

University of North Carolina Wilmington  
LED 491 - Principles of Leadership – FALL 2011  
Section 001: Directed Independent Study

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**Course Description**

This course is designed to be an introduction to leadership. Its focus is the development of an understanding of leadership theories and styles. You will also learn strategies for successful leadership. The introduction will include:

- 1) historical, theoretical, and cultural perspectives of leadership,
- 2) leadership skills and styles and strategies for success, and
- 3) examination of the responsibilities of leadership.

**Specific Course Objectives**

- 1. Read college level content material analytically and reflectively.
- 2. Demonstrate your ability to utilize the Internet, UNCW Email and Blackboard.
- 3. Describe and support your opinions by asking relevant questions in class and in writing.
- 4. Identify basic concepts, theories, and models of leadership.
- 5. Identify leadership skills, styles, and strategies.
- 6. Identify individual strengths and weaknesses while developing personal leadership ability.

**Required Books**

- 1. Northouse, P. (2010). Leadership: Theory & Practice, 5<sup>th</sup> Edition: Sage Publications
- 2. Gill, M. G. (2007). How Starbucks Saved My Life: Gotham Books or another similar biography/autobiography of your choice with permission of professor
- 3. Other readings as assigned

**Recommended Book(s)**

- 1. Northouse, P (2009) Introduction to Leadership: Concepts and Practice: Sage Publications

**Recommended References**

- Robert K. Greenleaf. Servant Leadership, Paulist Press
- Biko, S. (1978). I write what I like. New York: Harper & Row.

**In Circulation at Randall Library**

- ♦ A Social Change Model of Leadership Development Guidebook, Version III - Higher Education Research Institute, UCLA

**UNCW Academic Honor Code**

*Students are expected to adhere to the Undergraduate Academic Honor as indicated in the Undergraduate Catalogue and the Code of Student Life Handbook (online at <http://www.uncw.edu/stuaff/doso>). Your responsibilities in the area of honesty include, but are not limited to, avoidance of cheating, plagiarism, and improper or illegal use of technology. All work should meet University level standards, so please use the services of a tutor, the Writing Place, or an editor if you have difficulty with written expression.*

**Seahawk Respect Compact** - In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community.

- We **affirm** the dignity of all persons.
- We **promote** the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.
- We **strive** for openness and mutual understanding to learn from differences in people, ideas and opinions.
- We **foster** an environment of respect for each individual, even where differences exist, by eliminating prejudice and discrimination through education and interaction with others.

Therefore, we expect members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.

**The following links may be helpful to you, a family member, or a friend:**

Diversity Initiatives Information – [www.uncw.edu/diversity/](http://www.uncw.edu/diversity/)

Students with Disabilities Information – [www.uncw.edu/stuaff/disability/](http://www.uncw.edu/stuaff/disability/)

Violence Prevention Information – [www.uncw.edu/safe-relate/relationship.htm](http://www.uncw.edu/safe-relate/relationship.htm)

## **IMPORTANT INSTRUCTIONAL INFORMATION**

- **Blackboard** and **UNCW Email** are the required methods for online class communication. Only email from *uncw.edu* and with subject starting with **LED 211 FALL11** will be read or responded to by the professor.
- The instructional goal of all assignments, papers, and tests is to assess your ability to provide credible evidence of what you have learned based on your observations and understanding of leadership theory and practice.

### **Class Expectations**

- As a student in a Leadership Program, it is expected that you will conduct yourself in an appropriate manner. This would include, but not be limited to, full participation in all activities, communicating civilly, accepting the diversity of opinions in class, and treating everyone with the courtesy you desire.
- Every scheduled class is mandatory. Students are expected to be in class, in their seats, and ready to work at 2:00 p.m. The door will be shut when class begins and students will not be admitted. Students who leave class prior to 3:15 p.m. will be considered absent unless prior arrangements are made. Absences will result in the loss of participation points.
- It is expected that students will take care of personal needs prior to or after class rather than interrupting the class to leave return to the room.
- Laptops are welcome in class as long as they are used for note-taking and research. Surfing the net, checking email, or managing your social networking pages during class time is considered an inappropriate use of technology. Also, the use of cell phones and pagers during class time is disruptive and should be turned off when class starts.
- Absence from a test will result in ZERO (0) points earned and NO makeup test will be given.
- More than three absences will result in the lowering of your grade by one full letter and your grade will continue to lower for every three additional absences you have.

