Soave, Melissa

From:	Jill Pfister [pfister.1@osu.edu]
Sent:	Wednesday, December 09, 2009 1:10 PM
To:	Soave, Melissa
Cc:	Linda C. Martin; Newcomb, L.H. (.1); Robert Birkenholz
Subject:	Proposal for an Interdisciplinary Minor in leadership Studies
Attachments:	ALL PDFs.pdf

Melissa: Attached you will find the PDF file containing the proposal for an Interdisciplinary Minor in Leadership Studies. The PDF includes several documents including the actual proposal, concurrence letters from Agricultural, Environmental and Development Economics, Management and Human Resources, Education and Human Ecology, Engineering, John Glenn School of Public Affairs, Military Science, and Arts and Sciences and the syllabus for each course. The Development Committee consisted of several members of the OSU community.

CFAES is in place to coordinate this interdisciplinary minor. CFAES has had a long history of providing leadership education rooted in high school agricultural educators, 4-H and Youth Development Educators and college students at OSU. This proposal has been approved unanimously by the faculty in the department of Human and Community Resource Development, the College Committee on Academic Affairs and the Associate Dean and Dean of the College.

Your assistance in moving this proposal through the University approval process is greatly appreciated. Please contact me if you have any questions.

Sincerely,

Jill A. Pfister

Jill A. Pfister
Assistant Dean, Academic Affairs
100 Agricultural Administration
2120 Fyffe Road
Columbus, OH 43210

(614)292-1734
(614)292-1218 fax

Proposal for an Interdisciplinary Minor in Leadership Studies

Development Committee:

Amy Barnes, Undergraduate Admissions and First Year Experience
Robert J. Birkenholz (Co-Chair), Agricultural and Extension Education
Trevor Brown, John Glenn School of Public Affairs
Jamie Cano, Agricultural and Extension Education
Jordan Davis, Vice President, Undergraduate Student Government
Marlene Eick, Agricultural and Extension Education
Dustin Homan, Agricultural and Extension Education
Linda Martin, College of Food, Agricultural, and Environmental Sciences
Jeffrey King, OSU Leadership Center
Stewart Kitchen, Agricultural and Extension Education
Roy Lewicki, Fisher College of Business
Jen Pelletier, The Ohio Union, Office of Student Life
Jon Simonsen, Agricultural and Extension Education
Donald Stenta (Co-Chair), Educational Policy and Leadership
Mindy Wright, Arts & Sciences College

Introduction

This proposal is to establish a new undergraduate minor in Leadership Studies at The Ohio State University. The goal of the minor is to enhance student knowledge of leadership theories, concepts, principles, and skills to better prepare them for career success. At the most basic level, leadership is defined as the ability to influence the thoughts and actions of others. Therefore, the proposed Leadership Studies Minor is structured to provide students with educational experiences that will enable them to assess their strengths, and to deepen their understanding of important leadership theories which may in turn extend their potential leadership influence among others.

Leadership is a complex concept that encompasses a range of topics from individual self-assessment of qualities and traits related to leadership to issues of ethics in exerting a leadership influence in relation to groups and organizations. The Leadership Studies Minor is designed to teach students the theoretical foundations of leadership and to increase their understanding of leadership principles that can be applied throughout their professional careers. The minor will assist students interested in improving their leadership knowledge and skills, but it should not be misconstrued as a leader certification program. Leadership is an on-going, developmental process, and the proposed Leadership Studies Minor is designed to educate and motivate students to begin the life-long process of developing their leadership skills with the goal of continuous self-improvement. The general premise of the Leadership Studies Minor is that all students who genuinely desire to improve their leadership knowledge and skills can do so when guided by

education, experience, and reflection. Cress, et al. (2001, p. 23)) acknowledged that there is *". . . a strong indication that leadership potential exists within every student and that colleges and universities can develop this potential through leadership programs and activities.*"

There is a growing need at Ohio State University to providing an academic program for students to learn about leadership theories and to practice leadership skills. Although there are individual courses, non-credit programs, and developmental activities for students through the Office of Student Life, co-curricular student organizations, student government, social and honorary societies, etc., the opportunities for undergraduate students to learn about leadership theories and develop their leadership skills at this institution has been somewhat disjointed. This proposal is designed to provide structure and visibility for students interested in improving their knowledge and skills in leadership and to enable them to acknowledge that effort as a Leadership Studies minor in support of their academic program at Ohio State.

Rationale

Development of leadership skills and abilities among students has been cited as a primary goal for many institutions of higher education. Although, colleges and universities have begun to devote resources to promote and enhance leadership development, most of the resources have been directed toward a select few students. Many leadership programs in higher education consist of a range of workshops or weekend retreats that engage students in leadership development activities and may involve components of self-reflection. Although individual leadership skills may be improved through such experiences, providing instruction to students about foundational leadership theories and principles is a critical distinction between leadership development and leadership education. The proposed minor in Leadership Studies is designed to teach students leadership theories and to incorporate student learning activities that will enable students to practice and apply those theories in the context of their major career interests. The American College Personnel Association suggested that the goal of leadership education involves improvement in student (a) cognitive knowledge of leadership theories, (b) leadership skills such as conflict resolution and interpersonal communication, and (c) clarification of personal values.

> *These outcome goals are consistent with the American College Personnel Association (ACPA) Student Learning Imperative which includes the assumption that learning, personal development, and student development are inextricably intertwined and inseparable and that the hallmarks of a college-educated person include cognitive skills, practical competence and the ability to apply knowledge , and understanding and appreciation for human differences, and a coherent sense of self within a societal context.* (ACPA, 1994)

Feedback from employers of college graduates have historically identified two areas of deficiency that should be targeted for improvement. Communication skills, encompassing oral, written, and interpersonal communication skills are frequently cited as areas in which applicants for professional positions are weak. In addition, potential employers collectively note that college graduates often need to develop interpersonal skills that involve teamwork, group problem-solving and decision-making, goal setting, conflict resolution, and building consensus.

Each of these abilities are built upon foundational knowledge of leadership concepts, principles, and theories.

OSU undergraduate students have also recognized the need for developing a Leadership Studies minor. Recently, the OSU Undergraduate Student Government (USG) Senate passed a resolution urging the Office of Academic Affairs to create a leadership minor. The resolution stipulated that the minor should be available to all students and apply to all majors. The resolution asked that the minor entail a rigorous core curriculum, in which students learn about leadership theories and gain hands-on experiences through involvement in student organizations.

Benefits for Students

College graduates often face the enormous challenge of entering a professional career role in the context of an ever-changing environment. Navigating change requires an array of skills and dispositions that are necessary for continual adaptation, learning, and growth. Students who complete the undergraduate Leadership Studies Minor would be expected to be better prepared to assess their own skills and abilities, and to identify opportunities for continued professional development that would enable them to respond more effectively to environmental changes. Without question, it is important to enable students to more successfully monitor, adapt, and ultimately embrace changes they will face throughout their professional careers.

Evaluation of leadership development program at ten different universities was reported by Cress, et al. (2001). Based on the assessment reports and outcome data reviewed in the study, the researchers concluded that:

> *Students who participated in leadership development efforts not only increased specific leadership skills (such as the ability to set goals, to make decisions, and to use conflict resolution skills), but they also increased their commitment to developing leadership in others, becoming involved with community action programs, and promoting understanding across racial and ethnic groups. (p. 25)*

The Leadership Studies minor provides compelling support for two of the six strategic goals outlined by President Gee in 2007, specifically: **Put Students First** – Being student centered . . . we must provide our students . . . with unique and compelling educational experiences. And **Commit to Our Communities** – We must revitalize our covenants with our communities . . . we must make a difference in the state and in the world.

Curriculum (see attached example sheet)

The structure of the minor is organized in a framework consisting of four categories including: (a) leadership foundations, (b) team and organizational leadership, (c) community leadership, and (d) leadership ethics. Students completing the undergraduate Leadership Studies Minor would be expected to complete one course selected from each of the four categories. Students would have the flexibility to tailor course selection to their career interests. The attached advising sheet outlines the courses in each of the four categories. A practicum experience is also required and

students would be expected to enroll for the practicum within their home department and receive supervision from their academic advisor or another faculty member in their discipline.

Administration, Advising, and Recruitment

The Leadership Studies Minor will be listed in the OSU Bulletin as an interdisciplinary minor administered through the College of Food, Agricultural, and Environmental Sciences (CFAES). CFAES has a long history of providing leadership education rooted in the preparation of high school agricultural educators (and FFA advisors) and 4-H Youth Development educators who were educated about leadership knowledge and skills as one of the primary objective of 4-H and FFA programs since the early 1900's. Integration of the OSU Leadership Center (under the auspices of OSU Extension) into the Department of Human and Community Resource Development provides a critical mass of faculty and staff resources to provide administrative support and oversight for the Leadership Studies Minor. In addition, the endowed Gist Chair in Extension Education and Leadership will provide enhanced visibility and support for the interdisciplinary Leadership Studies Minor.

An interdisciplinary Leadership Studies Minor advisory committee will be created with representatives from the colleges of Arts & Sciences, Business, Education and Human Ecology, and Engineering in addition to the Leadership Studies advisor chair from the department of Human and Community Resource Development. In addition to faculty representatives from the major stakeholder colleges; representatives from the university academic advising community and Undergraduate Student Government (USG) will also be asked to serve on the Leadership Studies Minor advisory committee. Representatives will be selected by the respective unit administrator, elected leader, or their designee. The Leadership Studies Minor advisory committee will have primary curricular oversight responsibility for the program. The advisory committee will meet at least annually to review the program requirements, course offerings, and outcome assessment information.

Primary student advising will be provided by academic advisors in the students' major department. Faculty and professional staff advisors in the department of Human and Community Resource Development will be available to provide advice to students regarding the Leadership Studies Minor requirements. Program materials will be available through the OSU Leadership Center (associated with the Department of Human and Community Resource Development) and include a website that will be electronically linked to the Leadership and Service Clearinghouse (managed by the OSU Office of Student Life/The Ohio Union) consisting of an on-line collection of co-curricular involvement and academic courses offered at The Ohio State University.

Student recruitment will encompass a range of activities. Summer orientation leaders will receive information that can be incorporated into programs for matriculating freshman students and their parents (or guardians) to inform them of the Leadership Studies Minor. In addition to professional academic advisors, recruitment information will also be provided to The Center for Student Leadership and Service, college-specific leadership initiatives, Undergraduate Student Government (USG) representatives, student dormitory and greek housing student leaders, student organization officers, and other groups will be targeted with recruitment materials describing the

availability of the Leadership Studies Minor for all OSU undergraduate students. Recruitments materials may also be disseminated through the Mount Leadership Society, Leadership Collaborative, Leadership Ohio State, Residence Halls Advisory Council, LeaderShape, Buckeye Service Council, Community Commitment Day, and SERV team that have attracted OSU students with a particular interest in leadership and community involvement.

Enrollment Projection

The undergraduate, interdisciplinary Leadership Studies Minor is expected to attract students from a variety of majors throughout the OSU campus. However, students with careers interests that emphasize interpersonal relationships are likely to be the primary target audience for the Leadership Studies Minor. For example, political science, sociology, education, human development, professional golf management, and construction systems management have been cited by other universities as target populations with particular interest in a Leadership Studies Minor. Although certain disciplines may attract students with a predisposition toward the Leadership Studies Minor, individual student interest will be the primary determinant. Peer institutions (such as Florida, Nebraska, and Texas A&M for example) have reported enrolling 150+ students in their undergraduate Leadership Studies Minor program within the first two years after approval was granted. This level of interest is a positive reflection on the interest that students have in extending their leadership knowledge and skills.

Based on information collected from peer institutions with undergraduate Leadership Studies Minor programs that are similar to that being proposed here at The Ohio State University . . . it is expected that at least 150 students will be enrolled in the Leadership Studies Minor within two years after the program is approved.

Resources and Expenses

Current facilities and staff resources are adequate to support the administration of the minor in the Department of Human and Community Resource Development. Interdisciplinary collaboration and cooperation will allow students to complete minor requirements by selecting coursework from a variety of departments. The Leadership Studies Minor Advisory Committee will annually review course offerings to monitor availability and ensure that students enrolled in the minor will have adequate access to courses needed to fulfill the minor requirements in a timely manner.

The OSU Leadership Center (http://leadershipcenter.osu.edu) provides leadership-centered education and research to individuals, families, organizations, and communities through support from OSU Extension. The Leadership Center staff provide programs to build and strengthen leadership capacities and offer an extensive collection of leadership-related resources and materials for loan. Integration of the OSU Leadership Center into the Department of Human and Community Resource Development will help synergize leadership teaching, research, and outreach programming in cooperation with departments and colleges across campus. The Gist Chair in Extension Education and Leadership will also provide resources that can be directed to support the Leadership Studies Minor.

The majority of the Leadership Studies Minor curriculum can be delivered with existing coursework from a variety of academic departments and colleges. Over time, it is anticipated that new courses may be developed that may be appropriate for inclusion in the Leadership Studies Minor. However, it will be the responsibility of the department offering the course to provide resources needed to support each respective course offering. The current OSU general fund budget model will need to be considered as departments contemplate developing new leadership courses.

Competitiveness with Other Institutions

A partial list of higher education institutions that offer an undergraduate Leadership Studies Minor include:

California State University, Chico	University of Denver
Central Michigan University	University of Kansas
East Tennessee State University	University of Minnesota
Fort Hays State University	University of Missouri
Humboldt State University	University of Nebraska, Lincoln
Indiana University	University of North Carolina, Chapel Hill
Kansas State University	University of North Carolina, Wilmington
Kansas University	University of Rhode Island
Marietta College	University of Richmond
Marquette University	University of South Dakota
Middle Tennessee State University	University of South Florida
Pennsylvania State University	University of Southern California
Regent University	University of Southern Maine
St. Norbert College	University of Texas, Austin
Seattle Pacific University	Virginia Military Institute
Texas A&M University	Virginia Polytechnic Institute and State
University of California at Davis	University
University of Central Florida	Washington State University
University of Colorado at Boulder	Wright State University

Implementation Date

The proposed implementation date for the Leadership Studies Minor is Spring Quarter 2010.

Student Learning Assessment

Learning outcomes encompass four categories of student learning which provides a conceptual foundation for the Leadership Studies Minor. Each category of student learning outcome is listed below as a primary goal area and involves the integration of student knowledge (cognitive), skills and abilities (psychomotor), and dispositions (values clarification).

Goals: Students who successfully complete the undergraduate minor in leadership will be able to document their knowledge, skills, and dispositions related to:

1. Core Leadership Knowledge -- (leadership theories, interpersonal communication, collaboration, cooperation, critical social analysis, systems thinking, leadership development of others, cultural competence)

2. Personal Leadership -- (self-reflection, awareness, strengths, self-improvement, courage and ethical action, authenticity)

3. Group Leadership -- (motivation, goal setting, power, decision-making, delegation, group dynamics, cultural differences, diversity, accountability, ethics)

4. Organizational Leadership -- (authority, governance, strategic planning, implementation, communication, connections/networking/partnerships, sustainability, ethics)

5. Community Leadership -- (grassroots leadership, decision-making, social capital, leader development, civic participation, social change, mobilization/change movements)

Assessment Plan

Student performance will be assessed on an individual basis in each course included in the Leadership Studies minor. Faculty assigned to teach each course will be expected to assess student performance based on the assignments outlined in the course syllabus.

Assessment of the Leadership Studies minor will be performed on an annual basis as students complete minor program requirements. Focus group and personal interviews will be conducted annually with minor program completers to collect data and information regarding each of the five primary goals for the Leadership Studies Minor.

Enrollment reports will be compiled each year regarding course offering and enrollment. Data regarding student applications to the Leadership Studies Minor will also be maintained and historical enrollment trends will be shared with the advisory committee for their review.

Within five years after the Leadership Studies Minor is approved, a follow-up study will be completed to collect feedback information from graduates who had completed the minor program. Graduates will be asked to provide information relative to the five foundational goal areas and their placement or academic aspirations after graduation. Again, summary information based on the five-year follow-up will be provided to the advisory committee for review and consideration.

Dissemination

Oversight for assessment of the Leadership Studies Minor will be the responsibility of the Leadership Studies Minor Advisory Committee. Assessment data will be collected, compiled, and reported by the Advisor Chair to the Leadership Studies Minor Advisory Committee on an annual basis. Results of the annual assessment report will be examined and provide a basis of recommendations for curriculum modifications.

