

Date	Topic	Assignments and Reading	Campus Change Project
Wed. Feb. 7	Introduction – to the course and to each other		
2/9	Leadership defined	Kouzes & Posner (KP) Ch. 1 Northouse (N) Ch. 1	Introduction
2/12	Campus Change Project explained		
2/14	Trait Theory and Dispositions	N 2	Explore yourself as leader
2/16	Skills Theory Strengths and the SDI	N 3 Strength Depl. Inv.	
2/19	Credibility Modeling the Way: Your Values	KP 2 & 3	
2/21	Group Processes and Leadership Modeling the Way: Shared Values		
2/23	Group Processes	Fujishin (F) as assigned	
2/26	Introduction to Creative Problem-Solving and roles Role Preference Inventory		Groups form for Campus Change Project
2/28	Explorer		Task 1: Explore your Group
3/2	Creativity and Divergent Thinking		
3/5	Challenge the Process: Search and Question	KP 7	
3/7	Explorer Finding a “client”		Task 2: Exploring UD Campus
3/9	Challenge the Process: Mistakes and Ambiguity	KP 8	
3/12	Leadership? Management? And or Versus?	Brief 1 due	
3/14	Explorer		Q&A/Discussion Self Assessment 1
3/16	Midterm Part I		
3/19	Midterm Part I		
3/21	Midterm Part II		
3/23	Artist		
Spring Break!! March 24 – April 1			

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4/2	Situational Theory TKI	N 5 T-K Conflict Meas.	
4/4	Path-Goal Theory and Motivation	N 7	
4/6	Artist and Vision	Brief 2 due KP 5	
4/9	Excellence Ethical Leadership	N 13	
4/11	Judge		
4/13	Shared Aspirations and Stakeholders	KP 6	
4/16	Style Theory and Leader-Member Exchange Theory: Internal Stakeholders	Brief 3 due N 4 & 8	
4/18	Influence and Power		
4/20	Warrior		
4/23	Fostering Collaboration	Brief 4 due KP 9	
4/25	Warrior Presentation pointers		Group Assessment 2
4/27	Transformational Leadership	KP 10 N 9	
4/30	Campus Change Project Presentations	Presentation	
5/2	Presentations	Presentation	
5/4	Presentations (Honor's Day)		
5/7	Campus Change Project Presentations	Presentation	
5/9	Presentations	Presentation	
5/11	Summary Analyzing and Evaluating Leadership Presentation debrief	Brief 5 due	
5/14	Summary Creating YOUR Leadership	Leadership Credo	
5/16	Recognizing Contributions Celebrate and Evaluate	Brief 6 due KP 11, 12	
FINAL EXAM:			

Required Texts

- Fujishin, R. (2001). *Creating effective groups: The art of small group communication*. San Francisco: Acada Books.
- Kouzes, J. & Posner, B. (2002). *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco: Jossey Bass.

Northhouse, P. (2001). *Leadership: Theory and practice* (4th ed.). Thousand Oaks, CA: Sage.

Von Oech, R. (1992). *Creative Whack Pack*. Menlo Park, CA: Creative Think/Warner Books.

Strength Deployment Inventory. Carlsbad, CA: Personal Strengths Publishing.

Thomas-Kilman Conflict Mode Inventory (2002).

General Course Expectations:Leadership

- Be present and punctual. You can't lead if you can't manage, especially yourself.
- Be prepared, be awake, be willing to engage and sometimes lead, i.e., be a good follower.

Integrity

- All written work should be word-processed, free from spelling and grammatical errors, and proofed by a peer for clarity prior to submitting. A simple staple will suffice – no plastic covers.
- All work is to be in the student's own words unless quotation marks and referenced pages are provided. Failure to do so is plagiarism and unethical.

Change

- Cherish diverse perspectives, take the risk of sharing your own, conflict in the spirit of learning.
- Changes in course content or schedule may be made during the semester. Changes will be emailed to the class list as applicable.
- No late work accepted. Electronic submissions are acceptable (tmiddleb@udel.edu).
- Any person who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the professor so that appropriate arrangements can be made.

Assignments and Grading

Due	Assignment	Points	%	Grading Scale
5/14	Leadership Credo	50	7	A 653-700
3/16-21	Midterm Exam – Part 1 & 2 (50 + 100)	150	21	A- 630-652
TBD	Final Exam	100	14	B+ 609-629
varies	Campus Change Briefs (6 x 25)	150	21	B 581-608
4/30-5/9	Campus Change Presentation (120 + 40 peer evaluation)	160	23	B- 560-580
All the time	Class Contribution	50	7	C+ 539-559
varies	Leadership Exploration and Practice (LEAP)	Up to 100	6 8	C 518-538
				C- 490-517
				D+ 469-489
				D 448-468
				D- 420-447
				⊖ 0 - 419

Campus Change Project – Briefs and Presentation

The Campus Change Project serves as an experiential and real-world learning activity that allows students to apply lessons learned in class to both their personal development as a leader and their understanding of leadership in action. In brief, the project is a small group activity over the course of the semester to identify a problem/issue/item on the UD campus that could be improved, generate and decide solutions, and craft an implementation strategy and timeline. As a small group experience, many lessons about group dynamics emerge, which will be processed as applicable.

