian vocation and calling in their leadership development.

Course Textbooks

1. Manz, C., & Neck, C. (2013). *Mastering self-leadership: Empowering yourself for personal excellence* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
2. Lytle, R. (2010). *Abandon the ordinary: Building a distinctive leadership brand in business, family, and church*. Abilene, Tex.: Abilene Christian University Press/Leafwood.

Week 1: The Journey Begins

Objectives

- Evaluate the role of Christian vocation and calling within personal leadership development.
- Explain the basic concepts of self-leadership.
- Plan the development of a distinctive leadership brand.

Readings (167 pages)

- Abandon the Ordinary chapter 1 - 3 (36 pages)
- Mastering Self-Leadership chapters 1 & 2 (13 pages)
- Neck, C. P., & Houghton, J. D. (2006). Two decades of self-leadership theory and research: Past developments, present trends, and future possibilities. *Journal of Managerial Psychology*, 21(4), 270-295. (26 pages)
- Stewart, G. L., Carson, K. P., & Cardy, R. L. (1996). The joint effects of conscientiousness and self-leadership training on employee self-directed behavior in a service setting. *Personnel Psychology*, 49(1), 143-164. (21 pages)
- Steinbauer, R., Renn, R. W., Taylor, R. R., & Njoroge, P. K. (2014). Ethical leadership and followers' moral judgment: The role of followers' perceived accountability and self-leadership. *Journal Of Business Ethics*, 120(3), 381-392. (11 pages)
- Sayers, D. Why Work? <http://www.faith-at-work.net/Docs/WhyWork.pdf> (12 pages)
- Fry, L. W. (2003). Toward a theory of spiritual leadership. *The Leadership Quarterly*, 14(6), 693-727. (34 pages)
- Wood, R., & Bandura, A. (1989). Social Cognitive Theory of Organizational Management. *Academy Of Management Review*, 14(3), 361-384. (14 pages)

Assignments

Individual Leadership Brand Development Project Proposal

- See requirements in the week 7 assignment

Discussion Questions

1. What does the idea of a Christian vocation or calling mean to you and how does it impact your approach to leadership and self-leadership? (1.1)
2. Do you agree with Dorothy Sayers position on vocation and calling? Explain why or why not. (1.1)
3. What does it mean to have a distinctive leadership brand? How is a leadership brand best developed? How does this concept relate to Christian vocation and calling? (1.1, 1.3)

Week 2: Understanding and Influencing Your Own Behavior

Objectives

- Apply knowledge of personality traits to becoming a more effective self-leader.
- Establish short- and long-term life and career goals.

Readings (153 pages)

- Abandon the Ordinary chapters 4 – 7 (49 pages)
- Mastering Self-Leadership chapter 3 (26 pages)
- Mastering Self-Leadership chapter 11 (pp. 146-149) (4 pages)
- Furnham, A., Moutafi, J., & Crump, J. (2003). The Relationship between the Revised Neo-Personality Inventory and the Myers-Briggs Type Indicator. *Social Behavior & Personality: An International Journal*, 31(6), 577-584. (8 pages)
- McCrae, R. R., & Costa, P. T. (1989). Reinterpreting the Myers-Briggs Type Indicator from the perspective of the five-factor model of personality. *Journal of Personality*, 57(1), 17-40. (23 pages)
- Houghton, J. D., Bonham, T. W., Neck, C. P., & Singh, K. (2004). The relationship between self-leadership and personality: A comparison of hierarchical factor structures. *Journal of Managerial Psychology*, 19(4), 427-441.
- Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705-717. (13 pages)
- Ordóñez, L. D., Schweitzer, M. E., Galinsky, A. D., & Bazerman, M. H. (2009). Goals Gone Wild: The Systematic Side Effects of Overprescribing Goal Setting. *Academy Of Management Perspectives*, 23(1), 6-16. (10 pages)
- Locke, E. A., & Latham, G. P. (2009). Has Goal Setting Gone Wild, or Have Its Attackers Abandoned Good Scholarship? *Academy Of Management Perspectives*, 23(1), 17-23. (6 pages)

Assignments

Personality Self-Assessment (2.1)