Syllabi (see attached)

List of Prerequisites for Courses (if necessary)

Personal Leadership Foundations courses:

AEE 342	(none)
Bus Adm Mgt HR xxxx	(to be developed)
EDU P&L 371	(none)

Team and Organizational Leadership courses:

AEE 442	(AEE 342)
AEDE 460	(Jr. standing. Not open to students with credit for 560)
Bus Adm Mgt HR 704	(Bus Adm Mgt HR 701 or 400 and BA 499; or permission of instructor.)
EDU P&L 270.04	(none)
EDU PAES 245	(none)
MIL SCI 203	(none)
PSYCH 522	(PSYCH 100; 220 or 320 or Stat 145 or 245)
Pub Pol & M 290	(None)
Pub Pol & M 540	(None)

Community Leadership courses:

EDU P&L 271   (none)

RUR SOC 542   (Sociol 101 or Rurl Soc 105 or 5 cr hrs of related social sciences, or permission of instructor)

POL SCI 612   (POL SCI 100 or 101 or 300 or permission of instructor. Not open to students with credit for 510)

PUB POL & M 240   (none)

Ethics and Diversity courses:

Bus Adm Mgt HRxxxx   (to be developed)

ECON 348   At least one of these courses (Econ 110.01 or 110.02 or 110.03 or 200 or 201) is recommended.

EDU P&L 571   (none)

PHILO 130   (none)

Concurrence Forms

Arts and Sciences

Fisher College of Business

Education and Human Ecology

Engineering

Food, Agricultural, and Environmental Sciences

Glenn Institute for Public Policy

Military Science

LEADERSHIP STUDIES MINOR

The undergraduate minor in Leadership Studies minor is designed to provide students with leadership knowledge and skills to enhance their future success in professional roles. The minor is structured to include theories and principles of effective leadership, the importance of interpersonal communication in leadership processes, and human relations skills. Students will select courses in four curricular areas as outlined below. Course selection may be tailored to the individual needs and interests of each student to focus on personal, professional, community, political, and/or international applications.

This interdisciplinary minor is open to and appropriate for students in all majors at The Ohio State University.

A minor in Leadership Studies consists of a minimum of 24 credit hours (with at least 20 hours at the 200 level or above) as follows:

Select at least one course from each of the following four categories: Personal Leadership Foundations, Team and Organizational Leadership, Community Leadership, and Ethics and Diversity. Each student will also complete a leadership practicum under the direction of a faculty member (from the student's academic major or career interest area).

PERSONAL LEADERSHIP FOUNDATIONS

AEE 342	(5)	Fundamentals of Personal and Professional Leadership
Bus Adm Mgt HR xxxx[#]	(TBD)	Introduction to Leadership in Organizations
Edu P&L 371	(3)	Introduction to Leadership Development in Learning Organization

TEAM AND ORGANIZATIONAL LEADERSHIP

AEDE 460	(3)	Human Resources Management in Small Business
AEE 442	(5)	Leadership in Teams and Community Organizations
Bus Adm Mgt HR 704	(4)	Concepts and Competencies for Managing People
Edu PAES 245	(3)	Sport and Recreation Leadership
Edu P&L 270.04	(3)	Career Development and Leadership Training in Higher Education
Mil Sci 203	(3)	Leadership and Teamwork
Psych 522	(4)	Organizational Psychology
Pub Pol & M 290	(5)	Leadership in Public and Nonprofits

COMMUNITY LEADERSHIP

Edu P&L 271	(5)	Leadership in Community Service
Rur Soc 542	(5)	Leadership and Community Development
Pol Sci 612	(5)	Political Leadership
Pub Pol & M 240	(5)	Leadership and Public Service

ETHICS AND DIVERSITY

Bus Adm Mgt HR xxxx[#]	(TBD)	Leadership and Character
Econ 348	(5)	Ethics and Social Responsibility in Economic Life
Edu P&L 571	(5)	Theories of Leadership in Learning Organizations
Philo 130	(5)	Introduction to Ethics

PRACTICUM

XXXX 693 (major department)	(3)	Context-based Leadership Practicum

Restrictions and General Information

1. A minimum overall GPA for courses comprising the minor shall be 2.0.
2. A minor should be declared before a student accumulates 90 hours.
3. A maximum of five credit hours may overlap between the minor and the GEC (foundations, natural sciences, arts and humanities and social sciences).
4. Courses taken on a pass/non pass basis may not be applied to the minor.

[#] Proposed new course

Final Draft 11/3/2009

How interested are you in enrolling in an undergraduate minor in Leadership Studies?

22.4 % (49)

41.6 % (91)

13.7 % (30)

22.4 % (49)

0 - No interest (Definitely not for me)

1 - Somewhat interested (Maybe, tell me more)

2 - Interested (Sounds like something I would probably do)

3 - Extremely interested (Where can I sign up?)
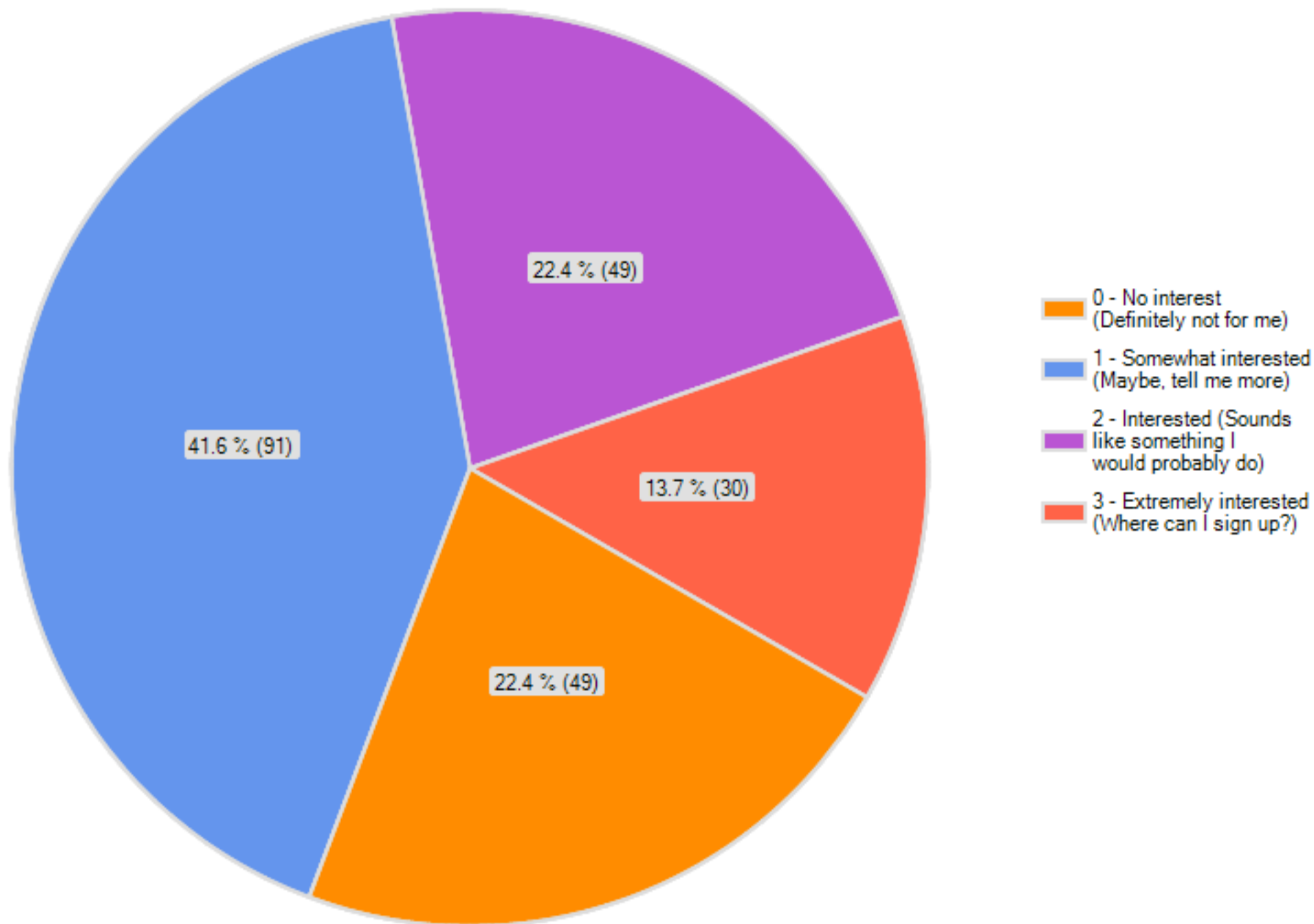
Course Review Concurrence

Concurring Unit: Agricultural, Environmental, and Developmental Economics

A. Initiating Unit Information

Initiating Unit: College of Food, Agricultural, and Environmental Sciences
                     Department of Human and Community Resource Development

Courses Listed in Minor: AEDE 460 – Human Resources Management in Small Business

Date: October 16, 2009

Type of Request: New interdisciplinary minor in Leadership Studies

Date Response Needed: October 16, 2009

B. Information From Academic Unit Reviewing the Request

Academic Unit: Agricultural, Environmental, and Developmental Economics

          Unit support the Leadership Studies minor proposal   __X__

          Unit does not support the Leadership Studies minor proposal   _____

Please Explain:

          AEDE's position is that the new minor, in leadership studies, fills a curricular gap, within CFAES
          as well as for the entire university. It makes sense to include one of our courses, AEDE 460.
          Also, we anticipate that a number of our undergraduate majors will declare the minor – up to
          ten students at any given time.

Academic Unit Suggestions:

          We have no suggestions to offer.

Department Chair/School Director:

Date: ___October 16, 2009_____

Please Return to: Robert J. Birkenholz
                           248 Ag. Adm. Bldg   or to: Birkenholz.1@osu.edu
                           2120 Fyffe Road

Course Review Concurrence

Concurring Unit: Department of Management and Human Resources

A. Initiating Unit Information

Initiating Unit: College of Food, Agricultural, and Environmental Sciences
                    Department of Human and Community Resource Development

Date: October 7, 2009

Type of Request: New interdisciplinary minor in Leadership Studies

Courses Listed in Minor: Bus Adm Mgt HR 704 -- Concepts and Competencies Managing People
                                  Bus Adm Mgt HR xxxx -- Intro to Leadership in Organizations (TBD)
                                  Bus Adm Mgt HR xxxx -- Leadership and Character (TBD)

Date Response Needed: October 16, 2009

B. Information From Academic Unit Reviewing the Request

Academic Unit: Department of Management and Human Resources

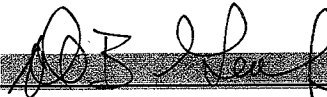   Unit support the Leadership Studies minor proposal

       Unit does not support the Leadership Studies minor proposal

Please Explain:

Academic Unit Suggestions:

Department Chair/School Director:

Date:

Please Return to: Robert J. Birkenholz
                          248 Ag. Adm. Bldg   or to: Birkenholz.1@osu.edu
                          2120 Fyffe Road

Course Review Concurrence

Concurring Unit: College of Education and Human Ecology

A. Initiating Unit Information

Initiating Unit: College of Food, Agricultural, and Environmental Sciences
                    Department of Human and Community Resource Development

Date: October 7, 2009

Type of Request: New interdisciplinary minor in Leadership Studies

Courses Listed in Minor: Edu P&L 371 – Intro to Leadership Dev in Learning Organizations
                                Edu P&L 270.04 – Career Dev and Leadership Training in Higher Ed
                                Edu PAES 245 – Sport and Recreation Leadership
                                Edu P&L 271 – Leadership in Community Service
                                Edu P&L 571 – Theories of Leadership in Learning Organizations

Date Response Needed: October 16, 2009

B. Information From Academic Unit Reviewing the Request

Academic Unit: College of Education and Human Ecology

    Unit support the Leadership Studies minor proposal   ✓

    Unit does not support the Leadership Studies minor proposal

Please Explain:

Academic Unit Suggestions:

Department Chair/School Director: Eric M. Anderson

Date: 10-9-09

Please Return to: Robert J. Birkenholz
                      248 Ag. Adm. Bldg   or to: Birkenholz.1@osu.edu
                      2120 Fyffe Road

Proposed Minor/Course Concurrence

Concurring Unit: College of Engineering

A. Initiating Unit Information

Initiating Unit: College of Food, Agricultural, and Environmental Sciences
              Department of Human and Community Resource Development

Date: October 7, 2009

Type of Request: New interdisciplinary minor in Leadership Studies

Date Response Needed: October 16, 2009

B. Information From Academic Unit Reviewing the Request

Academic Unit: College of Engineering

        Unit support the Leadership Studies minor proposal   X

        Unit does not support the Leadership Studies minor proposal

Please Explain:

Academic Unit Suggestions:

Department Chair/School Director:

Date: 14 October, 2009

Please Return to: Robert J. Birkenholz
              248 Ag. Adm. Bldg   or to: Birkenholz.1@osu.edu
              2120 Fyffe Road

Course Review Concurrence

Concurring Unit: John Glenn School of Public Affairs

A. Initiating Unit Information

Initiating Unit: College of Food, Agricultural, and Environmental Sciences
                    Department of Human and Community Resource Development

Date: October 7, 2009

Type of Request: New interdisciplinary minor in Leadership Studies

Courses Listed in Minor: Pub Pol & M 290 – Leadership in Public and Nonprofits
                                    Pub Pol & M 240 – Leadership and Public Service

Date Response Needed: October 16, 2009

B. Information From Academic Unit Reviewing the Request

Academic Unit: John Glenn School of Public Affairs

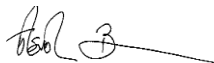   Unit support the Leadership Studies minor proposal   __X___

        Unit does not support the Leadership Studies minor proposal   _____

Please Explain:

As a participant in the development of the minor, we strongly support the proposal and are happy to concur. We currently offer the JGSPA courses included in the minor and consequently are ready for students in the minor to enroll.

Academic Unit Suggestions:

Department Chair/School Director:

                    Trevor Brown, Associate Director for Academic Affairs and
                    Research, John Glenn School of Public Affairs

Date: __10/27/09_____

Please Return to: Robert J. Birkenholz
                        248 Ag. Adm. Bldg   or to: Birkenholz.1@osu.edu
                        2120 Fyffe Road

Course Review Concurrence

Concurring Unit: __Military Science__

A. Initiating Unit Information

Initiating Unit: College of Food, Agricultural, and Environmental Sciences
                    Department of Human and Community Resource Development

Date: October 7, 2009

Type of Request: New interdisciplinary minor in Leadership Studies

Courses Listed in Minor: Mil Sci – Leadership and Teamwork

Date Response Needed: October 16, 2009

B. Information From Academic Unit Reviewing the Request

Academic Unit: Military Science

        Unit support the Leadership Studies minor proposal   ___YES__

        Unit does not support the Leadership Studies minor proposal   _____

Please Explain:

Academic Unit Suggestions:

Department Chair/School Director: LTC FARRELL DUNCOMBE

Date: 21 OCTOBER 2009

Please Return to: Robert J. Birkenholz
                           248 Ag. Adm. Bldg   or to: Birkenholz.1@osu.edu
                           2120 Fyffe Road

December 2, 2009

Terry L. Gustafson
Associate Dean
Arts and Sciences
4120 Smith Laboratory
174West 18th Avenue
Columbus, OH 43210

Dr. Gustafson:

I am writing in response to your letter dated November 29, 2009 regarding our request for concurrence for the proposed interdisciplinary minor in Leadership Studies. Several of the comments in your letter have been discussed by the development committee and I will summarize the results of our discussions relative to each of the numbered items in your letter.

1. The purpose of the proposed minor is encompassed within the third paragraph of the Introduction section of the proposal which states that there is a growing need to provide ". . . an academic program for students to learn about leadership theories and to practice leadership skills." A secondary purpose would be to provide structure and visibility for students interested in learning more about leadership.
   With regard to the comment about student demand, we have completed a student interest survey that reveals the level of student interest in enrolling in a leadership minor as follows:

   > 13.7% ($\underline{n}$ = 30) were extremely interested in enrolling
   > 22.4% ($\underline{n}$ = 49) were interested in enrolling
   > 41.6% ($\underline{n}$ = 91) were somewhat interested in enrolling
   > 22.4% ($\underline{n}$ = 49) were not interested in enrolling

   These results will be appended to the Leadership Studies minor proposal prior to submission to CAA.
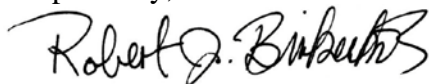
2. The comment regarding "truth in advertising" is well-taken and has been discussed at length. The foundation of the proposed minor clearly focuses on leadership theories, principles, and concepts. Although students will be expected to develop and practice leadership skills and abilities through learning activities incorporated within each course, the second paragraph of the proposal (Introduction section) clearly indicates that the proposed minor "should not be misconstrued as a leader certification program." This basic premise does need to be clearly communicated to current and prospective students; however you can rest assured that I have emphasized that point in the leadership courses that I teach.

3. The comment about including a required Communication course has also been discussed at length among members of the development committee. However, the decision to structure the Leadership Studies minor in its current form was based on the desire to focus on leadership theories, principles, and concepts . . . and not on experiential learning and skill development. The development committee acknowledges that communication skills and abilities are important for leadership success. However, the proposed minor places less emphasis on skill development and more on the theoretical constructs of leadership. In so doing, the decision was made not to include required coursework in Communication.

