

# ORGL-3010-01: Understanding Leadership

SYLLABUS AND SCHEDULE | Summer Quarter 2017

## COURSE DESCRIPTION

Leadership is a word often used in the workplace, yet few people understand what it takes to be a successful leader. This course introduces you to leadership models past and present, with a focus on contemporary leadership styles. Topics include dysfunctional and effective leader behaviors, ethics and values, and personal mission and vision statements. Activities include self-assessment and reflection, and individual and team activities applying theory and research. A key outcome of this course is the creation of a personal leadership philosophy and growth plan. This course is a hybrid course, with most course content delivered online along with face-to-face evening classes every two weeks.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

## COURSE INFORMATION

- Course code: ORGL-3010-01
- Credit hours: 5
- Location: PIGT 208
- Classroom times: 6:00 p.m. - 8:05 p.m.
  - First session: 06/19 (Tuesday)
  - Last session: 08/26 (Tuesday)

## INSTRUCTOR INFORMATION

- Instructor: Dung Q. Tran, Ph.D.
- Phone: (206) 296-5787
- Email: [trand@seattleu.edu](mailto:trand@seattleu.edu)
- Office: Law School Annex (LSAX)
- Office hours: By appointment  
(Please email to arrange appointments.)

You can email me at any time, but you may not receive a response outside regular business hours. Business days are Monday–Friday, except for holidays.

## REQUIRED TEXTS AND RESOURCES

Lowney, C. (2003). *Heroic leadership: Best practices from a 450-year-old company that changed the world*. Chicago, IL: Loyola Press. ISBN-10: 0829421157

Northouse, P. G. (2012). *Introduction to leadership: Concepts and practice* (2nd ed.). Thousand Oaks, CA: Sage. ISBN-10: 1412989523

Access Code for Gallup Strengthsfinder:

<https://www.gallupstrengthscenter.com/Purchase/en-US/Index>

## **MORE REQUIRED READINGS (DIGITALLY AVAILABLE FROM SU LIBRARY)**

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- Allio, R. J. (2007). Bad leaders: How they get that way and what to do about them. In R. Randall (Ed.), *Bad leaders: Cures and preventions*. (pp. 12-17). Bradford, GBR: Emerald Group Publishing Ltd.
- Brendel, D. (2014, September 19). How philosophy makes you a better leader. *Harvard Business Review*. Retrieved from <https://hbr.org/2014/09/how-philosophy-makes-you-a-better-leader/#>
- Connor, K. (2016, February 2). What Father Boyle of Homeboy Industries can teach future business leaders. *Huffington Post*. [Web log comment]. Retrieved from [http://www.huffingtonpost.com/kimberly-connor/what-father-boyle-of-home\\_b\\_9133126.html](http://www.huffingtonpost.com/kimberly-connor/what-father-boyle-of-home_b_9133126.html)
- Cottrill, K., Lopez, P. D., & Hoffman, C. C. (2014). How authentic leadership and inclusion benefit organizations. *Equality, Diversity and Inclusion: An International Journal*, 33(3), 275-292.
- Gallagher, D., Costal, J., & Ford, L. (2012). Validating a leadership model pinpointed self-awareness as key to success. *T+D*, 66(11), 50-54.
- Goldman, A. (2009). *Transforming toxic leaders*. Stanford, CA: Stanford University Press.
- Gruber, D., Smerek, R., Thomas-Hunt, M., & James, E. (2015). The real-time power of Twitter: Crisis management and leadership in an age of social media. *Business Horizons*, 58(2), 163.
- Hegarty, N. (2015). Catch my fall: The importance of developing a leadership philosophy statement in sustaining original values and leadership direction. *The Journal of Values-Based Leadership*, 8(2), 89-97.
- Kellerman, B. (2004). Leadership warts and all. *Harvard Business Review*, 82(1), 40-45.
- Kruse, K. (2013, April 9). What is leadership? *Forbes*. Retrieved from <http://www.forbes.com/sites/kevinkruse/2013/04/09/what-is-leadership/>
- Maccoby, M. (2004). Narcissistic leaders: The incredible pros, the inevitable cons. *Harvard Business Review*, 82(1), 92-101.