The purpose of this assignment is to conduct a self-analysis of your personality. This self-assessment exercise is based on the validated and popular theory of personality called "The Big Five." This exercise should be done individually and your results will be treated confidentially. The grading of the assignment will not depend on the specific scores of the personality dimensions. The scores are neither good nor bad, correct nor incorrect. Instead, your grade will depend on the extent to which you make a serious attempt to use the exercise as a learning and developmental experience, and the extent to which your analysis is presented in a professional manner. Complete the self-assessment before you start the assigned readings for the week. Allow about an hour to complete the personality assessment. Follow the steps below to complete this assignment:

Go to the following website: <http://www.personal.psu.edu/faculty/j/5/j5j/IPIP/>

Follow the directions on the website to complete the self-assessment. You may use either the short form or the long form. The website will provide you with a written overview of your scores on various personality dimensions.

Answer the questions truthfully or your results will not be especially helpful. The best approach is to answer the questions quickly, with your first intuitive response. *Don't overanalyze the question.* Just move through the questions rapidly, remembering that your results will be treated confidentially.

Save and/or print the report.

Review the results with someone you trust (a spouse or special person, a trusted family member, or a good personal friend). You might find it interesting to ask your spouse or friend to take the instrument too and then discuss both of your results together. What do they think about your results? Do they agree or disagree with the results?

Write a 4-7 page reflective paper in which you will discuss and critique your experiences with the personality assessment. A reference list or bibliography is *not required* for this assignment. The paper should contain the following sections:

- An original title and your name.
- A brief introduction.
- A summary of selected dimensions. Focus on the ones that are of special interest to you. For each dimension summarize what the report says and discuss the extent to which you think the assessment is correct in how it describes you using specific events or incidents to support your case. *You may agree or disagree with what the report says.*
- A report on the discussion with your spouse or trusted friend. What did they say about the results?
- A conclusion regarding your view of the accuracy of the report along with your thoughts about whether you are pleased with elements of your own personality. Include a brief commentary about how you might engage in self-development relative to your personality profile.

Upload your self-assessment by the due date.

Life and Career Goals Assignment (2.2)

In this assignment, you will complete a number of self-assessments and worksheets guiding you through the process of identifying and setting life and career goals.

Prepare for the assignment by completing the following self-assessments:

- Self-Leadership Questionnaire 1 (pp. 15-16 MSL)
- Cues Exercise (p. 19 MSL)
- Self-Observation Exercise (pp. 20-21 MSL)
- Self-Reward Exercise (pp. 31-32 MSL)
- Worksheets 1-7 (pp. 186 -192 ATO) (2.2)

Apply the knowledge you have gained about yourself to complete the Self-Goal Setting Exercise on pp. 28-29 of MSL.

Write a 2-5 page paper in which you summarize:

- Your purpose, mission, calling for your life and career
- Your long-term goals that will help you fulfill your purpose and satisfy your mission
- Your goals for developing your abilities to reach your long term goals
- Your short-term goals that will help you to progress toward your long-term goals

Upload your assignment by the due date.

Discussion Questions

1. Compare and contrast the Myers-Briggs Type Indicator and the Five Factor/Big Five Model. What are the relative advantages and disadvantages of each approach? Do you take McCrae and Costa at "face value" or do you think they might have an "agenda"? Explain your answer. (2.1)

2. What is the relationship between personality and self-leadership? Is self-leadership nothing more than the applied behaviors of personality traits such as conscientiousness? Defend your response using outside sources. (2.1)
3. Take and defend a position on the efficacy of goal-setting. Do you support the position advanced by Ordóñez and colleagues or do you side with Locke and Latham? Defend your position using outside sources. (2.2)

Week 3: Motivating Yourself

Objectives

- Determine strategies to utilize intrinsic motivation principles to increase feelings of confidence, self-control, and purpose.
- Determine methods to increase emotional intelligence to enhance self-leadership capabilities.

