**University of North Carolina Wilmington**

**LED 211 – Principles of Leadership – Fall 2016**

**Section 001: MW 2:00 p.m. – 3:15 p.m., Friday Annex (FA) 136**

**Dr. Joanne E. Nottingham Email: nottinghamj@uncw.edu**

**Office: Friday Annex (FA) 124 Phone: 910-962-3439 Office**

**Office Hours: Online & By Appointment Phone: 910-371-5454 Home**

**LEARN, LEAD, CREATE, INSPIRE** underscores the conceptual framework of the Watson College of Education (WCE). The WCE mission is based on the values of reflection, inquiry, innovation, ethics, advocacy, diversity, nurturing, and global perspectives. These values are those that form much of the basis of effective leadership for all learners, no matter the age.

**Course Description**

This course is designed to provide the opportunity to learn the theory and practice of leadership. Its focus is the development of an understanding of leadership principles, styles, skills, and strategies. There is an emphasis on developing leadership understanding in a variety of settings.

**Specific Course Objectives**

1. Read college level content material analytically and reflectively.
2. Demonstrate your ability to utilize appropriate technology for the class.
3. Describe and support your opinions by asking relevant questions in class and in your 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 your personal leadership ability.

**Course Books**

1. How Starbucks Saved My Life – Michael Gates Gill, Penguin Publishing (2008) – **Required**
2. 5 Levels of Leadership – John C. Maxwell, Center Street, Hachette Book Group (2011) – **Required**
3. Leadership, 7th Edition – Peter G. Northouse, Sage Books (2013) – **Required**

**Academic Integrity and Student Support Information**

See the Code of Student Life in the online Undergraduate Catalogue for the UNCW Academic Honor Code and for information about Students with Disabilities Support, Diversity Initiatives, and Violence Prevention along with other topics. You are expected to adhere to the Academic Honor Code.

**GRADE EVALUATION**

1. Tests 100 points
2. *Identity Portfolio* 40 points
3. *5 Levels of Leadership* Application 160 points
4. *Starbucks* Synthesis Paper 100 points

**Total Possible Points 400 points**

**GRADE DISTRIBUTION** Final grade earned is awarded using the University letter system on this scale:

A 360-400

B+ 340-359

B 320-339

C+ 300-319

C 280-299

D+ 270-279

D 240-269

F 239 and below

**CLASS ATTENDANCE & PROTOCOLS**

* Inappropriate use of cell phones, laptops, or other electronic devices will result in the loss of points.
* Recycle or trash your drink and food items, and their containers, or they will be prohibited in class.
* **None of the items below excuse you from fulfilling all course requirements.**
* On-time class attendance is essential and expected.
* Late arrivals to, or early departures from class are not conducive to a higher grade.
* Assignments are due as indicated, in person or online. If late, there is a point deduction.
* **UNCW Email is the required method for online class communication.**
* **Online assignments: Submit as Word document attachment using UNCW email.**
* *Email SUBJECT line must indicate the appropriate email content or it may not be opened or read, or it may be automatically deleted as spam. Include your full name in the email.*
* **Quiz/Tests: NO makeup quiz/tests will be given.**
* **Two class absences (starting 6 p.m., August 24th) results in a lowering of your grade by one level.**
* Grade deduction is by letter level: A to B+, B+ to B, B to C+, C+ to C, C to D+, D+ to D, D to F.
* Please make an appointment with me within the first three (3) weeks of class if you have scholarship responsibilities that may require you to miss classes due to events or performances.
* Course materials will be available in class, online through the text publisher’s webpages, and/or posted on my UNCW Web Page: <http://people.uncw.edu/nottinghamj/>
* Syllabus Revisions: Modifications (in class or by email) are not anticipated but may occur.

**EXPECTATION OF PARTICIPATION**

A quality learning experience in this course relies on an atmosphere of mutual respect among all of us (class members, visitors, and me). Active participation in class discussions is expected and the ideas of others are to be welcomed. Questioning and conflict may occur in discussions; we each may have differing opinions. If you disrespect or disrupt the class however, you will be asked to leave. There will be work in small teams and engagement in activities that allow you to apply leadership theory and concepts. Your contribution to a respectful and collaborative classroom environment is expected. Points will be assigned for thoughtful and reflective responses to assignments and for active and engaged participation in classroom activities and any out-of-classroom meetings.

**EXPECTATION OF FORMAT & COLLEGE LEVEL WRITING (CLW) SKILLS on WRITTEN ASSIGNMENTS**

Your College Level Writing (CLW) ability will be evaluated. Points will be deducted for lack of clarity of thought and/or lack of appropriate college level writing skills, including poor grammar, spelling, sentence construction, etc. **Contact the University Learning Center (ULC)** <http://www.uncw.edu/ulc/> **or a tutor for writing assistance**. **Points will be deducted** using the CLW Grammar & Writing Scale, the Citations & Reference items, and failure to follow the format guideline below or the assignment criteria.