- McDonald, D. (2015, April 7). Can you learn to lead? *New York Times*. Retrieved from <http://search.proquest.com.proxy.seattleu.edu/docview/1672343223/D433FBA070A34F19PQ/1?accountid=28598>
- Offermann, L. R. (2004). When followers become toxic. *Harvard Business Review*, 82(1), 54-60.
- Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York, NY: Gallup Press.
- Rath, T., & Conchie, B. (2009, January 8). What followers want from leaders. *Gallup Business Journal*. Retrieved from <http://www.gallup.com/businessjournal/113542/what-followers-want-from-leaders.aspx>
- Rothman, J. (2016, February 29). Shut up and sit down: Why the leadership industry rules. *The New Yorker*. Retrieved from <http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=a9h&AN=113184284&site=ehost-live&scope=site>
- Sundborg, S. V. (2015, November 22). Lives transformed by Jesuit education. Retrieved from <https://www.seattleu.edu/media/magis/files/programs/alljesuitevents/Jesuit-Education-Transforms-by-Steve-Sundborg-SJ.pdf>
- Van Fleet, D. D., & Griffin, R. W. (2006). Dysfunctional organization culture: The role of leadership in motivating dysfunctional work behaviors. *Journal of Managerial Psychology*, 21(8), 698-708.
- Westphal, J. D., Park, S. H., McDonald, M. L., & Hayward, M. A. (2012). Helping other CEOs avoid bad press: Social exchange and impression management support among CEOs in communications with journalists. *Administrative Science Quarterly*, 57(2), 217-268.

## LEARNING OBJECTIVES

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On successful completion of this course (i.e. by *passing* this course), you will be able to

1. Apply classical and contemporary leadership theories to “real-world” organizational situations.
2. Illustrate the role of strengths-based leadership on organizational outcomes.
3. Employ effective leadership communication skills.
4. Demonstrate how one’s personal leadership philosophy and action plan can inform ethical leadership practice.

## INSTRUCTIONAL METHODS

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As aligned with principles of adult education and Ignatian pedagogy of Seattle University, this will not be a traditional lecture-based course. Instead, you can expect me to act as the facilitator of your learning process. Education research shows that your learning is greatest when you are actively involved in making sense of new concepts, when you apply your learning to real-life situations in your work and life, and when you use your experiences as a resource for learning in the learning community. Our goal will be to generate deep discussions of concepts and engagement with learning materials and to clarify, supplement, and analyze the materials for workplace application. We will take this approach throughout the course in a hybrid course delivery format, in which you will be attending both asynchronous online (Canvas) and synchronous face-to-face (Classroom in PIGT 208) learning sessions.

Thus, you are expected to

- engage in plenty of online discussions and classroom activities to build on the readings you have done for each class
- take command of your own learning, not relying on being taught
- bring your goals, experiences, and desires to learn to the class
- creatively connect the course materials to your situation and future career
- work in dyads, small groups and as an entire class during this course
- be respectful of others in the class and learning community
- be flexible on asynchronous online work with your classmates, but manage time effectively to meet the assignment deadlines

If you find that you haven't managed to complete a reading and assignment before class, you will likely find that particular class frustrating, since we will build on and apply the readings/assignments each time (including trouble-shooting the issues you found most perplexing). Class will not involve regurgitating the content of the readings. I hope you find this an engaging and enjoyable approach to learning.

## COURSE SCHEDULE

\* Canvas submission deadlines are **Sundays** and **Mondays** by 11:59 pm (PST).