The President of the University of Delaware, with the approval of the Board of Trustees, has hired your leadership consulting group to construct a proposal to significantly improve the University of Delaware. During this process you will identify and work with a “client” whom is affiliated with the general area of improvement you are targeting.

The President asks that your group provide regular updates regarding your progress.

Briefs - The project is broken into segments to facilitate learning the process and applicable leadership lessons. Each segment is then reported out in a “Brief” 2-3 page paper (1 paper per group, although some briefs will require that each group member respond individually).

And, your group must communicate the final proposal in a formal presentation, in competition with the other groups hired for this undertaking.

Presentation - At the completion of the process, each group will create a presentation explaining and highlighting the problem/issue and its importance, their idea for solution, and their implementation strategy and timeline. This will be a competitive project in that only the best idea will be forwarded to the UD administration for consideration and follow-through. Many LEAD100 ideas have been the impetus for improvements around campus. And, the group chosen as the best idea will automatically be granted full points for the presentation.

Leadership Credo

Utilizing information and activities from the class, students will compose a 1-page Leadership Credo (i.e., statement of belief – see KP pp. 68-70 for additional guidance). The Leadership Credo should answer the following in a specific, concise, and precise manner:

What do you believe:

1. is the best definition of leadership?
2. are the most important points to understand leadership?
3. are the most important practices for effective leadership?
4. are your key strengths and values as a leader?

Class Contribution– As adults responsible for your own learning, your attendance and participation are your decisions. However, you will learn more, and contribute more to the learning of others, if you are present, involved, and engaged. Thus, while there is no daily requirement/penalty for attendance, attendance and participation are expected in all facets and phases of the course, both in the classroom and in experiences outside the classroom. A cost/benefit analysis of your overall contributions will determine your final contribution to the course. Group project efforts will also count toward your individual participation grade – just like in the real world. Group projects will incorporate a degree of peer assessment to be determined in class.

Leadership Exploration and Practice (LEAP) Assignments – Throughout the semester various experiential assignments will be distributed in class. Generally these assignments will be individual, although at times students may be asked to work with a partner or in a small group. These assignments will have a limited time frame, and late assignments WILL NOT be accepted. If you are not in class on the day an assignment is distributed, YOU are responsible to find out what you missed and complete the assignment on time. There will be no exceptions to this.

Campus Change Project – Briefs Overview

Brief 1: Exploring yourself, your group, and your leadership context.

With whom am I working, and how do we (individually and collectively) lead?

This brief should include a personal profile of each individual and the strengths and challenges he or she brings to the group and project. The brief should also summarize the group formation process up to this point, citing sources as appropriate.

Brief 2: Exploring possible projects.

What are the possible projects and why?

This brief should include a detailed, comprehensive, elaborated list of all the projects considered as well as an overview of the process by which project ideas were generated: who was consulted/involved, why are these projects of interest, what evidence do you have that indicates these are important, etc. Your group should identify: (a) the general area you are targeting for improvement, (b) the specific “client” liaison with whom you will work, and (c) 3-5 specific issues/ideas/projects from the general area.

Brief 3: Artistically elaborating on problems and solutions.

What are the probable projects and their suggested solutions?

This brief should outline the criteria by which a few projects were ultimately selected and a summary of the group processes that facilitated and supported that decision. The brief should also have a detailed, comprehensive, elaborated list of creative solutions for each of the probable projects.

Brief 4: Judge the proposed solutions.

What criteria and considerations will determine the best solution?

This brief should describe the criteria, stakeholder perspectives, and other considerations by which the solution was determined. This will likely include a list of Strengths, Weaknesses, Facilitators and Barriers to the project details and the overall solution. Your group should have identified a solution or set of solutions to a single problem or issue. You should also ensure that the solution/s clearly addresses the root problem or issue.

Brief 5: As a Warrior, implement your solution.

What are the project, the proposed solution, and the plan for implementation?

This brief should describe the project in detail, including the solution, and a detailed plan of implementation including timeline, costs (financial, time, psychological, etc.), stakeholders’ perspectives, and list of activities and responsibilities.

Your handout for your presentation may serve as this brief
IF you have included all the relevant elements.

Brief 6: The Leadership Process

This final brief asks you to discuss and agree as a group, and submit in writing, the following:

1. Each individual group member’s role and contribution to the project
2. Greatest challenges in the process
3. Most applicable leadership practices for success
4. Bottom line most important leadership lesson learned