***Please make an appointment with me within the first three (3) weeks of class if you have scholarship responsibilities that require you to miss classes due to events or performances.***

**EXPECTATION of COLLEGE LEVEL WRITING SKILLS on WRITTEN ASSIGNMENTS:**

*The following guidelines are helpful but, if you have difficulty with writing, you are expected to contact the Writing Place or a tutor for assistance.*

Indication of Very Good (B+/A-) or Excellent (A) Understanding - Clear, succinct statements of *all* your points, supported by *original* sources with *credit given*; thoughtful and original *personal reflections of extremely solid understanding, appropriate applications* of the points discussed; *depth and breadth* of thought; *few or no spelling, typographical, grammatical errors*.

Indication of Good (B/B-) or Adequate (C/C+) Understanding - Clear, succinct statements of *most* of your points, with *some or total support* and *limited or no sources with some credit given*; thoughtful and sound personal reflections of a *fairly solid or basic understanding* of points discussed; *little or no application* of points discussed; *several spelling, typographical, grammatical errors*.

- *An appropriate number of points will be deducted for the lack of appropriate College Level Writing (CLW) Skills in online or non-online written assignments.*

**PERFORMANCE OBJECTIVES FOR ASSIGNMENTS**

***1. Participation (50 points)***

Demonstrate your leadership and professionalism in and outside of class. In class, do this through the overall quality of your participation and through your individual contributions to a respectful and collaborative classroom environment.

***II. Leadership Speaker (20 points: 10 points each)***

You must attend at least one (1) on campus lecture and one (1) off campus lecture provided by someone identified as a leader. The on-campus leadership lecture should be one of two planned by UNCW this semester (see [UNCW Leadership Lecture Series calendar](#)). The off-campus lecture can be anyone that is of interest to you or is offered through your major program. Please check with the instructor prior to attending the lecture to make sure it is appropriate for this assignment. Use the *Social Change Model of Leadership* and your notes on *Ethics, Values, and Culture* as the framework to identify key leadership elements of the speaker. Indicate your impressions of the effectiveness, in terms of leadership concepts, of the speaker in this public setting. Do not write in “book report” style. Your objective is to write analytically about the conceptual leader and leader-audience aspects you observe. Using the following evaluation criteria to determine the effectiveness of speaker, submit a two-page evaluation via email, for each speaker. The evaluation criteria is as follows:

- a) Identification of the main points of the speaker. (2 points)
- b) Explanation of the relationship of the main points to specific leadership concepts or points in the Social Change Model of Leadership, textbook, and/or class notes. (4 points)
- c) Discuss how the speaker includes diversity in the presentation, determine if he/she is inclusive of the audience, why or why not. Would everyone feel comfortable listening to this speaker? (2 points)
- d) Your concluding comments on the effectiveness of speaker’s ability to make his/her point(s) and the effectiveness of his/her conclusion to the audience. (2 points)

Submit your two-page evaluations as an **online attachment**, on the due date, using the following Format. Do NOT make a cover page.

- Your Full Name (single space)
- Leadership Lecturer Name & Lecture Title (single space)
- Month/Day/Year of Lecture (single space)
- Your Response (double space)

DUE:

### **III. Leadership Interview (20 points)**

Identify and interview leader at UNCW or the local community. Read or view a minimum of three resources on the person or their position (articles, books, DVD, interviews). Using the *Social Change Model of Leadership* evaluation and Leadership Theory covered in class, identify the leadership model this person uses. Write a two page (or less) reflection that will include a description of what the person does, why they are considered a leader, how they fit the theory you selected, and what you learned from your study of the person; include a reference page listings the references used for the interview.

### **IV. Leadership Synthesis Paper (80 points)**

1. Read the book, How Starbucks Saved My Life by Michael Gates Gill or other appropriate text.
2. Submit a list of the three (3) or four (4) leadership theories or principles you intend to use in your paper **online** by the due date. You may add to this list, at any time.
3. Write about:
  - a. Your understanding of how specific SCML and other leadership theories and concepts relate to Michael Gill (analysis) and
  - b. Your personal feelings about the leadership insights you have gained and the lessons you have learned as a result of reading about Gill's life (synthesis).
4. Watch your use of quotations in your paper! They should be used sparingly to highlight your important points not as "filler".
  - Submit your paper **online** on the due date. An appropriate length is 5-7 pages.
  - Paper Format Guidelines: two (2) points will be deducted for failing to follow each one:
    - 1) Your full name, LED 211, and the date must appear on the top, right of each page (header). You can do this on one line or two.
    - 2) Insert page numbers at the bottom, right of each page (footer).
    - 3) Provide a bibliography or reference page for each source you use/from which you quote.
    - 4) Use APA or MLA guides or Strunk & White's Elements of Style for appropriate writing styles, particularly quotes.
    - 5) Double-space and use white paper.
    - 6) Use a 12-point easy-to read font. Do not use italics for the whole paper.
    - 7) Use one-inch margins for right and left margins.
    - 8) **Bold** each leadership concept the first time you use it.