W	Dates	Topic	Texts (See Canvas for Videos, etc.)	Classroom Session Dates, Tasks, Assignments
1	06/20 - 06/26	What is Leadership?: Foundations and Overview	Read: <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Northouse Ch. 1 (14 pages)</li> <li>• Rothman (9 pages)</li> <li>• APA Resources</li> </ul> Skim: <ul style="list-style-type: none"> <li>• Kruse (2 pages)</li> <li>• McDonald (9 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom session 1 (06/20)</b></li> <li>- Introductions and course overview</li> </ul> Looking ahead: <ul style="list-style-type: none"> <li>• Online Discussion 1 due <b>06/26</b></li> <li>• Student Survey submission due <b>06/26</b></li> <li>• Online Discussion 2 due <b>07/02</b></li> <li>• Two Replies to Discussion 2 due <b>07/03</b></li> </ul>
2	06/27 – 07/03	Leadership Contexts and Theories	Read: <ul style="list-style-type: none"> <li>• Lowney Chps. 1 &amp; 2 (34 pages)</li> <li>• Northouse Chp. 2 (20 pages)</li> <li>• Rath &amp; Conchie Introduction &amp; Part One (17 pages)</li> </ul> Skim <ul style="list-style-type: none"> <li>• Sundborg (3 pages)</li> </ul>	Fully Online <ul style="list-style-type: none"> <li>• Online Discussion 2 due <b>07/02</b></li> <li>• Two Replies to Discussion 2 due <b>07/03</b></li> </ul> Looking ahead: <ul style="list-style-type: none"> <li>• Online Discussion 3 due <b>07/09</b></li> <li>• Two Replies to Discussion 3 due <b>07/10</b></li> <li>• Full draft of Strengths-Based Leadership Autobiography due <b>07/10</b></li> </ul>
3	07/04 – 07/10	Who am I as a Leader?: Self-Awareness	<ul style="list-style-type: none"> <li>• Lowney Chp. 5 (15 pages)</li> <li>• Northouse Chps 3, 4, &amp; 6 (50 pages)</li> </ul> Optional: <ul style="list-style-type: none"> <li>• Gallagher, Costal, &amp; Ford (3 pages)</li> </ul>	Fully Online <ul style="list-style-type: none"> <li>• Online Discussion 3 due <b>07/09</b></li> <li>• Two Replies to Discussion 3 due <b>07/10</b></li> </ul> Looking ahead: <ul style="list-style-type: none"> <li>• Impromptu Speech 1: Personal Artifact to be shared on <b>07/11</b></li> <li>• Full draft of Strengths-Based Leadership Autobiography due <b>07/11</b></li> <li>• Discussion 4: Leadership Perception due <b>07/16</b></li> <li>• Two Replies to Discussion 4 due <b>07/17</b></li> </ul>

4	07/11 – 07/17	How do Others Perceive me as a Leader?	<ul style="list-style-type: none"> <li>• DuBrin (15 pages)</li> <li>• Otara (4 pages)</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Westphal, Park, McDonald, &amp; Hayward (53 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom session 2 (07/11)</b></li> <li>• Impromptu Speech 1: Personal artifact sharing due <b>in class</b></li> <li>• Full draft of Strengths-Based Leadership Autobiography due <b>in class</b></li> <li>• Vision Boards</li> </ul> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• Discussion 4: Leadership Perception due <b>07/16</b></li> <li>• Two Replies to Discussion 4 due <b>07/17</b></li> </ul>
5	07/18 – 07/24	What don't I want as a Leader?: Dysfunctional Behaviors	<ul style="list-style-type: none"> <li>• Northouse Chp. 5 (22 pages)</li> <li>• Allio (5 pages)</li> <li>• Kellerman (6 pages)</li> <li>• Maccoby (10 pages)</li> <li>• Offerman (6 pages)</li> </ul>	<p>Fully Online</p> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• Outline of Leadership Philosophy and Action Plan (LPAP) due <b>07/25</b></li> <li>• Midterm Course Evaluation due <b>07/25</b></li> </ul>
6	07/25 – 07/31	What do I want as a Leader?: Communication, Compassion, and More.	<ul style="list-style-type: none"> <li>• Northouse Chps. 7 &amp; 8 (42 pages)</li> <li>• Rath &amp; Conchie (5 pages)</li> </ul>	<p>Fully Online</p> <ul style="list-style-type: none"> <li>• Outline of Leadership Philosophy and Action Plan (LPAP) due <b>07/25</b></li> <li>• Midterm Course Evaluation due <b>07/25</b></li> </ul> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• Impromptu Speech 2 on Leadership and Diversity due <b>08/01</b></li> </ul>
7	08/01 – 08/07	Leadership and Diversity	<ul style="list-style-type: none"> <li>• Yukl Chp. 13 (19 pages)</li> <li>• Northouse Chp. 11 (23 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom session 3 (08/01)</b></li> <li>• Schedule 1 on 1 Conferences</li> <li>• Impromptu Speech 2 on Leadership and Diversity due</li> </ul> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• Online Discussion 5 due <b>08/13</b></li> <li>• Online Discussion 5 due <b>08/13</b></li> <li>• Two replies to Discussion 5 due <b>08/14</b></li> </ul>
8	08/08 – 08/14	Ethical Leadership	<ul style="list-style-type: none"> <li>• SU Statement on Diversity</li> <li>• Yukl Chp. 14 (20 pages)</li> <li>• Cottrill, Lopez, &amp; Hoffman (19 pages) - <b>skim</b></li> </ul>	<p>Fully Online</p> <ul style="list-style-type: none"> <li>• Online Discussion 5 due <b>08/13</b></li> <li>• Two replies to Discussion 5 due <b>08/14</b></li> </ul>