4. The comment regarding the practicum experience was intriguing. The development committee suggested that the students' home department would be the likely supervisory contact for a leadership practicum experience in the disciplinary context of the students' interest. In addition, it was assumed that credit hour generation would accrue to the home department as well. If that is not the case, the minor Advisor Chair would be responsible to supervise the practicum experience with the underlying credit hours accruing to the departmental administrative unit housing the Leadership Studies minor.

5. It is agreed that a single advisor would be beneficial to oversee the Leadership Studies minor. I have agreed to serve that role if that is agreeable with the stakeholders involved. Our department has taught undergraduate leadership courses for over 30 years and works closely with the OSU Leadership Center as evidenced by the fact that we plan to integrate its staff and programs into our unit in the near future.

Dr. Gustafson, I appreciate the review and comments that you and your colleagues in the College of Arts & Sciences have devoted to this proposal. The above responses are provided with the hope that each concern has been adequately addressed. If so, I have attached another copy of the concurrence form and request that you return a signed copy if you are in agreement. If not, please let me know and I will schedule a time to meet with you and discuss how we should proceed.

Thank you in advance for your consideration.

Respectfully,

Robert J. Birkenholz
Professor of Agricultural and Extension Education

cc: Jessica Mercerhill
        Donald Stenta
        Jill Pfister
        L.H. Newcomb

November 29, 2009

To: Robert J. Birkenholz
From: Terry L. Gustafson
        Jessica Mercerhill

Re: Leadership Minor

Arts and Sciences has made a preliminary review of the proposed Leadership minor. While there is general support for the minor to continue in the approval process, the following comments are provided for your consideration:

1.   The purpose of the minor is not quite clear. Will experiential learning and skill development be the basis of the leadership studies program?   Or will students receive an academic/theoretical understanding of leadership which will inform their choice of behaviors in their post-graduate pursuits? Is there evidence that students have been disadvantaged by not having this option? Is there anecdotal or other evidence that there is student demand?

2.   Related to the first comment is the issue of "truth in advertising" associated with the minor. However the minor is constructed, it will be important not to make promises that cannot be kept. Taking this minor will not necessarily make a student a leader and that needs to be communicated clearly.

3.   If communication is critical, the development committee should consider having Communication courses that are required, not just elective.

4.   The following statement is included in the proposal "A practicum experience is also required and students would be expected to enroll for the practicum within their home department and receive supervision from their academic advisor or another faculty member in their discipline." We are concerned that costs associated with this minor are being imposed upon departments without departmental approval.

5.   Also with regards to advising, it would be beneficial if there could be a single advisor to oversee the program. (*cf.* Public Policy minor with Alan Wiseman, a faculty director of the program.) This cost belongs to the program and, more importantly, better serves students.

As with all minor proposals, the Leadership minor proposal will have to be approved by the Arts and Sciences Committee on Curriculum and Instruction before Arts and Sciences students may declare the minor.

From:	Gustafson, Terry [gustafson.5@osu.edu]
Sent:	Sunday, December 06, 2009 8:31 PM
To:	Robert Birkenholz
Cc:	Mercerhill, Jessica; Jill Pfister (jill.a.pfister@osu.edu); newcomb.1@osu.edu
Subject:	RE: Leadership Studies minor

Bob,

Thank you for your thoughtful response to the concerns about the Leadership Studies minor proposal expressed by colleagues in Arts and Sciences. As I indicated in my previous response this message represents approval by Arts and Sciences for the proposal to proceed.

Terry

From: Robert Birkenholz [mailto:birkenholz.1@cfaes.osu.edu]
Sent: Wednesday, December 02, 2009 8:36 A
To: Gustafson, Terry
Cc: Mercerhill, Jessica; Jill Pfister (jill.a.pfister@osu.edu); L. H. Newcomb (newcomb.1@osu.edu)
Subject: Leadership Studies minor
Importance: High

Dr. Gustafson:

Attached is a letter in response to the comments you provided about our original request for concurrence regarding the proposed interdisciplinary minor in Leadership Studies. I appreciate the points that you raised and for the opportunity to provide you with a response.

Please let me know if we should meet to discuss these issues further.

For your convenience, I have appended another copy of the concurrence form, if you are in a position to sign the form.

If not, I ask that we schedule a time for us to meet and discuss what our next steps might be to move this initiative forward.

Thank you in advance for your consideration.

Respectfully,

B2

Robert J. Birkenholz
Director of Research & Graduate Studies
Agricultural and Extension Education
248 Ag Adm Bldg
2120 Fyffe Road
The Ohio State University
Columbus, OH 43210

office: (614) 292-8921
email: birkenholz.1@osu.edu

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Spam
Not spam
Forget previous vote

AED Economics 460
Human Resource Management in Small Business
Autumn Quarter 2009

      Lecturer: Glenn Watts
Office   On Campus T-T   8 AM to 2:30 PM
Contact: Phone 614-313-0999 (Cell with phonemail)
Office: Room 245 Ag Admin Building (Next to S. Sheller's Office)
e-mail: gwatts@insight.rr.com

Contact: Calls are best directed to my cell phone at all times

Course web site: Carmen

Course Description

This course will focus on the human resource management function in the context of small business. The six basic areas that will be covered are:
         Developing a vision
         Designing jobs
         Hiring new employees
         Training and development of new employees
         Managing motivating and developing existing employees
         External and internal factors of HR management

Small as well as large businesses must get things done through people. It is critical to the success of the organization. The characteristics of small business add a unique challenge to the HR function. They operate on a more local basis. They may have to recruit in a geographical area that is limited or isolated. Labor is rarely unionized. The business competes for labor with a small organizational footprint and often times involves closed or family ownership.

Managers in small business are typically "generalists" and may have to function without a human relations department. Many managers have no HR training and often manage intuitively. In some cases this may lead to problems if good HR management considerations are not employed.

Recruiting selecting and training new employees is a key responsibility that will require the ability to read and analyze applications and resumes. The selection process will be examined so as to determine how to go about recruitment efforts.

Small business accounts for the vast majority of the American economy. Students who are employed by small business will typically find themselves in a managerial or supervisory role. This course will cover basic employee management principles on how

to manage motivate and compensate employees. Students taking this course should find it valuable in such work.

Objectives: At the conclusion of the course a student should:

1. Be able to express what a company's management philosophy and vision is
2. Conduct a job analysis, design a job and know how to write a job description based on job analysis
3. Develop a plan for building a positive employer reputation in the local job market
4. Develop personnel policies and procedures consistent with equal employment opportunity guidelines
5. Develop a recruitment and hiring plan
6. Know how a good resume is constructed, how to review resumes and applications
7. Be able to conduct effective job interviews without making common mistakes
8. Use the right procedures in orienting and training employees
9. Understand job performance measurement methods and how to conduct job performance reviews
10. Understand compensation plans and dynamics
11. Know how to keep employees motivated and how to manage difficult situations
12. Create and maintain a positive environment in the small business setting for existing employees and is attractive to potential job candidates

Course Requirements:

Lectures and exercises related to course material.   There will be a mid term and a final exam based on lecture material. Class exercises will done to add some dimension to the lecture material.

Students will be required to read and write three reviews on articles related to human resources management.

Students will be required to interview an industry professional who works in the human resources area or has supervisory responsibility and then write a summary of that interview.

Grading:

Midterm	25%
Final	25%
Reading and review (3 articles)	15%
Interview and written review	25%
Resume Assignment	5%
Class Exercises	5%

Final Grade:

A	95.0 - 100	B-	80.0 - 83.0	D+	67.0 - 70.0
A-	90.0 - 95.0	C+	77.0 - 80.0	D	60.0 - 67.0
B+	87.0 - 90.0	C	73.0 - 77.0	E	< 60.0
B	83.0 - 87.0	C-	70.0 - 73.0		

There will be occasional class exercises and or surveys done in class on a random as course needed basis. Each completed exercise will be worth one point each. There will be more than five opportunities (exercises) to earn up to the five points.

Students arriving after the class exercise has been handed out will not be eligible for credit for that exercise. Credit for classes missed exercises will be given only for absence related to: Field trips for other courses, Activities involving academic credit and illness with medical note.

Course Packet: Available at Grade A notes 22 E 17th Street. The course packet will be an integral part of the course and information contained in parts of the material will be covered by the exams. This quarters course packet is the same used last spring.

Academic Misconduct:

Each student is responsible for his/her own work on examinations and homework assignments. Plagiarism and other forms of cheating will not be tolerated. University rules provide for severe penalties for academic misconduct, ranging from course failure to dismissal from the University. The Code of Student Conduct is available at the Office of Student Affairs' web-site: http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf

Student Disabilities:

Any student who feels s/he may need an accommodation based on the impact of disability should contact me privately to discuss their specific needs.

AED Economics 460
Interview with a Human Resource Manager or an Employee

Overview of the Assignment

1. Interview an employer or employee of your choice.

2. Submit a carefully prepared and complete report that thoroughly covers the information obtained during the interview.

3. Be sure that your report is of professional quality as all business reports should be. It should be free of typographical errors, misused words grammar and punctuation errors.

4. Please staple all pages together. Report covers are not required.

Instructions
In this assignment, you will interview either a manager with human resource responsibilities or an employee.

If you choose to interview a manager with human resource management responsibilities, the manager must have the following characteristics:
•   Supervises or leads at least two people
•   Is at least 35 years old
•   Does not work for a unionized company.
•   Is willing to talk and welcomes the opportunity to help you better understand how human resource management is practiced in a setting of interest to you
•   Is not your current supervisor or team leader

The type of firm and relation of the employer to you do not matter.

If you choose to interview an employee, the employee must have the following characteristics:
•   Works for a company that has fewer than 100 employees <u>in the location</u> where the interviewee is employed (Company may have more than 100 employees in total)
•   Is not currently your co-worker
•   Is willing to talk and welcomes the opportunity to help you better understand his or her views on being an employee

The type of firm and relation of the employee to you do not matter.

Use the appropriate interview outline as a guide to your interview. This should be considered a guide and not a limitation of what you may want to cover during the interview.

AEDE 460
Reading Assignment 1

Research and review an article from any recent (preferably less than one year old) business publication that addresses how Human Resource management is adapting to the rapidly changing labor markets. This may have to do with how they are viewing changes in recruitment patterns, job structure or organization.   The article must be more than merely a statement of downsizing or reorganization so as to be meaningful.

After reviewing the article summarize its content in your own words. Feel free to add any personal views or observations you may have. Do NOT include a copy of the article but cite the title, author if given and publication where it may be located. If an article is from the internet please cite the source and provide the link. In either case the citation should be sufficient to locate the article. The review should be written in a concise manner. Your writing should be free of spelling, punctuation and grammatical errors, as all professional business correspondence should be.

Fundamentals of Personal and Professional Leadership

The Ohio State University
Autumn Quarter 2009

Course: AEE 342
Title: Fundamentals of Personal & Professional Leadership
Credits: 5
Time: 1:00 pm – 2:48 pm
Days: Monday and Wednesday
Room: Room 40 Jennings Hall

Required
Texts: Northouse, P. G. (2009). *Introduction to leadership: Concepts and practice.*
               Thousand Oaks, CA: Sage Publications, Inc.
               (ISBN 978-1-4129-1655-4 Paperback Version)

               Rath, T. & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams,
               and why people follow.* New York: Gallup Press.
               (ISBN 978-1-59562-025-5 Hardcover Version)*

               ***Note: Be sure to purchase a new copy in order to have a functional code for
               the Gallup StrengthsFinder Assessment.***

Additional
Readings: As assigned

Instructor: Robert J. Birkenholz
Office Hours: by appointment
Address: 248 Agricultural Administration Building
               2120 Fyffe Road
               Columbus, OH 43210
Phone: (614) 292-8921
Email: birkenholz.1@osu.edu

Course Description

Fundamentals of Personal and Professional Leadership is a course designed to promote student interest, knowledge, and skills in personal and professional leadership. The course will help students develop a leadership vision for their future. Individual and small group activities will enable students to develop their personal leadership philosophy, assess and build on their individual strengths, and develop plans for continued personal and professional development.

NOTE: GEC approval pending

This course fills the **GEC Social Sciences** category for the subcategory (1) Individuals and Groups.

Goals and Rationale: Courses in the social sciences develop student understanding of the systematic study of human behavior and cognition and the processes by which individuals, groups, and societies interact and communicate.

GEC Learning Objectives include:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

Course Objectives:

1. Define and describe leadership.

2. Describe traits of leaders.

3. Explain various theories of leadership.

4. Identify individual strengths.

5. Identify individual personality styles.

6. Strengthen personal leadership skills.

7. Establish goals and implement effective strategies for goal attainment.

8. Demonstrate proficiency in communication skills as it relates to leadership.

9. Develop personal management techniques.

10. Discuss obstacles and benefits to diversity as it relates to leadership.

11. Evaluate ethical issues leaders face.

12. Evaluate how one's values and ethics influence decision-making in leadership.

Course Outline

Session	Topic	Readings	Assignment Due Date
W, Sept 23	Course Overview and Introduction to Leadership		
M, Sept 28	Defining Leadership	Chapter 1	
W, Sept 30	Leadership Traits	Chapter 2	
M, Oct 5	Leadership Theory		Leader ID
W, Oct 7	Strengths Based Leadership	Intro/Part 1	
M, Oct 12	StrengthsFinder Assessment		
W, Oct 14	Philosophy and Styles of Leadership	Chapter 3	
M, Oct 19	Task and Relationship Leadership	Chapter 4	Book ID
W, Oct 21	Core Leadership Skills	Chapter 5	
M, Oct 26	Leadership Vision	Chapter 6	#1 Due
W, Oct 28	Leadership Philosophy Presentations		#2 Due
M, Nov 2	Setting the Tone and Communication	Chapter 7	
W, Nov 4	Personal Management Skills		
M, Nov 9	Overcoming Obstacles	Chapter 9	
W, Nov 11	No Class – Veterans Day		
M, Nov 16	Seeking Diversity		
W, Nov 18	Seeking Diversity		
M, Nov 23	Personal Ethics in Leadership	Chapter 10	#3 Due
W, Nov 25	Personal Ethics in Leadership		
M, Nov 30	Book Review Presentations		#4 Due
W, Dec 2	Book Review Presentations		

Final Exam	Monday, Dec 7, 11:30 a.m. – 1:18 p.m.
	    Leadership Theory Assessment
	    Final Reflection and Challenge
			#5 Due

Off-Campus Field Experience

AAE 342 is an on-campus course. However, some assignments and course experiences involve activities that may extend beyond the boundaries of the university campus.

Commitment to Diversity

AEE 342 is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

Commitment to Technology

Students of leadership should demonstrate a sound understanding of technology operations and concepts as utilized in the course. Educational technology will be utilized to extend student learning through electronic connections between the course instructor and other students in the course. In addition, the instructor will be available to discuss and facilitate individualized instruction.

Statement of Student Rights

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact Services for Students with Disabilities. Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

Academic Misconduct Statement

The instructor will do everything reasonably possible to create and maintain an atmosphere of academic honesty wherein each student can perform to their greatest potential without the concern of being disadvantaged by the activities of other students. Ultimately, academic honesty is a personal matter. Academic misconduct of any kind will not be tolerated. Individual effort is expected on all assignments and evaluations. Examples of academic misconduct include, but are not limited to, cases of plagiarism and dishonest practices in connection with examinations and assignments (see Code of Student Conduct: Rule 3335-31-02). If you have any questions about approaches and procedures and what constitutes academic misconduct, please see the instructor. Any case of suspected academic dishonesty will be fully investigated in accordance to the Code of Student Conduct. Faculty rule 3335-5-487 will be followed in cases of academic misconduct, "Whereby instructors shall report instances of alleged academic dishonesty to the Committee on Academic Misconduct."

AEE 342 Course Policies

1. Assignment Presentation: All written assignments must be computer generated and printed unless otherwise noted.

2. Electronic Devices: All electronic devices (i.e. cell phones, ipods, cd players, etc.) should be turned off upon entering the classroom.

3. Late Work: Students are expected to attend all class sessions and submit assignments, papers, projects and presentations on or before the due dates. Late work will be reflected in the instructor's evaluation of the student's performance as follows:

   All assignments are due at the beginning of the class period on the date listed on the course syllabus. Assignments are considered late after the end of the class period and the grade for the assignment will be reduced by 10% for the first day late, 20% for the second, 30% for the third, etc...

   Assignments may be submitted prior to the due date.

4. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Changes in dates and topics will be announced in class and may not be communicated in writing.

Grading Scale

The following grading scale will be utilized to determine the letter grade earned in the course:

A	94 - 100
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
E	< 63

Students are responsible for all readings and class activities. Attendance is expected at all scheduled class sessions. Leadership means showing up and being prepared. Students are responsible for obtaining all information presented in class including handout materials and changes in assignments. All assignments are due on the date specified on the course syllabus.

