Career Readiness Resources

The Leader in You

Courtesy of Ohio University

UC 2900: The Leader in Y{ }U
Course Syllabus

Collaboration and partnerships: Career and Leadership Development Center and University College
Credit Hours: 3.0
Audience: OHIO students
Instructors of Record:

Course Description:
During this course, students will interact through self, peer and team activities while reflecting on leading theoretical leadership development models. Through this process, students' self-efficacy and knowledge of the field of leadership will expand as they become more aware of their personal leadership styles and their ability to put theory to practice through intentional individual and team experiences.

Course Learning Outcomes:
Students will...
1. **Identify personal leadership styles and strengths**
2. **Identify and describe six distinct models within the families of leadership theory**
3. **Identify demonstrated leadership traits of a peer group**
4. **Design a one year customized leadership development plan**
5. **Interact with a local school to enhance leadership development and understanding of community perspectives**
6. **Engage in critical thinking and class discussions to enrich understanding of course content**

Required Texts: *Leadership: Theory and Practice* by Peter Northouse (7th Edition)
Additional Supplemental Readings on Blackboard may be required

Additional Course Fees:
True Colors Personal Success Workshop - $11 per participant

Course Assessment Methods:
Participation-including in-class discussion and on-line discussion board
Journal Responses
Informational Interview
Class Presentation

Families of Theories Reviewed:
Trait Theory – The study of leadership characteristics in those who lead
Behavioral Theory – The study of leadership as a learned behavior
Situational Theory – The study of applying different leadership styles based on any given situation
Process Theory – The study of the process of incorporating vision/motivation/morality into the collective
Systems Theory – The study of leadership effectiveness that grows from an organic influence relationship between leaders and members
Cultural Theory – The study of the competencies needed to lead in a multi-cultural society

Points Breakdown:

Participation		150 (10 points per class: in-class & on-line)
Journal Responses		125 (25 per journal)
Questions for Leaders		25
Informational Interview Paper	25	
Customized Leadership Development Plan & Presentation	100	
TOTAL		425

COURSE TIMELINE

WEEK ONE – Building a Course Community and Syllabus Review	Community Expectations & Building a Team	Purchase Northouse book – readings due week one
WEEK TWO – Trait Theory (Northouse Reading and Summation) – StrengthsQuest Overview (Erin)	Northouse Reading – Chapters 1, 2, & 4	Journal #1– What is your personal philosophy of leadership? Register for True Colors - $11 per participant Letter to Trimble Middle School
WEEK THREE	Northouse Reading – Chapter 3 Leadership Traits Questionnaire pg 38 True Colors Personal Success Workshop Day	Discussion Board Complete StrengthsFinder
WEEK FOUR	Northouse Reading – Chapter 5 Situational Leadership Questionnaire pg 109	Identify observation group for peer leadership reflection paper Register for Leadership Coaching – Send Erin Dates Letter Writing to Trimble Middle School
WEEK FIVE	Northouse Reading – Chapter 7 LMX Questionnaire pg 155	Journal #2 – True Colors Reflection Discussion Board
WEEK SIX	Northouse Reading – Chapter 6	Review VIA results – bring printed copy Journal #3 - Leadership Observation Reflection
WEEK SEVEN	Northouse Reading – Chapter 8	Create Questions for Leadership Panel Next Week
WEEK EIGHT	Northouse Reading – Chapter 10 Servant Leader Questionnaire SLQ pg 250 Leadership Panel Day	Letter Writing to Trimble Middle School
WEEK NINE	Northouse Reading – Chapter 11 Adaptive Leadership Questionnaire pgs 287-291	
WEEK TEN	Northouse Reading – Chapter 16 Dimensions in Culture BaFa BaFa Workshop	Letter Writing to Trimble Middle School
WEEK ELEVEN	Northouse Reading – Chapter 15 Gender-Leader Implicit Association Test pgs 416-418	Leader Informational Interview Due
WEEK TWELVE	Reading – Social Change Model of Leadership (see link on BB)	Introduction of Customized Leadership Development Plan
WEEK THIRTEEN	OPTIONAL Work Day	Last Letter Writing to Trimble Day OR visit to TMS based on class availability
WEEK FOURTEEN	CLASS PRESENTATIONS	CLASS PRESENTATIONS Present 1 year Customized Leadership Development Plan (show integration of class

		experiences, leadership coaching, theories & leadership styles in your personal leadership philosophy)
WEEK FIFTEEN – Finals Week	CLASS PRESENTATIONS	CLASS PRESENTATIONS Present 1 year Customized Leadership Development Plan (show integration of class experiences, leadership coaching, theories & leadership styles in your personal leadership philosophy)

Supplemental Readings for Blackboard

Brown, M.E. & Trevino, L.K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly, 17* (595–616). doi:10.1016/j.leaqua.2006.10.004

Cuadrado, I., Navas, M., Molero, F., Ferrer, E., & Morales, J.F. (2012) Gender differences in leadership styles as a function of leader and subordinates' sex and type of organization. *Journal of Applied Social Psychology, (42)*12, 3083–3113. doi: 10.1111/j.1559-1816.2012.00974.x

Eagly, A.H., & Carli, L.L. (2004) Women and men as leaders. In Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. *The Nature of Leadership*, Chapter 12, pp. 279-301.Thousand Oaks: Sage.

Gardner, H. & Laskin. E. (1995) *An Anatomy of Leadership*. New York, New York: Basic Books.

Hoyt, C.L. (2014) Social identities and leadership: The case of gender. In Goethals, G.R., Allison, S.T., Kramer, R.M., & Messick, D.M. (Eds.), *Conceptions of leadership: Enduring ideas and emerging insights (pp.71-91)* New York, New York: Palgrave McMillan.

Northouse (2016) *Leadership Theory and Practice*. Thousand Oaks, California: Sage

Reicher, S. D., Haslam, S. A., Platow, M. J. (2007). The new psychology of leadership. *Scientific American*, Aug/Sep, 22–29.