**FORMAT GUIDELINE – NO COVER PAGES + Minus 2 points per item below, if not provided:**

1. HEADER at the top of each page, positioned in the TOP RIGHT CORNER:

* LED 211 – Fall 2016 – *Insert Assignment Title Here* + Your First & Last Name

1. FOOTER: Page numbers at the BOTTOM RIGHT of each page
2. Use .75 or 1-inch top and bottom margins PLUS 1-inch left and right margins: Staple hard copies.
3. Double-space or 1.5 space in an 11-or 12-point, easy to read font

**CLW Scale for written work**

Number of Items Deduction

1. < 4 items 0 points
2. 5-9 items 3 points
3. 10-14 items 5 points

Number of Items Deduction

1. 15-19 items 7 points
2. > 20 items 10 points

* *Remember the FORMAT items on the previous page!*
* There are no point deductions for a notation of “style”.

**CLW – Citations and Reference Page Information**

* Incorrectly used citation – 1 point, each occurrence
* Missing citation or reference page (if required) – 2 points, each occurrence
* Incorrect reference format on reference page – 1 point, each occurrence

**PERFORMANCE OBJECTIVES FOR ASSIGNMENTS**

***5 LEVELS of LEADERSHIP* APPLICATION (160 points)**

Read *5 Levels of Leadership* and reflect on the author’s points*.* Be prepared to respond to specific questions about the premises that Maxwell presents. Be prepared to explain your responses, orally and in writing. *Several specific questions, from which some will be selected, will be provided to you online and as a handout after Fall Break*. At least seven (7) applications will be completed and your top six (6) highest scores will be selected for your final *5 Levels* score.

***5 Levels* Grading Criteria:**

1. Use of specific leadership concepts from *SCML*, *ECV*, and/or *Northouse* in responses. (10 pts.)
2. Use of specific leadership concepts from *5 Levels of Leadership* in responses. (10 pts.)
3. The Rating Scale below will be used for those five (5) items. (5 points)

**INDIVIDUAL COLLABORATIVE CRITERIA FOR IN-CLASS ACTIVITIES & RESPONSES**

(Little Effort) (Good Effort) (Great Effort)

1. Communication & Sharing = Communicated well with others and shared insights and ideas.

* How well was face-to-face interaction promoted by talking with others in order to share insights and ideas?

1. Organization & Contribution = Organization and preparation for the classroom dialogue and discussion.

* How much was contributed to the non-academic functioning (“to getting things done”) in class?

1. Understanding of Individual Responsibility = Understood the book and course content in order to add to the effectiveness of dialogue and discussion.

* How well was individual responsibility taken for personal actions?

1. Demonstrated Consistent Collaboration = Demonstrated collaborative skills for effective group/team/class functioning.

* How well were collaborative skills (such as leadership, team building, conflict resolution, etc.) used to encourage effective classroom dialogue?

1. Commitment to Team = How much did this student contribute to an attitude and commitment of positive interdependence (“sinking or swimming together”) to the class?

**PERFORMANCE OBJECTIVES FOR ASSIGNMENTS, continued**

**LEADERSHIP SYNTHESIS PAPER on *How Starbucks Saved My Life* (100 points)**

* Read *How Starbucks Saved My Life* by Michael Gill.
* Use the *Format Guideline* on p. 2

***Starbucks* Synthesis Paper Grading Criteria:**

1. Explanation of your understanding of how leadership concepts relate to Mike (the author) and other people in the book. Approximately 15-20 specific concepts will be used if you are writing appropriately. Do not define each concept verbatim as you use it; use it appropriately by explaining the reason you’re using it. (Earn a maximum of 60-70 pts.)
2. Explanation of your personal feelings about the leadership insights you gained and the lessons you learned as a result of reading the book. (Earn a maximum of 30-40 pts.)
3. Failure to submit a **maximum 10-page** paper or failure to use quotations only to highlight your important points will result in a loss of 5-10 points. Do not use quotations to elongate your paper.
4. *Your College Level Writing (CLW) skills will impact your grade so be sure to refer to Syllabus p. 3.*

**IDENTITY PORTFOLIO (40 points)**

*Use Format Guideline Items # 1, #2, and #3 on p. 2*, plus *use the five Headings* indicated below. Double-space or 1.5 space your response underneath each heading. For *Heading #2/Core Values*: List your core values 1-10, single-spaced. (Do not write them in paragraph form.)