Readings (118 pages)

- Mastering Self-Leadership chapter 4 (25 pages)
- Mastering Self-Leadership Chapter 11 (pp. 144-146, 149-150) (5 pages)
- Csikszentmihalyi, M. (1997). Finding flow. *Psychology Today*, 30(4), 46-. (5 pages)
- Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership. *Harvard Business Review*, 79(11), 42-51.
- Goleman, D. (2004). What Makes a Leader? *Harvard Business Review*, 82(1), 82-91. (10 pages)
- Caruso, D. R., Mayer, J. D., & Salovey, P. (2002). Relation of an ability measure of emotional intelligence to personality. *Journal of Personality Assessment*, 79(2), 306-320. (14 pages)
- Furtner, M. R., Rauthmann, J. F., & Sachse, P. (2010). The Socioemotionally Intelligent Self-Leader: Examining Relations between Self-Leadership and Socioemotional Intelligence. *Social Behavior & Personality: An International Journal*, 38(9), 1191-1196. (5 pages)
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. (14 pages)
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal Of Organizational Behavior*, 26(4), 331-362. (31 pages)

Assignments

Majestic Moments Assignment (1.1, 3.1)

Consider a time when you experienced the ultimate flow of energy, exhilaration, and happiness. In this assignment, you will describe when it happened, what you experienced, the conditions in which it happened, and the skills you utilized. You will then determine strategies to restructure your current life situation in a way to experience more "majestic moments."

Prepare for the assignment by completing the following self-assessments:

- Self-Leadership Questionnaire 2 (pp. 40-41 MSL)
- Discovering Natural Rewards (p. 46 MSL)
- Building and Focusing On Natural Rewards Exercises (pp. 51 – 54 MSL)
- Worksheet 9 (p. 194 ATO)

Apply the knowledge you have gained about yourself to complete the Majestic Moments exercise on pp. 49-50 of MSL.

Write a 2-5 page paper in which you analyze:

- The skills that you use when achieving majestic moments
- The conditions that surround your majestic moments
- How your majestic moments relate to your purpose, mission, and calling in your life and career
- Potential strategies for experiencing more majestic moments in your job

Upload your assignment by the due date

Emotional Intelligence Assignment (3.2)

In this assignment, you will take two self-assessments providing you with feedback on your emotional intelligence. Your results will be held in confidence. You will then determine ways in which you might increase your emotional intelligence in order to enhance your self-leadership capabilities.

Prepare for the assignment by completing the following self-assessments:

- MEIT – a free, unvalidated Emotional Intelligence questionnaire-based assessment
 - <http://www.maetrix.com.au/meit/eitest.html>
- Reading Emotions Social Intelligence Test
 - <http://kgajos.eecs.harvard.edu/mite/>

Write a 2-5 page paper in which you analyze:

- Your results on both tests.
- Your view of the accuracy of the test results
- Your overall conclusion about whether you are pleased or satisfied with your level of Emotional Intelligence
- How you might engage in self-development relative to your current level of emotional intelligence

Upload your assignment by the due date

Discussion Questions

1. How does the concept of “flow” relates to your own ideas of purpose, vocation, and calling? (1.1, 3.1?)
2. How does Emotional Intelligence (EQ) differ from general intelligence (IQ)? How does EQ relate to leadership and self-leadership? (3.2)
3. Compare and contrast the ideas of intrinsic and extrinsic motivation. How do these concepts relate to motivation, leadership, and self-leadership? (3.1)

Week 4: Understanding and Shaping Your Cognitive Processes

Objectives

- Apply positive self-talk techniques to develop opportunistic thought patterns and optimistic explanatory style.
- Apply methods to positively reshape beliefs and assumptions.
- Apply performance visualization techniques to develop opportunistic thought patterns and optimistic explanatory style.

Readings (129 pages)