Course Requirements

Assignments	Points
1. Leadership Shadowing and Report	200
2. Personal Leadership Philosophy	100
3. Personal Development Plan	250
4. Leadership Book Review	250
5. Leadership Reflective Journal	<u>200</u>
Total Points	1000

Course Assignments

1. *Leadership Shadowing and Report (20%)*

You will spend a minimum of one day (i.e. 6-8 hours) shadowing an individual who is a recognized leader in a business, organization, or team. Based upon the shadowing experience you are to prepare a written report. Selection and initial contact of the leader to be shadowed is the responsibility of the student. The name of the leader to be shadowed must be presented to the instructor for approval no later than *Monday, October 5th*. Please do not commit to shadowing the person until after you have received instructor approval of your selection. Each student in the course will shadow a different leader.

You should contact the selected leader and arrange in advance for an appropriate and meaningful opportunity to shadow the individual. During the shadowing experience, observations should be recorded and appropriate questions asked that address at a minimum the following topics:

1. Briefly describe the leader's professional background and history.
2. Briefly explain leadership positions and responsibilities the individual has within their current organization.
3. What is the individual's philosophy of leadership?
4. How does the leader view change in the organization?
5. How does the leader view and approach risk in the organization?
6. What is the leader's vision for their organization?
7. How does the leader define (and use) ethics in leadership?
8. What are three areas that the individual continually strives to improve upon and develop?
9. Can you (personally) identify with this leader? Why or why not?

You are to prepare a **written report** based upon your shadowing experience. The report should, at a minimum, cover the topics identified above plus any other insights and observations that you deem important. A high quality report will focus in depth upon the discussions and applications of leadership topics covered in the course, NOT just a biographical sketch of the leader or an itinerary of your visit. The report should be a **minimum of four (maximum of six) double-spaced typed pages** using **12 point font** with **one-inch margins.**

Points = 200   *Leadership Shadowing and Report due date = October 26th*

2. *Personal Leadership Philosophy (10%)*

Reflect upon your individual values, beliefs, ideals, and experiences to develop a one-page statement of your Personal Leadership Philosophy. Your personal leadership philosophy should be based upon critical thought and reflection. Please do not wait until the night before the assignment is due to prepare your first draft! Possible questions to consider while developing the philosophy might include:

1. What is your <u>purpose</u> and <u>mission</u> in life?
2. What do you <u>value</u> most in your life?
3. How do <u>you</u> define leadership?
4. What does it <u>mean to you</u> to be a leader?
5. How will you be a leader in <u>your personal life</u>?
6. How does your personal leadership philosophy <u>extend</u> to your professional life?

You will **present** your Personal Leadership Philosophy orally to the class. The format and structure of your philosophy statement is left to your discretion, but you must be able to be present an overview of your personal leadership philosophy within a six minute time frame. The philosophy will be valued at 50 points and the oral presentation will be valued at 50 points.

Points = 100   Personal Leadership Philosophy and Presentation due date = October 28th

3. *Personal Development Plan (25%)*

You will create a personal development plan. The plan will be a dynamic document that should be continually visited, re-evaluated, and used to guide your personal and professional leadership development. You will self-evaluate your personal strengths and areas that you need improvement. Think about what will aid you personally and professionally over the next year, three years, and ten years. Prioritize and refine your list into **five goal areas** that are essential to your personal and professional success. Goals should be presented by **stating the goal, describing why the goal is important, explain what it will take to accomplish the goal, resources needed (including people) to accomplish the goal, and a timeline for accomplishing each goal.** The information should be assembled in a format that is useful to you, organized in a portfolio that can be presented during an interview when discussing your leadership, personal growth, and professional aspirations.

Points = 250   Personal Development Plan due date = November 23th

4. *Leadership Book Review (25%)*

You are to select and read a book that addresses topics related to leadership. After reading the book you are to **write a brief report** and **present** a one-page synopsis to the class. Your report should be a **minimum of three (maximum of five) double-spaced typed pages** using **12 point font** with **one-inch margins.** The report should include a summary of the book, how it relates to the leadership topics discussed in class, and how you envision utilizing information from the book in your future personal and/or professional life. You will be given six minutes to present an

overview of the book during a class session. The written report is valued at 200 points and the presentation is valued at 50 points. Present your selected book title to the course instructor for approval by *October 19th*. Each student in the course will read and present their report on a different book.

Points = 250   Leadership Book Review and Presentation due date = Nov 30th & Dec 2nd

5. Leadership Reflective Journal (20%)

This course emphasizes classroom discussion and student interaction. It is important that you are **prepared** for class, **attend** each class session, and are **engaged** in the content during class. Attendance and participation points will be awarded on the basis of written daily reflections. Reflections will be completed at the **beginning** of each class session. The Reflections portion of the Leadership Reflective Journal will be valued at 5 points per class session and will be submitted to the instructor during the class session. In-class reflection assignments **cannot** be made up if you need to be absent from class.

A second reflection will be completed after each week of the course. This portion of the journal will be typed and be compiled as an on-going conversation in which the topics discussed in class are related and applied to your past and current life experiences. Plan to complete a weekly entry before the Monday class session each week during the quarter. Each weekly reflection entry should be **approximately one-half page in length, single-spaced,** using **12 point font,** with **one-inch margins,** and **labeled** with the preceding class session topics and dates. If you need to be absent from a class session, you may still receive points for the weekly reflection portion of your Personal Leadership Journal. Complete the reading for the session and use the topic listed in the syllabus as a guide to reflect upon and relate to the context of what is happening around you. The Leadership Reflective Journal will be submitted to the course instructor during the Final Exam session.

Points = 200   Leadership Reflective Journal due date = December 7th

All assignments must be completed solely through your individual effort. It is recommended that you avoid using the work of other students if it could be construed to be academic misconduct. Students with questions regarding the academic code of conduct at OSU should consult with the instructor and are encouraged to review the Code of Student Conduct at: http://trustees.osu.edu/Rules%2023/index.php.

In the book of life, the answers aren't in the back.

Charlie Brown

Agricultural & Extension Education 442
Leadership in Teams and Community Organizations

The Ohio State University
Spring Quarter, 2010

Course: AEE 442
Title: Leadership in Teams and Community Organizations
Credits: 5
Time: 12:00 - 1:48 pm
Dates: Monday and Wednesday
Room: To de determined
Textbooks: Northouse, P. G. (2007). *Leadership: Theory and practice (4th ed.)*. Sage
             Publications, Inc. Thousand Oaks, CA.
             Rath, T. & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams,
             and why people follow*. Gallup Press, New York, NY.

Additional
Readings: As Assigned on CARMEN

Instructor: Robert J. Birkenholz
Office Hours: By appointment
Address: 208 Agricultural Administration Building
                2120 Fyffe Road
Telephone: (614) 292-6909
Fax: (614) 292-7007
Email: Birkenholz.1@osu.edu

Course Description:

Students enrolled in this course will learn, practice, and apply principles and strategies involved
in leading teams and community organizations. Students will examine leadership dynamics in
small groups and reflect on applications in community and organizational settings. Student
leadership teams will be organized to complete a service project with a student or community
organization.

Course Objectives:

1.   Develop capacity to lead and empower others through teamwork, group problem solving,
     decision making, and communication.

2.   Review the roles and responsibilities of leaders and team members.

3.   Analyze ethical issues as they relate to teams and organizations.

4.   Develop appreciation for the value of diversity in teams and organizations.

5.   Experience team building and group dynamic skills in practical situations.

6.   Analyze how individuals influence team behavior and effectiveness.

Class Attendance and Participation Policy

Students are expected to notify the course instructor **in advance** if you expect to miss class, and why. A voice mail message or email is sufficient. However, as a matter of policy, the instructor does not give 'permission' for students to miss class. Also, students are responsible (i.e. not the instructor) for obtaining copies of materials and information missed due to an absence.

Off-Campus Field Experience

Students in this course will work within the context of a small team to plan and complete a service project for a student or community organization. Students will be responsible for working closely with the selected organization within its community setting, which may beyond the geographic boundaries of the university campus.

Diversity

Agricultural and Extension Education 442 is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

Technology

Students enrolled in this course should possess an understanding of communication technology operations and concepts as utilized in the course. Electronic information technology will be utilized to enhance student learning involving the course instructor and all other students in the course. In addition, the instructor will be available to assist in one-on-one instruction on an arranged basis.

Course Outline

Week	Session	Topic	Readings	Assignments
1	1	Orientation to Course Defining Team and Organizational Leadership Reflections on Your Leadership Experiences		
	2	Leadership vs. Management Transactional vs. Transformation Leadership		
2	3	Reviewing Leader Traits and Skills (strengths)		
	4	Reflecting on Leadership Styles (approaches)		Assignment #1 due
3	5	Building Effective Teams		
	6	Leader Behaviors (roles)		
4	7	Assessing Team Strengths (situations)		
	8	Delegating to Others		Assignment #2 due
5	9	Motivating Others		
	10	Empowering and Coaching Team Members		Assignment #3 due
6	11	Influencing Strategies and Tactics		
	12	Managing and Coordinating Teams		
7	13	Communicating Through Leadership		
	14	Making Decisions and Solving Problems		
8	15	Resolving Team Conflicts		
	16	Analyzing Cultural Differences (member & team)		Assignment #4 due
9	17	Establishing an Ethical Team Climate		
	18	Power & Politics in Leadership		Assignment #5 due
10	19	Developing Teams and Organizations		
	20	Leading Organizational Change		
Final Exam		Team Project Presentations		Assignment #6 due

Course Assignments and Grading

Assignments	Points
1. Reflections on Your Team/Organizational Leadership Experiences	100
2. Team/Organizational Leader & Leadership Analysis	100
3. Team/Organizational Leadership Article Review	100
4. Team/Organizational Leadership Movie Review	100
5. Team/Organizational Leadership Conceptual Model	100
6. Team Service Project	200
7. Attendance & Participation	100
TOTAL POINTS	800

Course Assignments

1. **Reflections on Your Team/Organizational Leadership Experiences**

   Write a 2-3 page (double-spaced, 12 point font) reflective summary of your experience in working with teams and organizations. Your experiences may include committees or organizations from high school, or other organizations outside of education. Describe and provide specific examples of: (1) how group were involved in making decisions about group activities and projects, (2) how individual members contributed (or inhibited) the effectiveness of the team/organization, and (3) how the 'leaders' influenced the success of the team/organization,

   Points = 100
   Due Date = end of week two

2. **Team/Organizational Leadership Article Review**

   Review an article on team/organizational leadership from a newspaper, magazine, periodical, or electronic resource (www.fastcompany.com). You may review any article pertaining to one or more of the topics included on the course syllabus. The review should be at least two double-spaced typed pages using a 12 point font. Begin the review with a summary of the key points presented in the article (Please attach a copy of the article). Do you agree or disagree with the premise of the article? How does the article support/refute information presented in the class? What conclusions did you draw from the article based on your team/organizational leadership experiences? How do you anticipate applying what you learned from the article through your involvement with teams/organizations in the future?

   Points = 100
   Due Date = end of week four

3. **Team/Organization Leader & Leadership Analysis**

Students will work in small groups of 2-3 class members to identify an OSU-sanctioned organization (i.e. student club, organization, fraternity/sorority, or team) of which you may be a member, but not an officer. Groups for the SWOT Analysis assignment should discuss the group/organization identified for this assignment early in the quarter and plan to avoid duplication with other groups. Analyze the **S**trengths and **W**eaknesses of the organization. What does the organization do well . . . where is improvement needed? Identify and describe **O**pportunities that the organization might consider to achieve greater success. And lastly, describe any **T**hreats that might potentially interfere with the success of the organization in the future. In your written report, do not identify the organization by name or the names of specific members/officers. Pseudonyms (fake names) should be used when referring to specific individuals in your analysis. The analysis should be at least three double-spaced pages using a 12 point font and one inch margins. Students should develop 3-5 recommendations for improving the efficiency and/or effectiveness of the organization.

Points = 100
Due Date = end of week five

4. **Team/Organizational Leadership Movie Review**

Review a movie about leadership in a team or organizational setting. Review the leadership style of the main characters in the movie (e.g. identify the source of their power, how they use power, their team building skills, etc.). Describe how the lead characters exercised their influence. Cite critical incidents in the movie when particular leadership traits, skills, and/or styles were exhibited.

The review should be at least three double-spaced pages using a 12 point font. You may begin with a short summary of the movie, but the main body of your paper should be based on applications of leadership traits, skills, and styles discussed in class. Papers that focus primarily on a superficial or qualitative review of the movie will be returned ungraded. **Movie titles must be approved <u>in advance</u> by the course instructor**. A list of pre-approved movie titles will be posted on the AEE 442 CARMEN web site.

Points = 100
Due Date = end of week seven

5. **Team/Organizational Leadership Conceptual Model**

Design an original graphical illustration (i.e. conceptual model, logo, or symbol) that reflects some combination of the purpose, mission, vision, goals, values, and ideals of a team, organization, or business. The design you create should incorporate shapes, elements, and/or symbols that communicate concepts that are important to the team, organization, or business. Your design may be created electronically using a computer software package/program <u>or</u> you can create an actual prototype or scale model. This assignment will allow you to be creative in designing a conceptual model or emblem to symbolize the multiple dimensions of a team, organization, or business.

Points = 100
Due Date = end of week nine

Grading Rubric:	
Creativity/Originality	25
Symbolism	25
Clarity of Communication	25
Attractiveness	25

6. **Team Project**

Leadership Teams consisting of 4-6 class members will be formed to plan and conduct a Team Project during the quarter. Each team will plan, implement and evaluate a project of their choosing that must be completed within the academic term. The project may be independent <u>or</u> involve a cooperative effort with a student organization, civic club, or community group. The selected organization, club, or group may be affiliated with OSU, or another local group in Columbus, Franklin County, or a state-wide agency. However, it is strongly advised that the scope of the project be limited to something that can realistically be accomplished within the ten week quarter.

Each team is expected to develop and implement the project as a team. Although tasks to accomplish the team's purpose and goals will likely need to be divided among team members, all team members are expected to participate in the overall project. Grades will be based on both the overall team's performance and individual team member contributions to the team effort.

Points = 200
    50% based on team performance,
    50% based on individual performance
Due Date = presentation during final exam period

Grading Rubric:	
<u>Team Performance</u>	
Significance	25
Impact	25
Cohesiveness	25
Communication	25
<u>Individual Performance</u>	
Contributions to Team	100
(based upon perceptions of team members)	

7. **Attendance and Class Participation**

Because this class will rely heavily on classroom discussion and interaction among all participants, it is extremely important that students attend every class session. Points for attendance and participation will be awarded on the basis of daily reflections that are collected at the beginning of each class period. **Leadership Means Showing Up!!**

Points = 100 (five points/class period)   Due Date = each class period

Grading Scale

The following grading scale will be used to determine letter grades in this course:

A	94 - 100		C	74 - 76
A-	90 - 93		C-	70 - 73
B+	87 - 89		D+	67 - 69
B	84 - 86		D	64 - 66
B-	80 - 83		F	# 63
C+	77 - 79			

Statement of Student Rights

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations. If you have specific learning needs or preferences, please contact the instructor early in the course.

Academic Accommodations Statement

If you need an accommodation based on the impact of a disability, you should contact the instructor to arrange an appointment as soon as possible. At the appointment, the instructor and the student, can discuss the course format, anticipate your needs, and explore the potential accommodations. The instructor will rely on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If the student has not previously contacted the Office of Disability Services, the student is encouraged to do so.

Academic Misconduct Statement

Academic misconduct of any kind will not be tolerated or permitted. If students have questions about what activities constitute academic misconduct they should consult Faculty Rule 3335-23-04. The procedures that will be followed should suspected academic misconduct occur will follow Faculty Rule 3335-23-09.

All assignments and examinations must be done by individual efforts. It must be clear to the student that it is expected that the student must complete each assignment by him/herself. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

Students are encouraged to review the Code of Student Conduct at:
http://trustees.osu.edu/Rules%2023/index.php

MHR 704—Concepts and Competencies for Managing People

Schoenbaum 200, T R 10:30-12:18 am
Fisher College of Business
The Ohio State University
Spring 2009

Instructor
Joe Cooper
Department of Management and Human Resources
Office: 040 Fisher Hall
Phone: 247-7197
Email: cooper_1717@fisher.osu.edu

Office Hours: Tuesday, Thursday 12:30-1:30 pm *or by appointment*

Course Description
The purpose of this course is to teach and to practice many of the skills needed to effectively supervise others. The emphasis will be on self-management, managing other individuals and managing teams. These skills will be learned through class lectures, discussion, role play, simulations and teamwork.

In addition, as we discuss these content areas I'll be asking you to be introspective and think about your own knowledge, skills, and abilities in these areas and how you can improve to maximize your success (both current and future) as an individual contributor and as a supervisor and a leader in your organization.

While the majority of examples and situations discussed will occur in "traditional" organizations, it is important to remember that these concepts apply equally well to nontraditional organizations (non-profits, volunteer organizations, social organizations, etc.) as well.

Course Text
Quinn, R.E., Faerman, S.R., Thompson, M.P., McGrath, M.R., & St. Clair, L.S. (2007). Becoming a Master Manager: A Competing Values Approach. (4th Edition). Hoboken, NJ: John Wiley and Sons.