9	08/15 – 08/21	What is Required of me as a Leader?: Contemporary Challenges	<ul style="list-style-type: none"> <li>• Lowney Chp. 12 (18 pages)</li> <li>• Northouse Chp. 10 (18 pages)</li> <li>• Avolio &amp; Kahai (14 pages)</li> <li>• Gruber, Smerek, Thomas-Hunt, &amp; James (10 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom session 4 (08/15)</b></li> <li>• Bring a draft of your Leadership Philosophy and Action Plan (LPAP) to class.</li> </ul> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• LPAP presentation (in class 08/22)</li> </ul>
10	08/22 – 08/28	Who am I Becoming?: Synthesis	<ul style="list-style-type: none"> <li>• Conor (2 pages)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Classroom session 5 (08/22)</b></li> <li>• LPAP presentation (in class)</li> </ul> <p>Looking ahead:</p> <ul style="list-style-type: none"> <li>• Online discussion 6 due 08/25</li> <li>• Leadership Philosophy and Action Plan due 08/25</li> </ul>

Note: W = week; Ch. = Chapter; LPAP = Leadership Philosophy and Action Plan

## OVERVIEW OF ASSIGNMENTS

### TASKS/ASSIGNMENTS FOR GRADING

N.	Tasks/Assignments	Due Date	Points
1	Student Survey	Week 1	5
2	Course Participation & Leadership	Weeks 1, 4, 7, 9, & 10	10 (2 each)
3	Strengths Based Leadership Autobiography	Week 3	15
4	Online Discussion Postings	Weeks 1, 2, 3, 4, 7, & 10	30 (5 each)
5	Impromptu Speeches	Weeks 4 and 5	5 (2.5 each)
6	1 on 1 with Instructor	Week 7	5
7	Leadership Philosophy and Action Plan (LPAP)		30
	a. LPAP Outline	Week 6	5
	b. LPAP Presentation	Week 10	5
	c. LPAP Paper	Week 10	20
<b>Total</b>			<b>100</b>

## DETAILED TASK/ASSIGNMENT DESCRIPTIONS

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### **Task/Assignment 1:** Student Survey

As a way of building community and leveraging the strengths that each person brings to our learning community, please complete the Student Survey. You can find the link in the Week 1 module in Canvas.

### **Task/Assignment 2:** Classroom Participation and Leadership

Participation is not mere attendance in the class. In order to effectively participate in the course, it is critical that each member of the team read the course assignments and participate in class discussions and activities and in group work. The participation grade will be based on your participation both in class as a whole and in small groups. This grade is a “value added” assessment; in other words, sheer frequency or volume of verbal activity is not necessarily the goal of class participation. The grade is derived from meaningful dialogue based on reading and thinking reflectively. To participate in class more fully, you might consider, for example, commenting on specific issues raised in the class readings; illustrating specific issues from the readings with examples from your personal experience; raising questions not covered in the readings; comparing or contrasting ideas of various theorists from the readings; or supporting or debating the insight or conclusions of a classmate (or the instructor) by referencing concepts, experiences or logical reasoning. It is impossible to replicate these experiences outside of the classroom environment; therefore class attendance and participation are extremely important and required.

I will grade your participation in the classroom session each week based on the Participation and Leadership Grading Rubric (below). The scores on the four criteria will add up to a single score ranging from 0 to 10, and then be converted into the possible point for this week, of which maximum point is a 2.

#### Participation and Leadership Grading Rubric:

- Finds ways to connect own comments to the comments made by other students in class (2 points possible).
- Uses language that is appropriate for the classroom and is courteous towards other students, the professor, and any guests (2 points possible).
- Demonstrates that s/he is doing the reading through questions, answers and comments in class (2 points possible).
- Shows up on time to class (4 points possible).