**Identity Portfolio Grading Criteria** (Items # 1, 4, & 5 = 10 points + Items # 2 & 3 = 5 points):

1. *Family History* – Describe your family history from the perspective of two or more generations.
2. *Core Values* – List ten (10) personal core values with (at least) the top five (5) prioritized.
3. *Identity Labels* – Using labels or adjectives, create a ten-word identity “promo” for yourself.
4. *Life/Career Passion* – Answer one or more of the following questions or incorporate the core of them into a coherent response: What matters most to you? How do you live your values? Do you have a passion to do something that could change your life? If so, why? If not, why not? What is the first type of job you intend to seek post-graduation? What is another one of your post-graduation intentions? Do you have a passion to do something that could change your life? If so, why? If not, why not?
5. *Life Crisis/Difficult Change* – Describe a difficult change in your life or life crisis? How did you handle or manage it? Is there anything you would do differently in hindsight? Do you foresee any difficult changes in your near future?

**TESTS (100 points)**

* Three tests will be given during the semester.
* *No bubble sheets are needed. Bring your choice of a pencil or pen*.
* Test 1 (Social Change Model of Leadership; Ethics, Culture, and Values; and your Personal Definition of Leadership) is short-answer format.
* Tests 2 and 3 (Northouse text chapters) are multiple-choice format plus an application question and/or your Personal Definition of Leadership.

**LED 211 Course Outline & Assignment Dates – FALL 2016**

Wed. AUG 17 Course Introduction, Goals, & Syllabus Review

Mon. AUG 22 Ethics, Culture, Values (ECV)

Wed. AUG 24 Social Change Model of Leadership (SCML)

Mon. AUG 29 Activities: Student Information cards & *Do You Know?* + Links to ECV & SCML

Wed. AUG 31 Cooperative Learning & Commitment Discussion & SCML In-Class Team Activity

Mon. SEP 05 ***LABOR DAY HOLIDAY – NO CLASS***

Wed. SEP 07 Northouse Chapter 1 (Intro); Personal Definition of Leadership (PDL) Development

Mon. SEP 12 ***Identity Portfolio* Due by 12 Noon via UNCW Email** + PDL & Test Review

Wed. SEP 14 **Test 1 – SCML, ECV, & PDL**

Mon. SEP 19 Northouse: Trait (2), Skills (3), Situational (5), Path-Goal (6), & LMX (7)

Wed. SEP 21 Northouse: Transformational (8), Authentic (9)

Mon. SEP 26 Recap & Questions: Northouse Chapters 2, 3, 5, 6, 7, 8, & 9 + PDL

Wed. SEP 28 Recap, Questions, & PDL

Mon. OCT 03 Northouse Test Review – ***Optional Class Meeting***

Wed. OCT 05 **Test 2 – Northouse** Chapters 2, 3, 5, 6, 7, 8, 9 + PDL

*\*\*\* OCT 06 – OCT 07 \*\*\** ***FALL BREAK – NO CLASSES \*\*\****

Mon. OCT 10 Initial In-Class Activity using *5 Levels of Leadership* (with SCML, ECV, & Northouse)

Wed. OCT 12 Northouse: Servant (10), Adaptive (11), Gender (15), & Culture (16)

Mon. OCT 17 Northouse: Servant (10), Adaptive (11), Gender (15), & Culture (16)

Wed. OCT 19 In-Class Activities using *5 Levels of Leadership* with SCML, ECV, & Northouse content

Mon. OCT 24 In-Class Activities using *5 Levels of Leadership* with SCML, ECV, & Northouse content

Wed. OCT 26 Recap & Questions: *5 Levels of Leadership* + Northouse Chapters 10, 11, 15, & 16

Mon. OCT 31 Northouse Test Review – ***Optional Class Meeting***

Wed. NOV 02 **Test 3 – Northouse** Chapters: 10, 11, 15, 16 + PDL

Mon. NOV 07 In-Class Activities using *5 Levels of Leadership* with SCML, ECV, & Northouse content

Wed. NOV 09 In-Class Activities using *5 Levels of Leadership* with SCML, ECV, & Northouse content

Mon. NOV 14 In-Class Activities using *5 Levels of Leadership* with SCML, ECV, & Northouse content

Wed. NOV 16 In-Class Activities using *5 Levels of Leadership* with SCML, ECV, & Northouse content

Mon. NOV 21 ***Starbucks* Synthesis Paper Due by 2 pm via UNCW Email – No Formal Class**

Wed. NOV 23 **NO CLASSES – *THANKSGIVING* is TOMORROW! NO CLASSES ON FRIDAY.**

Mon. NOV 28 Class Discussion – **LETTER GRADE REDUCTION FOR NON-ATTENDANCE**

Wed. NOV 30 LAST DAY OF CLASSES – **LETTER GRADE REDUCTION FOR NON-ATTENDANCE**