Web Page (Carmen)
Course information, PowerPoint presentations, etc. will be available on the Carmen site for this course. Carmen's address is: http://carmen.osu.edu. Let me know if you have any problems accessing the page for this course.

Course Requirements
Grading for this course will be based on your performance on 2 examinations, 2 written assignments, and course participation.

Exams (200 points): There will be 2 exams worth 100 points each. The format for the exams will be non-essay, and will be primarily multiple choice. These exams will not be cumulative in nature, and will be spaced at roughly equal intervals throughout the quarter. You are expected to take the exams when scheduled; failure to take an exam at the appointed time will result in your receiving a score of 0 points for that exam. Students with exam schedule conflicts must speak to me **prior** to the exam date. Make-up exams will only be granted with a legitimate excuse (as determined by the instructor).

Written Assignments (150 points): Two written assignments are required for successful completion of this course. The first assignment (50 points) is a 3-5 page summary of your findings from an interview with a practicing manager about the skills necessary for success in a supervisory role. The second assignment (100 points) is an 8-10 page synthesis and analysis of information that you will collect from others regarding your "best self". Detailed instructions for these assignments will be posted on the Carmen website. Written assignments are to be double-spaced; in 12 pt. Times New Roman font; on 8 ½"x11" paper; with 1" margins all around.

Participation (50 points): Your participation is essential to the success of this class. Full participation consists of demonstrating that you are prepared for class (i.e., that you have read the assigned text and thought about the issues raised), asking thoughtful questions, responding respectfully to your peers, and engaging productively in all class exercises. As is the case with real world work environments, you are judged not by what you know but by what you contribute. Throughout the quarter you will be participating in in-class exercises and activities. Four of these will be collected randomly throughout the quarter and graded. Each collected exercise will be worth 10 points. There will be **no** opportunity to make-up missed in-class exercises and activities. The remaining 10 points will be awarded for contributions made to class discussions. Please bring a name tent to each class so that I can keep track of your contributions.

Overall Course Grade
Your overall course grade will be a function of your total points earned by the end of the quarter. There are 400 total points possible for the course. The scale will be as follows:

Points	Percentage	Grade
370 - 400	92.5% - 100%	A
360 - 369	90.0% - 92.49%	A-
350 - 359	87.5% - 89.99%	B+
330 - 349	82.5% - 87.49%	B
320 - 329	80.0% - 82.49%	B-
310 - 319	77.5% - 79.99%	C+
290 - 309	72.5% - 77.49%	C
280 - 289	70.0% - 72.49%	C-
270 - 279	67.5% - 69.99%	D+
250 - 269	62.5% - 67.49%	D
240 - 249	60.0% - 62.49%	D-
0 - 239	Below 60%	E

My Expectations

I have several expectations for students taking this course. First, I expect you to exhibit an interest in the topic material and demonstrate this interest by <u>consistent</u> attendance in class and regular introspection and application to your own experience. Second, I expect you to keep up on the course reading and expect that you will ask and answer questions in class. Third, I fully expect a <u>high</u> level of courtesy and professionalism in the classroom setting; this means minimal talking, no cell phones, no IMing or text messaging, etc. These behaviors are distracting and disrespectful not only to me but to your fellow students as well. **When you are here, be <u>here</u>**.

Finally, I have an expectation that upon completion of this course you will have a much greater understanding of, and appreciation for, the complexities of managing people in organizations. I hope you will try to apply this material to your own work situation, now and/or in the future. This course is for <u>your</u> benefit and development, and you will get the most out of the course (and ultimately be most successful) by making it relevant to your own life situation.

General Comments

Any issues concerning grading (e.g., exam scoring) need to be called to my attention via e-mail within one week of receipt of the grading. Any student with special accommodation needs due to a disability should speak to me within the first two weeks of the course. Students with these needs are responsible for making me aware of their situation.   Academic misconduct and dishonesty will <u>not</u> be tolerated. Suspicion of academic misconduct will be acted upon in accordance with The Ohio State University and Fisher College of Business policy. Note: Use of <u>any</u> electronic device (cell phone, PDA, etc.) during an examination is strictly forbidden.

Grades assigned at the end of the quarter are <u>not</u> negotiable. Because of the grading system that OSU uses, there will likely be times that a student is just a few points away from the next grade. <u>I do not round up, nor do I provide any opportunity for extra credit at the end of the quarter; the time to accumulate points is during the quarter, not at the end of it.</u>

Finally, I want you to keep in mind that your larger mission here at OSU is to learn so that five years (and later) from now, you are as effective and successful as possible. Your ability to apply and retain this information in a meaningful way will help enhance your later success. While I adhere strictly to my grading policies above, I am also available to help you with any difficulties or questions you have during the quarter. Please feel free to stop by my office during my office hours or by appointment when you have questions about the course (or related) material.

<u>Course Schedule—MHR 704, Spring 2009</u>
(Subject to Change if Necessary)

<u>Date</u>	<u>Topic</u>	<u>Text Reading</u>
3/31	Course Introduction	
4/2	The Evolution of Management Models	Chapter 1
4/7	Self-Awareness and Communication	
4/9	The Mentor Role – **ASSIGNMENT 1 DUE**	Chapter 2
4/14	Empowering and Delegation	
4/16	The Facilitator Role	Chapter 3
4/21	Decision Making and Team Effectiveness	
4/23	The Monitor Role	Chapter 4
4/28	Performance Management	
4/30	**EXAM 1**	
5/5	The Coordinator Role: Project Management	Chapter 5
5/7	The Director Role	Chapter 6
5/12	Problem Solving and Ethics	
5/14	The Producer Role - Motivation	Chapter 7
5/19	Managing Time and Stress	
5/21	The Innovator Role – **ASSIGNMENT 2 DUE**	Chapter 8
5/26	Change and Creativity*	
5/28	The Broker Role	Chapter 9
6/2	Power, Influence, and Negotiation	Chapter 10
6/4	**FINAL EXAM**	

Economics 348
Ethics and Social Responsibility in Economic Life
Spring 2009
SYLLABUS

Professor Gene Mumy

- Lectures meets 10:30-12:18 in 2002 Evans Lab
- E-mail: mumy.1@osu.edu
- Office: 367 Arps Hall, phone 292-0482
- Office Hours: M 1:00-2:30 & T 12:00-1:30; and by appointment

DISABILITY STATEMENT

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

GEC STATEMENT

Economics 348 is a Social Science GEC course in the category **Individuals and Groups**. The goal of this GEC category is to increase student understanding of the behavior of individuals and the processes of social interaction, in terms of the theories and methods of social scientific inquiry. More particularly, students should gain an enhanced appreciation of the role of individual values and social norms in determining complex social outcomes and the variation in these across societies and the potential for cultural and social change as they interact.

Economics 348 addresses these learning objectives identifying important classes of economic interactions and the varying motivations individuals bring to them in different organizational settings. The course covers the analysis of these settings in terms of the basic economic theories of individual decision making and strategic interaction and shows how experimental and field data can be used to evaluate and reformulate these theoretical conceptualizations. Course content particularly addresses the development and importance of ethical values and social norms as providing solutions to complex problems of economic coordination and applies the general concept to a number of specific cases. The course goals, described below, show in more detail how the course meets the objectives of the GEC category.

COURSE GOALS

Economic life consists of the choices and actions of people acting individually and in groups to sustain and advance their material interests and well being. As an inherently social activity, economic life is rich in possibilities for perceived conflicts between an individual's self interest and treatment of and by others. The normative theory of how people should conceive of their own self interest and treat others is in the domain of ethics. The overarching goal of this course is to give students an appreciation of how economic activity and ethical values interact and sustain (or do not) each other.

More specifically, at the end of the course students should:

- Understand the difference between self-regarding and other-regarding preferences
- Understand how narrow self interest can generate substantial economic benefits for an individual and for others
- Be able to identify the basic types of economic interactions where narrow self interest undermines superior outcomes
- Understand how the practice of some ethical values can support the superior outcomes that would be undermined under narrow self interest.
- Be aware of the mechanisms of cultural evolution that might alter the usefulness of certain values and change the content of economic interaction.
- Be able to identify the major schools of normative ethics and have an appreciation of the distinctive mode of moral reasoning they use.
- Be able to identify and apply appropriate ethical theories in specific cases of economic life
- Understand the specific tensions between ethical values and economic activity that can arise in institutions, especially business firms
- Be aware of the specific ethical issues that are attached to professional expert knowledge that is not accessible by others, and have an appreciation for some of the conventions that try to deal with them
- Have an understanding of situations where ethical norms are insufficient and legal regulation is required.
- Have some capacity to evaluate the efficacy of formal instruction in ethical values (e.g. this course).

Required Text

K. Clark and A. Poortenga, *The Story of Ethics: Fulfilling Our Human Nature* (**TSE**)*, Prentice-Hall, 2003.

Course Requirements
Grades – will be based on the following

Item	Date	Value
Exam 1	April 22	30%
Exam 2	May 13	30%
Final Exam	Wednesday, June 10, 9:30-11:18	30%
Attendance		10%

Exams will consist of short response explanations and/or essays.

Attendance Score: Attendance will be taken at 8 of the 17 non-exam meetings of the class, randomly chosen. Unless there is a verifiable medical or conflicting official university function excuse for each absence when attendance is taken, 2% of the attendance score will be deducted, up to a maximum of 10%. MORAL OF THE STORY: BE AT CLASS!

Academic Misconduct
All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it applies to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is <u>not</u> an acceptable defense. Alleged cases of academic misconduct are referred to the university's Committee on Academic Misconduct. For more information consult: http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct

Course Topic Outline
Readings are listed below the session topic.

TSE means the text, *The Story of Ethics*.
CWS means the course web site on Carmen at: https://carmen.osu.edu/
OL the reading can be accessed online through the Library's Electronic Journals.
OL at: (URL link) means the reading can be accessed at that URL.
**means recommended; all other readings are required.

I. Big Structures

Week 1

March 30   Course Administration and the Some Basic Economics: Scarcity, Specialization, Trade, and Coordination

   G. Mumy, *Basic Economics*, **CWS**

 April 1   Basic Economics and Self Interest (Selfishness?) as the Basis of Economic Interaction: Pros and Cons

   TSE, pp. 5-12

   Adam Smith, *The Wealth of Nations*, Bk I, Chap 2: OL at
   http://www.econlib.org/LIBRARY/Smith/smWN.html

   _____, *The Theory of Moral Sentiments*, Chaps I&II: OL at
   http://www.econlib.org/LIBRARY/Smith/smMS.html

   Jon Elster, "Selfishness and Altruism," **CWS**

   **Hinman, "Psychological Egoism," OL at:
   http://ethics.sandiego.edu/presentations/Theory/PsychologicalEgoism/

   Class Exercise: The Free Rider Game

Week 2

 April 6   Introduction to Simple Non-Cooperative Games (One-Shot, Repeated, and Sequential).and Their Use in Economic Ethics, with an Illustration of Selfish Reciprocity.

   G. Mumy, *Intro to Game Theory*, **CWS**

   Robert Axelrod, "Effective Choice in the Prisoner's Dilemma," *The Journal of Conflict Resolution*, Vol. 24, No. 1. (Mar., 1980), pp. 3-25. **OL**

   Hausman and McPherson, "Game Theory," Chap 13 of *Economic Analysis and Moral Philosophy* (Cambridge U. Press, 1996). **CWS

April 8   Packaging Ethical Behavior I: Virtue Theory and How the Virtues Can
Support Economic Cooperation.

TSE, pp. 13-30.

Robert Frank *et. al.*, "Does Studying Economics Inhibit Cooperation,"
Journal of Economic Perspectives, Spring 1993**, OL**

W.D. Solomon, "Normative Ethical Theories," **CWS, relevant sections on
Virtue.

**Dawes and Thaler, "Anomalies: Cooperation," *Journal of Economic
Perspectives*, Summer 1988, **OL**

**TSE, Chap. 2

** L. Hinman, "Ethics of Virtue and Character," OL at:
http://ethics.sandiego.edu/presentations/Theory/virtue/index.asp

Week 3

April 13   Packaging Ethical Behavior II: The Passions and Duty (Deontology)

TSE, Chap. 3

**W.D. Solomon, "Normative Ethical Theories," relevant sections on Deontology.

**L. Hinman,"Immanuel Kant (the Ethics of Duty, Respect, Assessment)" OL at
http://ethics.sandiego.edu/theories/Kant/index.asp

April 15   Packaging Ethical Behavior III: Ethical Egoism and Utilitarianism as
Consequentialism.

TSE, Chap. 4

W.D. Solomon, "Normative Ethical Theories," relevant sections on
Consequentialism.

L. Hinman, "Ethical Egoism," OL at:
http://ethics.sandiego.edu/presentations/Theory/EthicalEgoism/EthicalEgoism.ppt

L. Hinman. "The ethics of Consequences: Utilitarianism," OL at:
http://ethics.sandiego.edu/LMH/e3/Ch.5-Utalitarianism.pdf

Case: Utilitarian Fair Division

Week 4
April 20   Packaging Ethical Behavior IV: Contemporary Thinking and
               Rawlsian Justice

TSE, Chap. 5 pp. 119-139

John Rawls, "An Egalitarian Theory of Justice," **CWS**

Robert Nozick, "The Entitlement Theory," **CWS**

**TSE, The rest of Chap. 5

**W.D. Solomon, "Normative Ethical Theories," relevant sections.

Class Exercise: The Original Position Game; and After.

April 22   **EXAM** 1

Week 5
April 27   Is Ethical Behavior a Stable Evolutionary Equilibrium?

Mumy, "Hawks and Doves," **CWS**

R. Frank, "Forging Commitments That Sustain Cooperation," Chap 1, *What Price the Moral High Ground?* (Princeton U. Press, 2004), **CWS**

R. Frank, "Adaptive Rationality and the Moral Emotions," Chap 3, *What Price the Moral High Ground?* (Princeton U. Press, 2004), **CWS**

** Ben-Ner and Putterman, "On Some Implications of Evolutionary Psychology for the Study of Preferences and Institutions," *Journal of Economic Behavior and Organization*, Vol. 43 (2000), pp. 91-99. **CWS**

Class Exercise: The Ethics Survival Game

II. Applied Ethics and Economic Behavior.

April 29   Applying Normative Ethics and Some Aspects of Environmental
               Economics and Ethics: Fairness, Incomplete Markets, and
               the Future.

W.D. Solomon, "Normative Ethical Theories," section on applying normative ethics.

R. Coase, "The Problem of Social Cost," *Journal of Law and Economics*,

Oct. 1960, 1-44 (especially pp.1-15). **OL**

Paul Streeten, "What Do We Owe the Future?" *Resources Policy*, March 1986, 4-16. **CWS**
** Garret Hardin, "The Tragedy of the Commons," *Science*, Dec. 13, 1968, 1243-48. OL

Case: TBA

Week 6
 May 4 Imposing and Accepting Risk.

Mumy, *Uncertainty and Risk*, **CWS**

Faden and Beauchamp, "The Right to Know in the workplace," *Canadian Journal of Philosophy*, Supplement, 1982. **CWS**

M. Valasquez, "The Ethics of Consumer Production," **CWS

Case: Exposing Workers to Plutonium

May 6   Asymmetric Information: Differential Product Knowledge Between Buyers
        and Sellers, with Some Implications for Health-Care Policy.

J. Kupfer, "The Ethics of Genetic Screening in the Workplace," *Business Ethics Quarterly*, #1, 1993, 17-25. **OL**

D. Holley, "Information Disclosures in Sales," *Journal of Business Ethics*, vol. 17, 1998, 631-41**. OL**

Cases: Art dealer at the garage sale
          Human Genome Project, Privacy, and Insurance

Week 7
    May 11   Catch up and Review

 May 13   **EXAM 2**

Week 8
 May 18 Ethics in and for Organizations Part I: Corporate Responsibility.

Milton Friedman, "The Social Responsibility of Business Is to Increase Its Profits," **CWS**

John Hasnas, "Two Normative Theories of Business Ethics," *Business Ethics Quarterly*, 1998, pp. 19-42. **OL**

R. Frank, "What Price the Moral High Ground?" *Southern Economic Journal*, Jul 1996, 1-17. **OL

Case: HIV Drug Pricing in Africa

May 20 Ethics in and for Organizations Part II: Authority, Diffuse Lines of Responsibility, Conformity, and Individual Accountability.

James Coleman, "Organizational Actors, Corporate Power, and the Irrelevance of Persons," pp. 9-30 of *The Asymmetric Society*, **CWS**

S. Milgram, "The Perils of Obedience," OL at:
http://home.swbell.net/revscat/perilsOfObedience.html

S. Asch, "A Study of Conformity," OL at:
http://www.age-of-the-sage.org/psychology/social/asch_conformity.html

R. Nielsen, "Arendt's Action Philosophy and the Manager as Eichmann, Richard III, Faust, or Institution Citizen," **CWS

Cases: An Auditor's Dilemma.
         To Dissent or Not To Dissent

Week 9
May 25 **MEMORIAL DAY** (No Class)

May 27   Tensions Between Advancing Your Own Career, Compensation Structures, and the Treatment of Others.