- Abandon the Ordinary chapters 8 - 10 (32 pages)
- Mastering Self-Leadership chapters 5 & 6 (22 pages)
- Chapter 11 MSL (pp. 142 – 144) (3 pages)
- Neck, C. P., & Manz, C. C. (1992). Thought self-leadership: The influence of self-talk and mental imagery on performance. *Journal of Organizational Behavior*, 13(7), 681-699. (18 pages)
- Neck, C. P., & Manz, C. C. (1996). Thought self-leadership: the impact of mental strategies training on employee cognition, behavior, and affect. *Journal of Organizational Behavior*, 17(5), 445-467. (23 pages)
- Neck, C. P., & Milliman, J. F. (1994). Thought self-leadership: Finding spiritual fulfillment in organizational life. *Journal of Managerial Psychology*, 9(6), 9-16. (7 pages)
- Norem, J. K., & Cantor, N. (1986). Defensive pessimism: Harnessing anxiety as motivation. *Journal of Personality and Social Psychology*, 51(6), 1208-1217. (10 pages)
- Zullow, H. M., Oettingen, G., Peterson, C., & Seligman, M. E. (1988). Pessimistic explanatory style in the historical record: CAVing LBJ, presidential candidates, and East versus West Berlin. *American Psychologist*, 43(9), 673-682. (10 pages)

Assignments

Thought Management Assignment (4.1, 4.2, 4.3)

In this assignment, you will complete a number of self-assessments to identify current areas of negative beliefs, assumptions, and thinking. You will then develop strategies to reshape your beliefs, assumptions, and thinking patterns.

Prepare for the assignment by completing the following self-assessments:

- Discovering Negative Self-talk exercise (pp. 70-71 MSL)
- Improving Your Imagined Experiences Exercise (pp. 77 – 78 MSL)
- Self-talk Quiz (p. 68 MSL)
- Self-Assessment – Opportunity vs. Obstacle Thinking (pp. 79 -80 MSL)

Apply the knowledge you have gained about yourself to complete the Exercise in Thought Management on pp. 73-74 of MSL

Write a brief paper (2-5 pages) in which you analyze:

- Recent negative emotions you have experienced.
- The problems or task that you were facing at the time.
- Any negative self-talk and/or mental distortions.
- Strategies for changing or rewording your self-talk in more positive ways to eliminate the mental distortions.

Upload your assignment by the due date

Discussion Questions

1. What are some specific ways that you have used or plan to use thought self-leadership strategies to develop more opportunistic and optimistic thinking patterns? Give some specific examples. (4.1?)
2. Debate the effectiveness of defensive pessimism. Is this a "good" self-motivational strategy? Why or why not? How does it compare with thought self-leadership strategies? (4.3?)
3. Is optimism always beneficial? Why or why not? What are examples of times or situations where optimism might be detrimental? (4.3?)

Week 5: Interacting Effectively with Others

Objectives

- Explain the role of self-leadership principles in promoting effective teamwork.
- Evaluate communication styles of self and others to promote effective interpersonal interactions.
- Explain the role of political skill in organizations.

Readings (128 pages)

- Abandon the Ordinary chapter 11 (10 pages)
- Mastering Self-Leadership chapter 7 (13 pages)
- Konradt, U., Andreßen, P., & Ellwart, T. (2009). Self-leadership in organizational teams: A multilevel analysis of moderators and mediators. *European Journal of Work And Organizational Psychology*, 18(3), 322-346. (24 pages)
- Dasgupta, Shilpee A., Damodar Suar, and Seema Singh. 2013. "Impact of managerial communication styles on employees' attitudes and behaviours." *Employee Relations* 35, no. 2: 173-199. (27 pages)
- Ferris, G. R., Treadway, D. C., Perrewé, P. L., Brouer, R. L., Douglas, C., & Lux, S. (2007). Political skill in organizations. *Journal of Management*, 33(3), 290-320. (31 pages)
- Reiter-Palmon, R., & Illies, J. J. (2004). Leadership and creativity: Understanding leadership from a creative problem-solving perspective. *The Leadership Quarterly*, 15(1), 55-77. (23 pages)

Assignments

Mount Everest Leadership and Teamwork Simulation (5.1, 5.2)

In a team assigned by your instructor, you will complete a Harvard Business School leadership simulation. This web-based simulation uses the dramatic context of a Mount Everest expedition to reinforce student learning in group dynamics and leadership. You will be assigned one of 5 roles on a team attempting to summit the mountain. The simulation lasts 6 rounds totaling about 1.5 hours of seat time. In each round, team members analyze information on weather, health conditions, supplies, goals, or hiking speed, and determine how much of that information to communicate to their teammates. They then collectively discuss whether to attempt to reach the next camp en route to the summit. The team must decide how to effectively distribute supplies and oxygen bottles needed for the ascent--decisions which affect hiking speed, health, and ultimately the team's success in summiting the mountain. Failure to accurately communicate and analyze information as a team has negative consequences on team performance. Following the simulation, students will:

Write a 3-5 page paper in which you analyze:

- How you applied leadership and self-leadership skills to promote teamwork
- How you and your teammates applied different communication styles during the simulation and how these styles helped or hindered interpersonal interactions

Upload your assignment by the due date

Political Behavior Assignment (5.3)

In this assignment, you will interview an executive or manager asking them to tell of an experience related to organizational politics. You will identify the political skills used and evaluate whether the political behavior exhibited by individuals in the story was helpful or ineffective. This assignment is an original written case study on *organizational* politics (not national politics), which is sometimes called "office politics." The main purpose of this assignment is to enhance your awareness of political behaviors within organizations. Follow the steps below to complete this assignment:

Setup an interview with an executive or manager whom you know. This could be a person in an organization where you have worked or a friend or relative. The higher up in the organization and more experienced the executive, the better. Make an appointment and explain that the interview will take a half hour to an hour. Explain that the purpose of the interview is an assignment in association with your course and the object is for you to gain knowledge about organizational politics. Explain that the conversation will be kept confidential and that any details discussed will be known by you and your professor at ACU. You may want to suggest that specific names need not be used during the interview.

Conduct the interview in the following manner:

- First, ask the executive his/her definition of organizational politics and write this down. Explain that it is important to discuss organizational politics based on the executive's own definition rather than a book definition.
- Second, ask the executive to tell a story from his/her own experience that is a good example of organizational politics. The story should be as elaborate as possible and you should identify the executive's role in this story. Encourage the executive to focus on the facts of the story.
- Third, ask the executive to provide an evaluation of the story. For example, was the political behavior effective or ineffective? Is behavior of this type helpful or harmful to a person's career? How does this type of behavior affect the mission of the organization?
- Finally, ask the executive if he/she has any personal advice for you about how organizational politics may impact your own career and performance.

Write a 4-8 page paper in which you:

- Summarize the information gleaned during the interview, including the answers to the questions posed in the outline suggested above.
- Discuss your perspectives about the interview -- whether you generally agreed or disagreed with the perspectives of the executive.

Upload your assignment by the due date

Discussion Questions

1. *Self-leadership* and *team* work may seem incongruous at first glance. How can self-leadership processes make teams more effective? Be sure to provide specific examples. (5.1)
2. What is the role of differing communication styles in promoting effective self-leadership, leadership, and effective interpersonal interactions? (5.2)
3. Choose and defend one of the following positions: (5.3)
 - a. Organizational politics are detrimental and should be avoided if possible
 - b. Organizational politics are necessary for getting things done and advancing one's career and should be embraced

Week 6: Physical Well-being and Biological Insights

Objectives

- Develop plans to maximize long-term physical fitness and stress management.
- Explain the role of contemporary neuroscience principles in self-leadership.

Readings (116 pages)

- Abandon the Ordinary chapter 12 (10 pages)
- Mastering Self-Leadership chapters 8 & 10 (18 pages)
- Neck, C. P., & Cooper, K. H. (2000). The fit executive: Exercise and diet guidelines for enhancing performance. *Academy Of Management Executive*, 14(2), 72-83. (11 pages)
- Lazarus, R. S. (2000). Toward better research on stress and coping. *American Psychologist*, 55(6), 665-673. (9 pages)
- Houghton, J. D., Wu, J., Godwin, J. L., Neck, C. P., & Manz, C. C. (2012). Effective stress management: A model of emotional intelligence, self-leadership, and student stress coping. *Journal of Management Education*, 36(2), 220-238. (19 pages)
- Waldman, D. A., Balthazard, P. A., & Peterson, S. J. (2011). Social cognitive neuroscience and leadership. *The Leadership Quarterly*, 22(6), 1092-1106. (15 pages)
- Waldman, D. A., Balthazard, P. A., & Peterson, S. J. (2011). Leadership and Neuroscience: Can We Revolutionize the Way That Inspirational Leaders Are Identified and Developed? *Academy of Management Perspectives*, 25(1), 60-74. (14 pages)
- Lindebaum, D., & Zundel, M. (2013). Not quite a revolution: Scrutinizing organizational neuroscience in leadership studies. *Human Relations*, 66(6), 857-877. (20 pages)