DUE:

**V. Tests (130 points)**

- *Three (3) tests will be given during the semester.*
- Tests are multiple-choice, short answer, and short essay.

**VI. Leadership Presentations (100 points)**

1. Determine a current local, regional, state, national, or international event topic related to leadership from a theoretical perspective. Explore the relationship between the issue and selected leadership theories and concepts throughout the semester.
  2. The primary objective is to communicate relevant leadership aspects of the issue.
  3. *You must select* an issue by the due date.
  4. Each presentation should be 15 minutes (maximum) in length.
- **Presentations will be made during the Final Exam Period.**

**GRADE DISTRIBUTION** Final grades earned are awarded using the University letter system

A	360-400	C+	300-319	D	240-269
B+	340-359	C	280-299	F	239 and below
B	320-339	D+	270-279		

**GRADE EVALUATION**

Participation	50 points
Leadership Speaker Evaluations	20 points
Leadership Interview	20 points
Tests	130 points
Leadership Synthesis Paper	80 points
Leadership Presentation	100 points
<b>Total Possible Points</b>	<b>400 points</b>

## LED 211 Course Outline &amp; Assignments

*Readings and assignments should be completed and be prepared to discuss on that date.*

Week One	Course Introduction, Goals, & Syllabus Review
	Northouse Chapter 1 Social Change Model of Leadership (SCML) & Ethics, Culture, and Values <b>DUE: Personal Leadership Statement via e-mail</b>
	Northouse Chapter 14 (pp. 335-356) Handouts on Social Change Model of Leadership (SCML) & Ethics, Culture, Values
Week Two	Northouse Chapter 14 (pp. 356-375) Leadership Discussion – Leadership in cultural context
	Leadership Discussion – The of college students in social change in the 20 <sup>th</sup> & 21 <sup>st</sup> century.
Week Three	Northouse Chapters 13 & 15
	Northouse Chapter 9
Week Four	Test Review
	<b>Test 1 (30 points): SCML, Ethics Values Culture, Northouse Chapters 1, 9, 13, 14, &amp; 15</b>

Week Five	Identify Leadership Topic
	Chapter 2 <b>DUE: Leadership Interview</b>
Week Six	Northouse Chapter 3
	Northouse Chapter 4
Week Seven	Northouse Chapters 5 & 11
	<b>DUE: Leadership Speaker (1<sup>st</sup>)</b>
Week Eight	Test Review
	<b>TEST 2 (50 points): Northouse Chapters 2, 3, 4, 5, &amp; 11</b>
Week Nine	Leadership Review
	Leadership Discussion
Week Ten	Northouse Chapter 6
	Northouse Chapter 7 & Chapter 8 <b>Leadership Project</b>
Week Eleven	Northouse Chapter 10 (Group 2) & 12 (Group 1)
	Leadership Team Project Discussion
Week Twelve	Test Review
	<b>TEST 3 (50 points): Northouse Chapters 6, 7, 8, 10, &amp; 12</b> <b>DUE: Leadership Speaker (2<sup>nd</sup>)</b>
Week Thirteen	<b>NO CLASSES</b> <b>DUE: Leadership Synthesis Papers Due Online</b>
Week Fourteen	Discussion of Leadership Team Presentations
	Last Day of Class: Course Discussion & Evaluation + Final Exam Info
<b>Final</b>	<b>3:00 p.m. until 6:00 p.m. - (FINAL EXAM PERIOD)</b> <b>Leadership Presentations</b> – 15 minutes maximum length for each team <i>* You must be present in class until we are finished or your final grade will be reduced one letter grade.</i>

*This calendar may change, without prior notice, based on unexpected life events. Be sure to monitor the course site on Blackboard weekly for any changes.*

**Leadership Presentation – LED 491, Fall 2011**

**LEADERSHIP PRESENTATION EVALUATION FORM**

***TOPIC/ISSUE:*** \_\_\_\_\_

1. Engaging introduction (10 points) \_\_\_\_\_
2. Identification of the topic and main points or ideas (15 points) \_\_\_\_\_
3. Relevance of questions investigated (10 points) \_\_\_\_\_
4. Adequacy of description of perspectives (20 points) \_\_\_\_\_
5. Demonstration of critical analysis (20 points) \_\_\_\_\_
6. Organization and presentation (25 points) \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_/100