E. Lazear, "Labor Economics and the Psychology of Organizations," *JEP*, Spring 1991, 89-110 (especially pp. 93-99). **OL**

M. Davis, "Some Paradoxes of Whistleblowing," *Business & Professional Ethics Journal*, no.1, 1996. **OL**

Class Exercise: The Managers' Tournament

Week 10
June 1 Problems in Professional Expert Knowledge: Reputation, Codes of Ethical Conduct, and State Regulation.

Kenneth Arrow, "Social Responsibility and Economic Efficiency," *Public Policy*,

Summer 1973, **CSW**

M. Davis, "Thinking Like an Engineer," *Philosophy and Public Affairs*, Spring 1991, 150-67. **OL**

NSPE Code of Ethics for Engineers, OL at:
http://www.nspe.org/ethics/eh1-code.asp

Steven Kelman, "Regulation and Paternalism," *Public Policy*, Spring 1981, **CWS**

June 3   Do Professional Ethics Courses and Codes of Ethical Conduct Change
              Anything?

"Cognitive Dissonance," in *Wikipedia*. OL at:
http://en.wikipedia.org/wiki/Cognitive_dissonance

WRAPUP

Wednesday, June 10, 9:30-11:18   Final Exam

THE OHIO STATE UNIVERSITY
College of Education and Human Ecology
School of Physical Activity and Educational Services
PAES 245 – SPORT AND RECREATION LEADERSHIP (U3)
9195 – Autumn 2009

I. GENERAL INFORMATION

Time and Place: MW 12:30pm – 1:48pm @ PE 0109

Instructor: Katie Meyer

Office: PAES Building, A220

Office Hours: By appointment

E-mail: Meyer424@yahoo.com; Meyer.424@osu.edu

Required Text: Russell, R. V., (2001). *Leadership in Recreation (2nd. Edition)*, Boston: McGraw Hill.
*The book has been made into a course packet because the book is no longer in print. The course packet is available at UniPrint.
Additional readings may be assigned throughout the quarter.

II. COURSE RATIONALE

The purpose of this course is to provide an overview of the theories, styles, principles, and techniques associated with sport and recreation leadership.

III. COURSE DESCRIPTION

Sport and recreation leadership involves the identification of various leadership characteristics and techniques, and the study of methods and materials for comprehensive programming with individuals and different groups in a variety of sport and recreation settings.

IV. COURSE OBJECTIVES:

At the conclusion of this course, the successful student will be able to:

1. To distinguish between different types of leadership styles and describe the managerial position of each, regarding planning, human relations, and personnel.

2. To formulate a leadership philosophy for sport and recreation.

3. To identify and solve problems/current events facing administrators in the profession.

4. To recognize and identify the nature and needs of individuals in a sport / recreation setting.

5. To demonstrate social, teaching, and leadership skills.

6. To knowledgeably discuss the administrative elements pertinent to the area of sport and recreation (e.g., leadership, planning, staff selection, and evaluation).

V. COURSE POLICIES

1. <u>Academic Misconduct</u>
    Students are to do their own original work within the confines of the course objectives and evaluation procedures. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include, but are not limited to, plagiarism, collusion (unauthorized collaboration), copying the work of another student (current or former), forging another students name on attendance sheets, cheating on tests / quizzes, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e. committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the *Code of Student Conduct* (http://studentaffairs.osu.edu/resource_csc.asp).

2. <u>Students with Disabilities</u>
Any student who feels he / she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. The Office for Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at (614) 292-3307 (V) or (614) 292-0901 (TDD) in Room 150 Pomerene Hall to coordinate reasonable accommodations (http://www.ods.ohio-state.edu/).

3. <u>Diversity</u>
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

4. <u>Grievances & Solving Problems</u>
According to University Policies, available from the Division of Student Affairs, if you have any problems with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor****:* Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life."

VI. ATTENDANCE

Professionals show up for work and you are expected to show up for class. Other than in extreme emergencies you would never miss a business meeting without letting your supervisor know in advance. You should conduct yourself accordingly in this class. Absence from more than 10% of the scheduled class sessions, **that are unexcused**, is excessive and **your participation and attendance score for the quarter will be reduced by five (5) points for each absence in excess of two (2)** unless I have agreed upon some other arrangements PRIOR to your third absence.

Any combination of two tardy arrivals or leaving class early equals an absence. Anyone who arrives after 12:35pm will be marked as tardy.

There are four situations, which constitute an "excused absence" from the class meeting time. They are:
    1) Students who participate in a documented University sanctioned event
    2) Students who have a documented death in the family
    3) Students who are observing a religious holiday
    4) Students who are too ill or injured to participate in class

In accordance with Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Students who are too ill or injured to participate in class

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must provide written documentation from a physician stating that the student cannot participate in class.

VII. EXPECTATIONS

You can expect me to:
1. Prepare for each class session and be present for each class session.
2. Start each class session on time and end each class session on time.
3. Treat the syllabus as a contract (which may be modified unilaterally with adequate prior notice).
4. Grade fairly and return your work promptly with helpful comments.
5. Treat you with respect.
6. Be available to meet with you to discuss any questions or issues regarding the course.

I expect you to:
1. Attend class sessions and be in the room, seated, and ready to start on time.
2. Read the assigned material <u>prior</u> to the <u>initial</u> class session to which it pertains.
3. Complete every assignment on time and in a manner that demonstrates comprehension of the principles.
4. Demonstrate professionalism at all times.
5. Treat everyone in the classroom with respect.
6. Let me know how I can help you get the most out of this course.

VII. ASSESSMENT

Assessment is a critical part of learning. I will assess your understanding of the subject matter, your ability to analyze, your ability to present your views and yourself effectively, and your effort and dedication. I will make every effort to return all work promptly and with comments designed to help you learn and understand. **If you do not understand my comments or my numerical assessment of your work you should seek clarification**. You will have the opportunity throughout the quarter to earn assessment points as specified below. Your accumulation of assessment points will determine your final grade as follows:

Percentages	Grade Equivalent
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
60% - 66%	D
59% and below	E

You will earn assessment points by completing each requirement on time and in a manner that demonstrates your understanding of the principles and concepts, and by presenting your ideas effectively and yourself professionally. **You cannot present your ideas effectively if your writing and spelling skills are poor. Remember, do not write like you talk!** Your grade on all work will depend in part on your ability to communicate effectively. I expect all writing to be appropriate for a college level course. Grammar and punctuation are critical and greatly influence others' perception of your professionalism.

Substandard work will indicate to me that you really do not care about your grade or yourself.
The maximum number of points per assignment or requirement is as follows:

Assignment	Maximum Points Per Assignment
Background Information	5
Participation and Attendance	30
Midterm Exam	35
Philosophy of Leadership	50
Final Exam	30
TOTAL POINTS	**150**

ALL ASSIGNMENTS MUST BE COMPLETED AND TURNED IN ON TIME. NO exceptions to this barring an extreme emergency. **Assignments not turned in on time will receive NO points.** Completing an assignment on time does not guarantee the maximum points. Simply meeting the basic requirements of an assignment will earn no more than 75% of the available points. Additional points will be awarded for demonstrating an understanding of concepts and principles, an ability to think critically, creativity, and presenting your ideas effectively.

Assignments must be completed on a computer with appropriate software. Acceptable fonts include Arial, Arial Narrow, or Times New Roman and should not be larger than 12-point font. Margins should be set no more than 1".

VIII. DETAILS OF ASSESSMENT POINT ACCUMULATION

Background Information (5 points)
Each student is required to provide typed responses to the following:
- Your background (i.e. anything you would like to share)?
- Sports or activities you are currently involved in?
- Sport or recreation work experience?
- What part of the sport and leisure industry do you plan to work in?
- What would you consider your ideal job?

Participation and Attendance (30 points)
Students will be evaluated on their contributions to class discussions and participation in class activities. Missing class will negatively affect your points in this area (i.e., if you are not in class, you cannot participate in discussions!). After 2 unexcused absences, 5 points will be deducted from your participation/attendance grade for each subsequent absence.

Midterm Exam (35 points)
The midterm exam will cover the material presented in class and the readings. The midterm will be designed to assess your comprehension of key issues, concepts, and principles. Test questions may include definitions, multiple choice, fill-in-the-blank, matching, short answers and / or short essays.

Philosophy of Leadership Assignment & Presentation (50 points)
For this assignment, you are expected to develop a leadership philosophy based on the various topics we discuss in class. Within your paper, you will need to describe what type of position you see yourself in and tailor your philosophy around it. Near the end of the quarter, you will submit a written copy of your philosophy and share your philosophy of leadership with the class. Each student is required to make a **professional** 5 to 7 minute oral presentation using PowerPoint. Additional information will be provided and the complete assignment will be posted on Carmen.

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Final Exam (30 points)

The comprehensive final exam will cover the material presented in class and in the readings. It will be designed to assess your comprehension of key issues, concepts, and principles. Exam questions will be essay format.

PAES 245 - CLASS SCHEDULE

The class schedule is subject to change based upon our progress and guest speaker availability.
You are responsible for keeping up with the changes.

WEEK	DATE	TOPICS	REQUIRED READING	ASSIGNMENTS DUE
1	Sept. 21	No Class		
	Sept. 23	Class Introduction & Syllabus Review	Syllabus & Schedule	**Background Information**
2	Sept. 28	Context of Recreation Leadership	Chapter 1	
	Sept. 30	Definitions & Theories	Chapter 2	
3	Oct. 5	Recreation Leaders	Chapter 3	
	Oct. 7	Goals of Recreational Leadership	Chapter 4	
4	Oct. 12	Decision Making & Problem Solving	Chapter 5	
	Oct. 14	Group Management	Chapter 6	
5	Oct. 19	Communication	Chapter 7	
	Oct. 21	Leading Change & Innovation	Chapter 8	
6	Oct. 26	Participant Motivation	Chapter 9	
	Oct. 28	**Midterm Exam**		
7	Nov. 2	Facilitating Recreational Behavior	Chapter 10	
	Nov. 4	Managing Participant Behavior	Chapter 11	
8	Nov. 9	Rallying Resources	Chapter 13	**Philosophy of Leadership**
	Nov. 11	No School		
9	Nov. 16	Managing the Workload	Chapter 15	
	Nov. 18	**Student Presentations**		
10	Nov. 23	**Student Presentations**		
	Nov. 25	No Class		
11	Nov. 30	**Student Presentations**		
	Dec. 2	**Final Exam**		

The Ohio State University
College of Education and Human Ecology
School of Educational Policy and Leadership
In partnership with Student Life and the Ohio Union

EDU P&L 270.04
Student Career Development and Leadership Training

Syllabus – Spring 2009
Thursdays, 3:30 to 5:18 pm
Class Number: 9622
RA 322

Faculty Sponsor & Instructor	Dr. Don Stenta Visiting Assistant Professor	301F Ramseyer Hall 29 West Woodruff Ave. Columbus, OH 43210 614-688-4738	stenta.1@osu.edu

Course Purpose

Educational Policy and Leadership 270.04 provides an overview of the theory related to and skills necessary for the practice of effective leadership in team and organizational settings. Leadership is explored as an integral component of a student's career and life plan. As requested by students, special focus sections will be offered. The course purpose remains constant in all sections, however the supplemental readings may change and class discussion will focus on application of the principles to the specific interests of students in the section.

Course Outcomes

At the conclusion of this course students will:

1. Demonstrate an understanding of leadership theory and research, specifically the Relational Leadership Model,
2. Demonstrate an increased awareness of the personal qualities and skills they bring to leadership settings,
3. Demonstrate increased confidence and skill in practicing leadership in the collegiate, workplace, and/or community setting, and
4. Develop a Personal Leadership Philosophy.

Required Readings

Komives, et al., *Exploring Leadership for College Students Who Want to Make a Difference,*
         2007. Second Edition.
** This text will be available at SBX and University bookstores. It can also be found easily
         through online or local booksellers.

Various supplemental readings to be provided by the instructors.

Course Requirements

Class Attendance and Active Participation (15 points)
- Attendance at each class for the full class period.
- Completion of readings in advance of the class for which they are assigned and working knowledge of the content of assigned readings sufficient to permit students to introduce and discuss the concepts presented in the readings. The instructor reserves the option to give up to four unannounced quizzes on the text, if it is apparent readings are not being done in advance.
- Sharing current and past leadership experiences.
- Actively participating in class structured experiences and discussions. Challenging and supporting classmates appropriately.

Journal (15 points)
On a regular basis students will write about the application to their leadership experiences of principles discussed in class. Journals should be no longer than 3 pages in length, double spaced, 12 point Arial or Times New Roman font. Journal assignment topics are listed at the end of this syllabus, although are subject to change based on the needs and interests of the students and instructors.

Midterm Exam (20 points)
The midterm will test students' knowledge of various leadership theories and approaches, as well as their knowledge of the Relational Leadership Model. The exam will be given in class.

Group Book Review Paper and Presentation (30 points)
In groups, students will choose a book related to leadership and analyze it. Students will present their findings in group presentations, as well as with individual papers related to the book and their groups' dynamics. The class will be split into book review groups. Each group will choose a book that addresses the broad topic of leadership, and include a rationale for why that book was selected. The book selection must be taken from the approved list on page 7. Each member of the group will read the book and participate in a group discussion or analysis of the book outside of class. This analysis should focus on identification and description of key leadership theories and approaches, description of how the book contributes to your understanding of leadership and identification of specific instances of leadership in the book. Once the book has been read and discussed by the group, their findings will be presented in two parts.

> Part 1: Group Presentation (Due Weeks 8 or 9) (15 points)
> Each group will have 15 minutes to present an analysis of their book. The presentation should address the overall content of the book, identification of key leadership theories and approaches, how the book contributes to your understanding of leadership, and how concepts in the book can be applied to your life. Each group is encouraged to meet with the instructor to discuss how they would like to present the analysis and to ask any questions they may have about the presentation in general. Students must use power point slides in the presentation. Creativity is encouraged!

> Part 2: Individual Paper (Due Week 9) (15 points)
> In a 3-4 page paper, discuss the dynamics of your reading group, as well as the book's impact on your personal view of leadership. The following questions are provided as a starting point and you are welcome to offer any other insights you discovered during this group project.

> - Consider the following questions as a starting point to address how you related to the book: Has the book you read changed your view of leadership? What

similarities and differences do you see between your view of leadership and that of the author? Did the book help you to see and understand leadership in a different way?

- Consider the following questions as a starting point to address your group's dynamics: How did various members of your group use different parts of the Relational Leadership Model? Were you able to identify your group going through Tuckman's Group Developmental Stages? Can you identify the various roles the members of your group held? Did members switch roles throughout, or take on more than one role at a time?

Personal Leadership Philosophy (20 points)
Students will create their own philosophy of leadership, based on different components of the class, including their own leadership experiences, class discussions and activities, theories learned, journal entries, and homework assignments. This assignment should integrate assignments, discussions, and experiences from the entire course.

The paper will require you to create your personal leadership philosophy. In 7-8 pages, you should be able to answer the question: "What does leadership mean to me?" To answer this question, draw from the definition of leadership you developed at the beginning of the quarter, theories we have discussed in class, your leadership style, journal entries, characteristics and behaviors of leaders you admire, why you think leadership is important, any leadership experiences you have had this quarter and situations in which you were not a leader. We will have a discussion in class about how your idea of leadership has changed or stayed the same throughout the quarter in preparation for this assignment.

Papers will be submitted to the Carmen drop box by 5:00 PM on **December 7, 2009**.

Grading
Letter grades will be applied as follows:

A	93-100	C+	77-79		E	< 59
A-	90-92	C	73-76			
B+	87-89	C-	70-72			
B	83-86	D+	67-69			
B-	80-82	D	60-66			

Attendance
Section size is generally limited to a small number of students. Since much of the learning in the course is derived from in-class experiences and discussion, more than 1 unexcused absence in sections meeting once per week will automatically result in a drop of one letter grade. Absences will be excused for legitimate medical, family, or other reasons. Consult with your instructor for additional guidance.

Course and Instructor Evaluation
Students will be asked to complete the University Student Evaluation of Instruction form at the end of the quarter. Students will also be asked to provide feedback on instruction, as well as the course structure and content.

Academic Honesty Policy
As members of a University community, students are expected to uphold the highest standards of academic honesty in all course work. Penalties for plagiarism, cheating, or other acts of academic dishonesty may include receiving a failing grade, dismissal from the University, or revocation of degree. More information can be found in *The Ohio State University Code of Student Conduct*.

ADA Statement
Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.