Assignments

Physical Fitness and Stress Management Plan (6.1)

In this assignment, students will develop a plan to ensure their physical well-being is prioritized despite other competing requirements of their time. This will include the consideration of both physical fitness and stress management. Follow the steps below to complete this assignment:

Consider the prescriptive information presented in several of this module's readings regarding overall fitness, diet, exercise, and stress management

Develop a 3-5 page personal physical fitness and stress management plan based on this information. Be sure to include the following:

- The basics of your fitness and stress management plan
- How you could use basic self-leadership strategies to help implement your plan

Upload your plan by the due date

Discussion Questions

1. Compare the following two statements. Which statement is accurate for you? Which statement would be ideal for you? (6.1)
 - a. I am too busy to exercise and eat well- I just don't have the time
 - b. I am too busy not to exercise- I am much more productive
2. How do you manage stress in your life? Share some techniques for stress management and stress reduction that have worked for you. (6.1)
3. Debate the contribution of neuroscience to the field of leadership. Does neuroscience have impressive potential for understanding leadership and self-leadership processes, or have its proponents exaggerated its potential contribution? (6.2)

Week 7: The Journey Completed

Objectives

- Create a personal leadership development plan.

Readings (34 pages)

- Abandon the Ordinary chapter 13 (19 pages)
- Mastering Self-Leadership chapters 9 & 12 (15 pages)

Assignments

Individual Leadership Brand Development Project (1.2, 1.3, 7.1)

In this assignment, you will create a personal leadership brand development plan that will be worked on throughout the course. You will describe how you applied a combination of concepts from the course to change your self-leadership behavior in a positive way. The final project should identify what behaviors you attempted to change, the plan and method used for attempting the change, the results, and a summary of what was learned. It will also include an ongoing plan for developing and maintaining a distinctive leadership brand. Follow the steps below to complete this assignment:

Due Week 1

Consider your personal leadership brand (see Abandon the Ordinary for more details on this concept). Your leadership brand need not be fully formed at this juncture, but you should have some basic ideas of your brand.

Select a specific leadership or self-leadership behavior that you would like to improve that is a key behavior for helping you to shape and refine your leadership brand.

Write a brief 1-2 page proposal. The proposal should identify the behavior(s) that you wish to change and propose a plan for changing the behavior. The proposal should be submitted at the end of the first week of class. The proposal will not be graded; the purpose is so that the instructor can make sure you are on the right track with your project and provide any necessary advice or feedback.

Due Week 7

Research additional supporting information on the topic of the behavior that you wish to change by consulting at least two additional sources outside of the course readings.

Execute your planned behavioral change and record the results of your efforts during weeks 2-6 of the course.

Develop an 8-12 page plan which includes:

- Your project objective (i.e., what behavior(s) you attempted to change)
- The plan and method you used for attempting the change
- The results and your interpretation of your project (i.e., what did you learn?)
- A more detailed conceptualization of your personal leadership brand, how your behavioral change has helped in the development of your brand
- An ongoing plan for continuing to develop your focal behavior(s) and for continuing to develop and maintain a distinctive personal leadership brand.
- Supporting appendices such as charts or graphs that display your project results
- A bibliography

Upload your plan by the due date

Discussion Questions

1. How has this course changed your approach to leading yourself?
2. How has this course changed your approach to leading others?
3. How has this course changed your view of your Christian calling, vocation, and purpose?

ACU Syllabus Checklist

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

Course Title and Number

LEAD 714

Reviewer

Berlin Fang

Developer

Unknown

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

- ☒ Catalog description
- ☐ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?



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ABILENE CHRISTIAN UNIVERSITY

LIBRARY

MEMORANDUM

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 714 – Self-Assessment in 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.

February 26, 2015

To Whom It May Concern:

Thank you for the submission of LEAD714 syllabus and 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.
- 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 points? Or are all discussion points graded by points and together they are worth 14 percent of the total grade?
- Since 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,