### **Overview for Tasks/Assignment 3:** Strengths Based Leadership Philosophy

Developing self-awareness is an important first step for human, leadership, and organizational development (Lowney, 2003). All of us have had different personal and professional experiences that have shaped who we are and who we are becoming, and

leaders are no exception. According to Rath and Conchie (2008), successful leaders are acutely aware of their natural strengths and limitations: “they understand where to invest their time to get the greatest return on their strengths. And they know the areas where they lack natural talent and need to reach out to others” (p. 99).

### **Task/Assignment 3: Strengths Based Leadership Philosophy**

Take the Clifton StrengthsFinder assessment to discover your top five strengths. It can be purchased online from The Gallup Organization:

<http://shop.gallup.com/strengths/1595620117-428.html>

After you complete the inventory, read through the explanations of your five strengths. The results (and your reflections on them) will help inform the writing of your leadership autobiography. Post your top five strengths and your responses to a series of reflection questions to the following discussion forum in Canvas: “Online Discussion 3: Your Top Five Strengths.” Directions, deadlines and discussion questions can be found there.

Informed by your deeper awareness of personal strengths, professional/life experience, and course content thus far, you are to compose a “leadership autobiography” – encompassing the development of your understanding of leadership to date.

This 3 - 4 page paper (double-spaced, 12 point Times New Roman font, 1 inch margins all around) should be an analytical and reflective review of the influences, experiences, people, and other factors which have shaped who you are as a leader in your personal, organizational, and other professional contexts.

Your strengths based leadership autobiography should include your responses to the following, but you may include other things that you feel are important to your personal and professional development as a leader:

- Explain your current understanding of leadership. Be sure to incorporate your reflections about your top five strengths, along with other concepts (at least one other leadership concept aside from your top 5 strengths) from course readings and videos thus far.
- Identify and describe values or beliefs which guide your leadership worldview/perspective and provide examples.
- Include a section describing how your personality type, values/ethics, and leadership style affect the way you communicate with others.
- Describe the type of leader you envision yourself to be in the future (professionally, civic, and community, etc.)
- Discuss how self-awareness and reflection has or could enhance your understanding and practice of leadership.

Papers must use appropriate organization, grammar, punctuation, capitalization, spelling, sentence structure, and cite course readings using APA style. Please read your work aloud to another person and ask someone to proofread your paper.

#### **Task/Assignment 4: Online Discussions**

The Online Discussion is a key component of learning in this course. Students enrolled in this course typically come from a variety of professional backgrounds, thus, adding to the diversity and scope of opinions. Although the instructor can be a valuable source of information, class participants will certainly have different perspectives that will add to the course depth. Your participation and involvement are critical to the success of the course and will be graded.

Each weekly module has a series of thought-provoking questions to be mindful of as you engage the readings and videos. There will be six opportunities to respond directly to a thought question first and then to another two students' comments. Be sure that every response incorporates at least one APA citation from course readings and resources as well as your professional/life experience. Learning occurs when theory can be integrated with our professional and personal practice.

#### **Task/Assignment 5: Impromptu Speeches**

Leaders are often called upon to verbally express their opinions to a large audience at a moment's notice. While public speaking can be anxiety inducing proposition, it is an important skill to develop. To that end, there will be two low-stakes opportunities for you to practice your public speaking. These will include an introduction of an artifact speech, and a speech about "bad leadership," as depicted in the media. See Canvas for more details.

#### **Task/Assignment 6: 1 on 1 with Instructor**

The midpoint of the quarter is an opportune time for both student and professor to reflect on how things are proceeding, and co-create a vision for finishing strong. To practice our relational and task leadership skills, students will schedule a mutually convenient time to meet with the professor. We will discuss the strengths of this learning community, the areas that can grow, and how we can move forward in order to finish the term on a high note. I will meet with everyone individually via Zoom conference call or on campus. We will review your outline for the leadership philosophy and action plan, your feedback on the course, and collaborate on a strategy moving forward. Instructions for the outline can be found in Canvas.