ASSIGNMENT SUMMARY AND CLASS TOPICS

All assignments are due in the class of each week listed below. All reading assignments are from the course text, *Exploring Leadership For College Students Who Want To Make A Difference,* S. Komives, et al, 2007*.*

WEEK	TOPICS	ASSIGNMENTS
1 9/24/2009	Overview of Class Class Member Introductions Importance of Teambuilding	
2 10/1/2009	An Introduction to Leadership	Preface and Chapter 1 Journal 1 due
3 10/8/2009	Generations of Leadership Theory Effective Communication	Chapter 2
4 10/15/2009	Relational Leadership Model	Chapter 3 Journal 2 due
5 10/22/2009	Understanding Self and Others	Chapter 4 Journal 3 due
6 10/29/2009	Strategies for Change	Chapters 11 & 12 Journal 4 due Midterm Exam
7 11/5/2009	Working with Teams and Groups	Chapters 5 & 7
8 11/12/2009	Ethical Leadership	Chapter 6 Journal 5 due Group Presentation(s)
9 11/19/2009	Understanding Organizations Building Community	Chapters 8 & 9 Group Presentation(s) Individual Paper due
11/26/2009	Thanksgiving Day	NO CLASS
10 12/3/2009	Leader Renewal Celebrating Success Course Wrap-Up	Chapters 10 & 13 & 14 Leadership Philosophy Due to Carmen Drop Box by 12/7/09 at 5:00 pm

Journal Prompts
Journal assignments are subject to change by individual instructors depending on the needs of the class.

Leadership development is enhanced when the experience involves three different processes: action, observation, and reflection. Journal assignments provide you an opportunity to reflect on your experiences both in and out of class related to leadership. Your journals should be typed and double spaced, 3 pages in length. You will be graded on your ability to reflect thoughtfully on the provided topic. General content, grammar, and syntax will be graded.

Journal 1 (Due Week 2)
Part 1:
Create a visual representation of your personal leadership timeline. Identify and briefly explain the leadership experiences you have had throughout your life that have affected your current view of leadership. You may choose any format for your timeline, for example hand-drawn, typed, or other creative presentation of the information.

Part 2:
Based on your personal leadership timeline, write about your personal best leadership experience. Briefly describe the context of the situation or experience. List the five to seven most important actions or behaviors you took, or in other words, explain what you did that made a difference. What words would you use to describe this experience overall?

Journal 2 (Due Week 4)
Consider the leadership theories introduced in chapter 2 (pages 44-59). Provide an example of specific leaders and participants whose leadership fits within each approach. Explain why you chose each person or persons.

Journal 3 (Due Week 5)
Consider the concept of authentic leadership and its tasks to "build followers' self-efficacy; create hope; raise optimism; and strengthen resilience" (p. 67). Describe your own sense of hope, optimism, and ability to build and strengthen others. How can you nurture hope and optimism in those around you?

Journal 4 (Due Week 6)
Reflect on your personality/leadership inventory results. Do you find the inventory results to be an accurate description? Are there portions of your personality or leadership style that were not addressed by the inventory? How will you use this information about yourself within communities to which you belong (organization, friends, family, others)?

Journal 5 (Due Week 8)
Drawing on our discussion about ethical leadership, create a "Code of Leader Ethics," i.e. generally acceptable standards to guide leader behavior. It may help you to think about ethical behavior in categories, such as personal leader behaviors (honesty, truthfulness, etc.), leader relations with members (interpersonal relationships, communication, fairness, respect for differences, etc.), leader relations with other organizations and people outside the group, and leader responsibility to the total community or society. You can choose different or additional categories or opt for a totally different structure.

**BOOK OPTIONS FOR GROUP BOOK REVIEW PRESENTATION/PAPER
ASSIGNMENT**

BOOK TITLE	AUTHOR(S)
Leading for a Lifetime	Warren Bennis & Robert J. Thomas
Leading with Soul: An Uncommon Journey of Spirit	Lee Bolman & Terrence Deal
Squawk: How to Stop Making Noise and Start Getting Results	Travis Bradberry
First Break All the Rules	Marcus Buckingham & Curt Coffman
Good to Great	Jim Collins
Blink	Malcolm Gladwell
Made to Stick: Why Some ideas Survive and Others Die…	Dan Heath & Chip Heath
Leading Change	John Kotter
Tribal Leadership: Leveraging Natural Groups to Build a Thriving Organization	Dave Logan, John King & Halee Fischer-Wright
Leadership Can Be Taught	Sharon Daloz Parks
The Last Lecture	Randy Pausch & Jeffrey Zaslow
Deep Change: Discovering the Leader Within	Robert Quinn
Leadership That Matters: The Critical Factors for Making a Difference in People's Lives and Organizations' Success	Marshall Sashkin & Molly Sashkin
Turning to One Another: Simple Conversations to Restore Hope to the Future	Margaret Wheatley

EDU P&L 271J: Leadership in Community Service   5 Credit Hours

Spring Quarter 2009
Wednesdays 4:30-6:48 p.m.
McPherson 1040

Judy Guion-Utsler   Phone 292-4322
325 Ramseyer Hall   Office Hours:
guion-utsler.1@osu.edu   Wed. 1:00 – 3:00
Mailbox: 301 Ramseyer Halll   (or by appointment)

Course Purpose:

This course examines leadership in the context of service and community involvement. In this course, students will gain an understanding of service and leadership for "the common good," analyze the setting in which service takes place, actively participate in a community service setting for a minimum of three hours a week, gain hands on knowledge, skills, and experience about a specific community organization, and develop their own leadership style and skills in a community setting. The purpose of this course is to prepare students for a lifetime of engaged, responsible, and active community involvement and leadership.

Course Description and Objectives

The core of the learning experience in this course is community involvement. The question of leadership for what purpose will be critically examined through the lens of service and community. Students will be encouraged to thoughtfully and critically analyze their own leadership responsibilities, community involvements, and service commitments.

The primary objectives of the course are:

• to gain an understanding of leadership, community involvement, and the "common good"
• to understand and utilize concepts informing leadership practice such as self knowledge, vision, common purpose, commitment, the ability to follow, collaboration, empowerment, inclusiveness, controversy with civility, social change, etc.
• to develop leadership skills and competency through application of leadership concepts in a community setting
• to understand a community issue from multiple perspectives
• to integrate service/community involvement experiences with readings on leadership, community, and service
• to understand and distinguish between community-identified assets and needs from externally defined needs; and to address needs as defined by community agencies through direct service
• to understand and describe connections and inequities related to power, privilege, community resources, and social justice
• to develop a personal philosophy of service and community leadership through critical analysis of social issues, reflection, and community involvement

Course Format

The format for this course includes in-class lectures, discussion groups, reflection activities, and a field experience at a local Columbus community service organization. All of these components are integral to the course. Each student will select from a list of 5 service sites at which a minimum of 3 hours per week of involvement at the site is required. Discussion groups comprised of all the students at each community service site will constitute a central component of class. Each group will be facilitated by a site leader/teaching assistant who will also act as a liaison

between you and your community service site as necessary. Additional guidelines for the community service component of the class are included in the course packet.

Required Text:
Course packet: The course packet is available at Uniprint at Tuttle Park - under the following title: EDP&L 271: Leadership in Community Service. Copies of the course readings are also available via informal reserve in my office, though this may not leave the office (325 Ramseyer). The readings are also on reserve at the library.

COURSE REQUIREMENTS

• **Community Service Site Placement**
 As noted above, each student is required to spend a *minimum* of three hours per week at a single designated community service site. Since there is no final exam for this class, you are expected to complete three hours of service during finals week. Scheduled hours are to be determined with the community agency supervisor and your TA. Your commitment to your site is crucial to your own learning as well as to the community service site. Extend the same courtesy to your site as you would if you were employed by showing up on time and at scheduled times.

• **Class Participation**
 Class attendance is expected, as is active participation in both class discussions and community service. Each student is expected to achieve a high level of involvement in class discussions by preparing for each class, completing all assignments, reading all articles, and integrating both in-class and community-based learning.

• **Discussion Group Involvement**
Each week, the last part of the class session will be spent in small discussion groups organized around your particular community service site. Attendance and active engagement in these groups are required and an integral part of class time. Discussion will be facilitated by your site leader/TA and will provide you with an opportunity to discuss your involvement at your site as well as to ask questions.

Assignments
1. Community Involvement Activity Record
In the course packet you will find a Community Involvement Activity Record. Please utilize this form to keep track of service hours and corresponding activity throughout the quarter—make sure it is signed by your site supervisor. At the end of the quarter, **this record will be due on or before NOON on June 10** for all students, including graduating seniors. This can be delivered to Judy's mailbox in 301 Ramseyer Hall. Late activity records will not be accepted without prior arrangement. NOTE: ALL other missed assignments must also be turned in by noon on June 10.

2. Reflective Reaction Journals
[Due Weeks 2 through 10 at the beginning of class to your TA - 9 total]
This *weekly* assignment is designed to help you reflect about and make meaning of your service experience and the readings. It should be a personal, weekly journal about your service experience. This should be one to two pages in length. You can write this reflection like a journal, an essay, a poem or a drawing if you like.* This reflection is to show meaningful reflection about your experiences--don't report on what you've done: reflect about what it means to you! Each reflection/journal is worth 5 points. Two alternative assignments can replace two journal entries. *If you choose to present your reflection in the form of a poem, drawing or collage, you must also attach a 2-3 paragraph description and explanation of your reflection.

3. Quizzes

There will be four quizzes, worth 10 points each, every other week, based on the previous two weeks' readings. These will be short answer and multiple choice and you will be able to use the readings (open book style). They will be short, however--10 minutes maximum. *You will need to have read the readings to get full points.*

4. Service Learning Agreement/Essays/Letter (4 in total)
[Due April 15 , May 6, May 29, and June 4, respectively]

Service Learning Agreement- Key concepts: Service, leadership, your competencies (skills, knowledge, attitudes, values).
Please write, in bulleted form, a **formal** agreement between you and your site coordinator. Include in this document:
- How you define service.
- How what you will be doing at the site fits that definition.
- What you hope to learn more about as a volunteer at this site.
- What times and days you will work at your site.
- How you will make up hours in case of emergency.
- What skills you will use and/or develop over the course of this quarter.
- What you anticipate the people at your site will be like.
- How you will be a leader while serving at this site.
- *READ AND SIGNED BY YOUR COORDINATOR*   **[due April 15]**

Reflective essays described below should be approximately 5 pages in length, typed in no larger than 12 pt font, with 1 inch margins, double-spaced. The essays should reflect an integration of your service-involvement, class discussions, and reading.

NOTE: Both of these papers must utilize at least 4 citations from a variety of the assigned readings *FOR THE PREVIOUS SET OF READINGS*, and you must use appropriate citations, with a reference page.

IDENTITY ESSAY – Key concepts: Identity, community, community affiliation, diversity, privilege, oppression.

Please write an essay in which you discuss who you are in terms of the communities in which you are a member.
- What is your race, ethnicity, class, gender, ability/disability, religious background, national origin?
- How do these influence your participation in specific communities to which you belong?
- In what groups or communities are you "different" and in what way?
- Tell about a time when you interacted with people with very different identities than you have--how did you feel and what was it like for you?
- How has your service site helped you understand identity and diversity?
- How do/did stereotypes influence you in the various communities to which you belong?
- How has privilege or oppression had an impact on the way you experience the world?
[due May 6]

GOING FORWARD ESSAY – Key concepts: rankism, relational leadership, multiple perspectives, service-learning, proactive leadership.

Please write an essay in which you discuss the new understandings you have gained about a

particular social issue relevant to your experience in this class and at your service site:
- What did you gain from your experience at your service site?
- What have you learned about yourself and your own identity?
- How have the concepts in this class (poverty, racism, privilege, homophobia, leadership) influenced your participation at your service site?
- What beliefs were challenged this quarter?
- What, if any, of your beliefs or views have changed? Why?
- Describe some of the relationships you formed at the service site, and some of the experiences you had there. What was startling to you?
- How has your understanding of leadership and service changed?
- What will you do with the new perspectives you have encountered this quarter?

<center>**[due May 29]**</center>

Letter to Your Community Service Site
Write a one page, single spaced etter to your community service site supervisor describing what you have learned as a result of your involvement there. Identify the ways in which you have benefited from your participation, and describe how you think the service site benefits the community.   Follow appropriate guidelines on formal letter writing. **[due June 4]**

Rewriting opportunities— If you are dissatisfied with your grade (below an A only, please) on any of your submissions, you have the opportunity to rewrite for a higher grade after the papers are returned with some comments for improvement. Points that are deducted for late papers will carry over to the rewrite. The rewrite is due no later than one week after the original is returned, and must be handed in with the original.

Late Assignments: There will be a 10% deduction from total possible points for every week an assignment is late. I prefer not to have papers e-mailed.

Formal Group Presentation- (May 20)- This group project addresses the particular issue about which your site is focused (i.e. AIDS, literacy, youth development, poverty, hunger, etc.). What is the issue? Investigate why the agency you are working with exists. What is the need for this organization? Why does this need exist? Consider these questions from multiple perspectives: your own, an agency staff member's, a person who uses the agency's services, a tax payer, a class member not involved at your site, and others. What would need to happen for this organization to no longer be needed by the community? Be sure to differentiate between needs-based/deficiencies and assets-based/capacities orientations. This presentation is not to exceed 20 minutes per group.

<center>Evaluation:</center>

Class Attendance and Participation	35 points
Service Attendance and Participation	40 points
Formal Group Presentation	25 points
Reflective Reaction/Question Journal	50 points
Quizzes	40 points
Service Agreement	25 points
Reflective Essays (2)	60 points (30 and 30)
Letter to Community Service Site	25 points
TOTAL	300 points

*Attendance and active participation are expected both in class and at your service site. Four points will be subtracted for each missed class or volunteer time. If you are unable to attend class, contact Judy as soon as possible.

*Site leaders/TAs are responsible for awarding participation, presentations, and reflection journal points. Judy will evaluate all other written materials.

*Late work will not be accepted without penalty unless appropriate arrangements have been made with Judy and documentation is submitted.

Grading Scale:

A	94-100% (280.5-300)	A-	90-93% (268.5-280.4)
B+	87-89% (259.5-268.4)	B	84-86% (250.5-259.4)
B-	80-83% (238.5-250.4)	C+	77-79% (229.5-238.4)
C	74-76% (220.5-229.4)	C-	70-73% (208.5-220.4)
D	64-69% (190.5-208.4)	E	63% and below (190.4- below)

*** *Please note the following citations concerning learning accommodations, the Writing Center and academic dishonesty (Excerpted from Dr. Maurice Stevens' CS201 Syllabus, The Ohio State University):*

Learning Accommodations
"If you need accommodations based on the impact of a disability, please contact me to arrange an appointment as soon as possible. We will discuss the course format, anticipate your needs, and explore potential arrangements. I rely on the Office for Disability Services to assist me in verifying the need for accommodations and in developing appropriate strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so as early in the quarter as possible."

The Writing Center
"The Writing Program at the Writing Center provides on-campus individual conferences on any kind of writing project. At some point during the quarter you should take advantage of this free service to receive additional feedback on your writing. It is necessary to make an appointment in advance (keep in mind that appointments near the end of the quarter are nearly impossible to get so plan ahead). The phone number is (614) 688-4291. The center is located at 475 Mendenhall, 125 S. Oval Mall. Visit their office or website (http://cstw.ohio-state.edu/writing_center/index.htm)."

Academic Dishonesty
"Any work that misrepresents a student's own academic work is considered to be academically dishonest. Therefore, cheating on assignments or quizzes and plagiarizing are unacceptable. Plagiarism is presenting someone else's work as your own and failing to put quotation marks around passages taken from a text or failing to properly cite quoted material. Please refer to University guidelines regarding academic dishonesty.

Statement on Diversity –
The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

CLASS OUTLINE AND SCHEDULE

WEEK 1   **INTRODUCTION TO COURSE - OVERVIEW AND EXPECTATIONS**
April 1

                    Community service site coordinators, site selection
                    This week, visit sites for orientations.
                    Do the readings, Work on first journal entry.

WEEK 2   **SERVICE-LEARNING & LEADERSHIP: COVERING THE BASICS**
April 8   For today, read:
                    Article #1 The Two Sides of Leadership;
                    Article #2 Appreciating a Kaleidoscope of Views;
                    Article #3 The Complexity of Identity: Who Am I?;
                    Article #4 Why 'Servanthood' is Bad.

Your 1st journal entry is due.   Begin working on your Service-Learning Agreement.

WEEK 3   **ASSETS & DEFICIENCIES: POVERTY IN AMERICAN SOCIETY**
April 15   For today, read:
Quiz   Article #5 Being Poor
                        Article #6 What is Poverty?
                        Article # 7 Poverty Endures
                        Article #8 The Missing Class
                        Article #9 Piling On

Your 2nd journal entry is due.
Your Service-Learning Agreement is due.

WEEK 4   **PRIVILEGE IN AMERICAN SOCIETY: IDENTITY AND DIVERSITY**
April 22   For today, read:
                        Article #10 The Working Poor
                        Article #11 The Truth About Stereotypes
                        Article #12 Can We Talk?

Your 3rd journal entry is due. Begin working on your Identity Essay.

WEEK 5   **CONTINUATION: IDENTITY AND DIVERSITY (THE LARAMIE PROJECT)**
April 29   For today, read:
Quiz   Article #13 A Disorder Without a Name
                        Article #14 Memoirs of a Gay Fraternity Brother
                        NO SMALL GROUP MEETINGS TODAY

Your 4th journal entry is due.