## Task/Assignment 7: Leadership Philosophy and Action Plan

### Organizational Connection:

Organizational mission statements and personal leadership philosophies are interconnected. Just as organizations benefit from developing, revisiting, and refining their mission statements to focus their purpose and direction, a philosophy of leadership, once created, "should be used as a reference tool by leaders because it identifies how they will lead their organizations into the future by referencing the past and cites core values which have already returned success" (Hegarty, 2015, p. 97). For Brendel (2014), "Philosophical self-reflection is essential at inflection points in one's career, when a leader faces a serious challenge, dilemma, or crisis" (para. 6). Ultimately, a leadership philosophy is a living document that reminds leaders of the following: "what brought them success, how to treat people respectfully through empathy and humility, and how best to work with people in the attainment of personal and organizational goals" (Hegarty, 2015, p. 97).

### An Artifact for your E-Portfolio:

An electronic portfolio "is a digitized collection of artifacts, including demonstrations, resources, and accomplishments that represent an individual, group, community, organization or institution" (Lorenzo & Ittelson, 2005).

Artifacts are evidences that document your competence in each of the six learning goals for the program. Some artifacts that you will include in your ePortfolio will be required assignments from each of your courses. Keep the e-portfolio in mind as you design and complete assignments in your future courses.

### Leadership Philosophy and Action Plan Overview:

The first artifact for your e-portfolio is a leadership philosophy and action plan (LPAP). **This assignment has three components: 1) an outline; 2) a presentation; and 3) a paper. See Canvas for more details about all three elements.**

A statement of personal philosophy of leadership and action is a reflective piece that summarizes your core beliefs about leadership – the purpose, process, nature, and ideals of leadership – and ways those core beliefs can be actualized. Your LPAP is a living document; you are shaping and reshaping throughout your life, however, the goal of this narrative is for you to take what you've learned in this course and what you know of yourself to draft an initial vision for your leadership. You should reference any and all relevant experiences from class that helped you to shape this philosophy. You minimally need to compare your leadership to at least three of the leadership theories

and/or concepts discussed in this course. You need not summarize any of these theories in great detail but simply describe them enough to demonstrate your understanding of the theories, and their relationship to the emerging philosophy you are constructing. In addition to the course texts, include at least three scholarly citations from peer-reviewed journal articles and other books in APA format.

The philosophy should include references to core beliefs you have about yourself and your role as a contributing member of your organization or in the community. Reflect on how you see others relative to your own leadership (i.e., how will you relate to and establish meaningful relationships with those you seek to lead?). Consider addressing how your leadership philosophy has changed (if at all) during the term and why you think that occurred.

This paper (4 - 6 double spaced pages) will serve multiple purposes: 1) as your final exam for the course; 2) as an artifact for your e-portfolio; and 3) an opportunity to synthesize your understanding of leadership. The narrative should include the following components:

- A definition of leadership that is illustrated by a metaphor (1 page)
- Your philosophical approach to leadership with at least three leadership theories and concepts that support your emerging leadership philosophy (2 pages)
- A discussion of your personal/professional experiences that have influenced your leadership philosophy (1 - 2 pages)
- A reflection on how your vision of leadership will positively impact others, especially those different from you, in your organizations, families, and other communities you belong to.
- A leadership growth plan (1 - 2 pages) that includes the following:
  - A list of your goals for the year (personal, professional, and academic)
  - A list of long term goals (personal, professional, and academic)
  - A discussion of two action steps that can help you achieve your goals.
- Bibliography of references in APA style.

Since the leadership philosophy and action plan also serves as a writing sample for your e-portfolio, it must be well-organized so that a reader can move linearly from your introduction to your conclusion. Your work must also be free of spelling, punctuation and grammar errors.

### GRADING SCALE

100 ≥ A ≥ 93	Superior	83 > B- ≥ 80	70 > D+ ≥ 67
93 > A- ≥ 90		80 > C+ ≥ 77	67 > D ≥ 63 Poor
90 > B+ ≥ 87		77 > C ≥ 73 Adequate	63 > D- ≥ 60
87 > B ≥ 83	Good	73 > C- ≥ 70	60 > F Failing

### SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted to me via the submission link on Canvas by the deadlines. If you are unable to do so (for instance, because you are sick), please email me your assignment BEFORE the due date so that it is marked as being on time.

## **BIBLIOGRAPHY AND CITATION REQUIREMENTS**

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All citations and references must follow the most recent *APA Publication Manual*, since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

## **ASSIGNMENT DEADLINES AND EXTENSIONS**

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As with any organizational environment, including the workplace, you are expected to be professional, courteous, well-organized, and respectful of others. Behaviors like these exemplify Seattle University (SU) graduates, whose reputation as excellent and reliable colleagues continue to add value to the SU degree, making it even more distinctive in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is always on time.

As is expected of all working professionals, you will ensure that your work is submitted by the set deadlines. In turn, I will return your assignments with useful feedback in a reasonable time frame, typically within 5 business days. In order to ensure that your workload is manageable, please plan ahead, taking into account both personal and professional obligations to ensure that your academic responsibilities are met according to their due dates. I encourage you to take time, before the course starts, to plan for the next ten weeks, blocking out time on your calendar now so that you know exactly when you will be working on assignments for this course. Be sure to allow extra time in case you run into difficulty with an assignment, have a computer problem, or feel unwell. I too will block out times in my own schedule to allow me time to grade your work thoughtfully, and return it to you quickly while the work is still fresh in your minds.

If you are unable to complete course requirements because of extenuating circumstances, please notify me as soon as possible, on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor). Any late work submitted without prior approval from me, will receive a 0% grade.

An agreement to receive an Incomplete "I" grade may be negotiated if your circumstances do not allow you to finish the course on time. The **Incomplete Removal Policy** of the university is available on the Office of the Registrar web site:

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

## **STUDENT RESPONSIBILITIES FOR LEARNING**

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This is a hybrid course, designed to fit adults' busy schedules, therefore much of the learning will occur outside of the classroom, relying in large part on your own

initiative. In fact, studies show that adults like you are more likely to be self-directed learners, seeking knowledge in order to gain new skills, or simply to learn more about a particular subject, with the goal of applying learning to their own lives and work in meaningful and practical ways. As such, adults will spend much time, invested in their *own* learning, whether on the job, in the classroom, or on course activities outside of class.

When determining how much time you will need for coursework outside of class, keep this in mind: Typically, you will need to devote two hours outside of class to each course (i.e. readings and preparation, as well as substantive assignments and participation exercises) for *every* hour *in* class. As this is a five-credit class, you can reasonably expect to spend an average of 10 hours per week on homework. While that may sound daunting, please be assured that I have distributed the workload so that it is manageable, while at the same time ensuring the quality and rigor of the course. You may even find that in some weeks, you have less work than in others.

## **ATTENDANCE**

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Because our face to face sessions are limited, missing class sessions can have a negative impact on your learning experience, and that of your colleagues. If you feel you must miss a session, and you know beforehand, you will need to consult with me, schedule a 30 minute 1 on 1, and demonstrate prior completion of coursework.

If an emergency arises, please alert me as soon as you can to schedule a meeting to explore next steps. My goal is for you to succeed, so please communicate with me.

## **LIBRARY AND LEARNING COMMONS**

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<http://www.seattleu.edu/learningcommons/>

### **Writing Center**

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

### **Learning Assistance Programs**

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

### **Research Services**

Save time by starting with your Research Services Librarian. Contact Felipe Castillo, MLIS and MBA ([Castillo@seattleu.edu](mailto:Castillo@seattleu.edu)), if you need help brainstorming keywords, using SU databases, finding articles and books, or sorting through the information you find on the Internet to do your assignments and research. You can

receive help in person, by chat, phone, or email, or by scheduling a consultation.

## **ACADEMIC INTEGRITY TUTORIAL**

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<https://www.seattleu.edu/academicintegrity/>

## **GENERAL COURSE AND UNIVERSITY POLICIES**

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### **Support for Students with Disabilities**

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

### **Classroom (Both Face-To-Face and Online) Norms**

It is important in this class, as well as in a training or work setting, to use inclusive language, meaning language that assumes gender equality and the equal importance of all cultural groups. At all times, we will avoid assuming everyone is from the same cultural or social group. I expect you to show respect for the class’s diversity and the multicultural world in which this university and organizations operate. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree
- Recognize that everyone has a different perspective
- Be supportive
- Use “I” statements
- Be candid yet kind
- Have a sense of humor

### **Academic Policies on the Registrar Website**

<https://www.seattleu.edu/redhawk-axis/academic-policies/>

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

\*\*ACADEMIC INTEGRITY POLICY

\*\*ACADEMIC GRADING GRIEVANCE POLICY