WEEK 6   **BEING GLOBAL CITIZENS**
May 6   For today, read:
                        Article #15 American Dreamers
                        Article #16 Small and Smaller
                        Article #17 Another Way of Being Human

Your 5th journal entry is due.
Your Identity Essay is due. Work on Formal Presentations.

WEEK 7   LEGACY IN SERVICE: MAKING A DIFFERENCE
May 13   For today, read:
Quiz   Article #18 Jeffrey Adler's Commencement Address.
                       Article #19 MLK's Letter from a Birmingham Jail
                       Article #20: Leadership for Social Change

Your 6th journal entry is due. Start working on your Going Forward Essay.

WEEK 8   FORMAL PRESENTATIONS
May 20

Your 7th journal entry is due.

WEEK 9   BECOMING ALLIES
May 27   For today, read:
Quiz   Article #21, Interrupting the Cycle of Oppression.
                       Article #22 Working Assumptions and Guidelines for Alliance
                          Building.

Your 8th journal entry is due.
Your Going Forward Essay is due.

WEEK 10   NOW WHAT?
June 4   Course wrap-up, Debriefing and Course Evaluations

Your final journal entry is due,
Your service letter is due.

PLEASE CHECK CARMEN **WEEKLY**!! There will be some journal prompts posted (to be used if you don't know how to get started on a journal entry), there will be guidelines regarding papers including a basic rubric and expectations, there will occasionally be additional articles posted that you will be expected to have read for class. Don't miss out on this information by skipping Carmen!

The Ohio State University
College of Education and Human Ecology
School of Educational Policy and Leadership

EDU P&L 371
Introduction to Leadership Development in Learning Organizations
Syllabus
3 credit hours

Location & Time
Dr. Donald Stenta, Visiting Assistant Professor
301F Ramseyer Hall
stenta.1@osu.edu
Office Hours

Course Overview

Studying leadership requires a parallel process of internal reflection and learning about others. This course outlines concepts and strategies that are necessary to be an effective educational leader. Through a variety of leadership assessments, students will learn about their leadership styles and preferences. The course will define leadership and followership, while providing students the opportunity to learn about human motivation, communication, and feedback. This course is designed to develop analytical and interpersonal skills needed to lead learning organizations. Students will enhance their skills through reading, lecture, discussion, case analyses, in-class exercises, student presentations, and decision-making simulations. The first part of the course will provide an overview of leadership theory and evolution of thought about effective leadership. A series of leadership assessments will be administered to provide direct feedback about leadership style preferences. The second part of the course will investigate various dynamics leaders to which leaders must attend for success in today's learning organizations.

Course Goals and Outcomes

As a result of taking this course, students will be able to:
1. Understand leadership theories, history, approaches, and philosophies
2. Analyze his or her leadership style from multiple perspectives in today's learning organizations
3. Become familiar with leadership frameworks
4. Learn how to apply leadership frameworks to making decisions and assessing interpersonal interactions
5. Consider leadership challenges in working in organizations
6. Describe his or her leadership philosophy and style orally and in writing

Required Readings

1. Wren, J. T (1995). *The leader's companion: Insights on leadership through the ages*. Boston: McGraw Hill.
2. Students must purchase copies of the "Leadership Effectiveness Adaptability Description" and the "Leadership Practices Inventory" at SBX.
3. Assigned sections of the "Professional and Leadership Development" tool kit from the National School Boards Association website.
4. Additional course readings on electronic reserve.

Grading

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Letter grades will be applied as follows:

A	93-100	C+	77-79	E	< 59
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	60-66		

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Grievances and Solving Problems

If any concerns arise in this class, please see the instructor first. If necessary, you should then see the department chair or school director, dean, or provost, in that order.

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Course Requirements

Class Participation and Preparation (10 points)
- ❑ Attendance at each class session for the entire class meeting period.
- ❑ Completion of reading assignments prior to the class for which they are assigned.
- ❑ Contribution to class discussions, including participation in class activities.

Leadership Style Assessment Paper (20 points)
This assignment involves an exploration of leadership development. In this 10 page paper, students will be asked to consider their leadership styles and will explore their preferred approaches to leadership based on various assessments. Students will respond to these questions when completing this assignment:
- ❑ What is your leadership philosophy? Select one leadership theory discussed in class. Compare and contrast your own philosophy with this theory.
- ❑ Review the leadership instruments. In an appendix at the end of the paper, create a table that outlines the leadership assessments taken in class and the results of these instruments. What are patterns or themes in your results? What are the similarities and differences in your results? What do these results indicate about your leadership style? Based on your interpretation of the leadership assessments, discuss your results in connection to Quinn's Competing Values Framework. Go to the student companion website at http://bcs.wiley.com/he-bcs/Books?action=index&itemId=047136178X&bcsId=1240 and take the Competing Values Skills Surveys (this link will be posted on Carmen). Incorporate the results of these surveys in your assessment paper.
- ❑ Describe the leadership role models who have had an impact on your leadership philosophy. Who or what has shaped your philosophy of leadership?

This paper is due during **class session eight**.

Case Studies (20 points)
The class will divide into assigned teams. Teams will work together and participate in class activities. Teams will also review four case studies (5 points per case), discuss the critical components in the cases, and outline strategies to resolve complex situations. Each team will have time in class to complete a team case study response form. These response forms will be submitted to the instructor, and the team will receive a grade for the depth of response. Teams will also share their responses about these cases at least once during the course to the entire class.

Mid-term and Final Examinations (50 points)
A mid-term and a final examination will cover key concepts related to the class. The mid-term examination is worth 20 points and will be administered in class during **class session five**. The final is worth 30 points and will be a take home examination, due during **finals week**.

Class Topics and Readings

Date	Topic(s)	Readings/Assignments
Class 1	Introductions Review course and syllabus Leadership defined	Be sure to purchase these two leadership assessments from SBX for class session four: 1. Leadership Effectiveness Adaptability Description 2. Leadership Practices Inventory
Class 2	Leadership vs. Management The Crisis of Leadership	Wren, Chapters 1-4 Complete the following leadership assessment on course website: Supervisory Attitudes: The X-Y Scale. **In Class Case Study**
Class 3	What is Leadership?	Wren, Chapters 5-8 Read "Leadership and Teams in Education" link: http://www.nsba.org/sbot/toolkit/PandLDev.html Complete the following leadership assessments on course website: Management Styles Inventory, Strategic Leadership Styles Inventory. **In Class Case Study**
Class 4	Understanding the Leader	Electronic Reserve article: Kouzes (1995). *The leadership challenge*. San Francisco: Jossey Bass. Chapters 1 & 2. Electronic Reserve article: Quinn (2006). *Becoming a master manager*. New York: Wiley. Chapters 1 & 10. Wren, Chapters 18-25, 32 Complete the following leadership assessments on the course website: Keirsey Temperament Sorter, Myers-Briggs Type Indicator. Complete Leadership Effectiveness Adaptability Description, and Leadership Practices Inventory. **In Class Case Study**
Class 5	**Mid-term Examination**	

Class 6	Understanding the Followers	Wren, Chapters 29-31 **In Class Case Study**
Class 7	The Leadership Environment	Wren, Chapters 36-38
Class 8	Leading Individuals: Motivation	Wren, Chapters 44-45 **Leadership Style Assessment Paper Due**
Class 9	Leading with Integrity	Wren, Chapters 26-28 Read "Leadership Responsibilities in Education" link: http://www.nsba.org/sbot/toolkit/PandLDev.html Electronic Reserve article: Johnson (2001). *Meeting the ethical challenges of leadership*. Thousand Oaks, CA: Sage. Chapters 5 & 9.
Class 10	Understanding Power	Electronic Reserve article: Kotter (1999). *What leaders really do*. Cambridge: Harvard Business Review Books. Chapter 4. Electronic Reserve article: Chrislip & Larson (1994). *Collaborative leadership*. San Francisco: Jossey Bass. Chapters 8 & 9.
Class 11	**FINALS WEEK**	**Final Examination Due on Monday**

Complete citations for electronic reserve readings:

Chrislip & Larson (1994). *Collaborative leadership*. San Francisco: Jossey Bass.

Johnson, C. S. (2001). *Meeting the ethical challenges of leadership*. Thousand Oaks, CA: Sage.

Kotter (1999). *What leaders really do*. Cambridge: Harvard Business Review Books.

Kouzes, J. & Posner, B. (1995). *The leadership challenge*. San Francisco: Jossey Bass.

Quinn (2006). *Becoming a master manager*. New York: Wiley.

Rosenbach, W. & Taylor (2006). *Contemporary issues in leadership*. Boulder, CO: Westview.

The Ohio State University
College of Education and Human Ecology
School of Educational Policy and Leadership

EDU P&L 371
Introduction to Leadership Development
Syllabus
3 credit hours
Call Number: 07806-1

Wednesdays 3:30 to 5:18 pm – SM 1048
Dr. Don Stenta
Ramseyer 301
614-688-4738
stenta.1@osu.edu
Office Hours: By Appointment

Course Overview
Studying leadership requires a parallel process of internal reflection and learning about others. This course outlines concepts and strategies that are necessary to be an effective leader. Through a variety of leadership assessments, students will learn about their leadership styles and preferences. The course will define leadership and followership, while providing students the opportunity to learn about human motivation, communication, and feedback. This course is designed to develop analytical and interpersonal skills needed to lead organizations. Students will enhance their skills through reading, lecture, discussion, case analyses, in-class exercises, student presentations, and decision-making simulations. The first part of the course will provide an overview of leadership theory and evolution of thought about effective leadership in the context of transactional and transformational leadership. A series of leadership assessments will be administered to provide direct feedback about leadership style preferences. The second part of the course will investigate various dynamics to which leaders must attend for success in today's organizations.

Course Goals and Outcomes
As a result of taking this course, students will be able to:
1. Understand leadership theories, history, approaches, and philosophies
2. Analyze their leadership styles from multiple perspectives
3. Become familiar with leadership frameworks
4. Learn how to apply leadership frameworks to making decisions and assessing interpersonal interactions
5. Consider leadership challenges in working in organizations
6. Describe their leadership philosophies and styles orally and in writing

Required Readings
1. Rosenbach, W. E. & Taylor, R. L. (2006). *Contemporary issues in leadership (6th edition)*. Boulder, CO: Westview Press.
2. Rath, T. (2007). *StrengthsFinder 2.0*. New York: Gallup Press. Must purchase new version of this text.
3. Additional course readings on Carmen.

Grading

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Letter grades will be applied as follows:

A	93-100	C+	77-79	E	< 59
A-	90-92	C	73-76		
B+	87-89	C-	70-72		
B	83-86	D+	67-69		
B-	80-82	D	60-66		

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Learning Expectations

This course will require students to evaluate their preferences for leading groups and interacting with others. Given this, students will be expected to perform in the following manner:
1. Be on time and present for each class.
2. Participate in class discussions and activities.
3. Respect opinions that differ from your own. Attempt to learn from alternative perspectives.
4. Submit assignments on time in class. Late assignments will be accepted with grading penalties (90% of grade for 1 day late, 80% for 2 days late, 0% for assignments later than two days).

ADA Statement

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.

Course Requirements

Class Participation and Preparation (10 points)
- Attendance at each class session for the entire class meeting period.
- Completion of reading assignments prior to the class for which they are assigned.
- Completion of class prep exercises.
- Contribution to class discussions, including participation in class activities.

Leadership Style Assessment Paper (20 points)
This assignment involves an exploration of your leadership development. In this 6-8 page paper, students will be asked to consider their leadership styles and will explore their preferred approaches to leadership based on various assessments. Students will respond to these questions when completing this assignment:
- Review the leadership assessments. In an appendix at the end of the paper, create a table that outlines the leadership assessments taken in class and the results of these instruments. What are patterns or themes in your results? What are the similarities and differences in your results? What do these results indicate about your leadership style? Based on your interpretation of the leadership assessments, discuss your results in connection to Quinn's Competing Values Framework. Go to the student companion website at http://bcs.wiley.com/he-bcs/ooks?action=chapter&bcsId=3324&itemId=0470050772&chapterId=27095 and take the Competing Values Skills Survey by selecting Chapter 1. The survey has 120 questions. Incorporate the results of these surveys in your assessment paper.
- Describe the leadership role models who have had an impact on your leadership philosophy. Who or what has shaped your philosophy of leadership?

This paper is due during **class session nine**.

Case Studies (20 points)
The class will divide into assigned teams. Teams will work together and participate in class activities. Teams will also review four case studies (5 points per case), discuss the critical components in the cases, and outline strategies to resolve complex situations. Each team will have time in class to complete a team case study response form. These response forms will be submitted to the instructor, and the team will receive a grade for the depth of response. Teams will also share their responses about these cases at least once during the course to the entire class.

Mid-term Examination (20 points)
A mid-term examination will cover key concepts related to the class. The mid-term examination is worth 20 points and will be administered in class during **class session five**.

Transactional and Transformational Leadership Paper (30 points)
This assignment involves an examination of transactional leadership and transformational leadership. In this 8-10 page paper, students will be asked to interview the leader of a private sector organization, a public sector organization, and a non-profit organization. Students will develop interview questions to help the interviewee understand the distinction between transactional approaches and transformational approaches to leadership, and then to evaluate the interviewee's leadership style. Students will then compose a paper that outlines:

- The names and titles of the selected leaders
- A rationale for why the individuals were selected
- An outline of how the student understands transactional and transformational leadership
- A discussion about how each person views transactional and transformational leadership
- A comparison of how the leaders view transactional and transformational leadership

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. The paper will be due on **Monday, March 16, 2009 at 5:00 pm.**

Class Topics and Readings

Date	Topic(s)	Readings/Assignments
7 Jan 09 Class 1	Introductions Review course and syllabus	
14 Jan 09 Class 2	Overview Transactional and Transformational Leadership	Carmen article on Transformational Leadership. Complete the following leadership assessment: Supervisory Attitudes: The X-Y Scale. Complete Class Prep exercise: Develop a one page bullet point list for key points about transactional leadership, based on reading assignment. Also, develop a one page bullet point list for key points about transformational leadership, based on reading assignment.
21 Jan 09 Class 3	The Heart of Leadership	Rosenbach & Taylor, Chapters 1-3. Complete the following leadership assessments: Management Styles Inventory, Strategic Leadership Styles Inventory. Complete Class Prep exercise: Conduct an Internet or database search and find one article that deals with transactional leadership and one article that deals with transformational leadership. Bring hard copies of the articles to class to submit to the instructor. Be prepared to provide a brief overview of your selected articles. Select leaders for transactional and transformational leadership paper. **In Class Case Study**
28 Jan 09 Class 4	The Heart of Leadership	Rosenbach & Taylor, Chapters 4-5. Complete Class Prep exercise: On page 70 in R&T, the author writes, "…leaders in public organizations should stick to steering as opposed to rowing." In bullet point format, list your reaction to this statement and considerations about public leadership from this chapter. **In Class Case Study**

4 Feb 09 Class 5	**Mid-term Examination**	Submit draft interview questions for transactional and transformational leadership paper.
11 Feb 09 Class 6	Leadership Legacies	Rosenbach & Taylor, Chapters 6-9. Complete the following leadership assessments: Keirsey Temperament Sorter, Myers-Briggs Type Indicator. Complete Class Prep exercise: Chapter 7 deals with the concept of hubris. Consider this chapter and write a one page response to this question: When does "confidence turn to arrogance" (p. 95)? **In Class Case Study**
18 Feb 09 Class 7	The Follower Factor	Rosenbach & Taylor, Chapters 10-12. Carmen article: Quinn (2006). *Becoming a master manager*. New York: Wiley. Chapters 1 & 10. Complete the following leadership assessments: Leadership Effectiveness Adaptability Description, Leadership Practices Inventory, and the Competing Values Framework. Complete Class Prep exercise: Chapter 12 deals with the concept of followership. Consider this chapter and write a one page response to this question: What are the similarities and differences between partners and followers?
25 Feb 09 Class 8	Leadership as a Paradox Understanding Power	Rosenbach & Taylor, Chapters 18-21. Carmen article: Johnson (2001). *Meeting the ethical challenges of leadership*. Thousand Oaks, CA: Sage. Chapters 5 & 9. Carmen article: Chrislip & Larson (1994). *Collaborative leadership*. San Francisco: Jossey Bass. Chapters 8 & 9. Complete Class Prep exercise: Read R&T pages 233-235. Write a one page response to these questions: Why is it that "a person who is a successful leader in one situation or context may fail in another situation" (p. 233)? What are some examples of leaders who are successful in one setting but not another? **In Class Case Study**

4 Mar 09 Class 9	Learning to Lead	Rosenbach & Taylor, Chapters 13-17. Complete Class Prep exercise: Consider Cronin's assertion that students of leadership "must develop their capacities for observation, reflection, imagination, invention and judgment" (p. 156). Develop a matrix and outline how you are managing each capacity, what you do well and where you need to improve. **Leadership Style Assessment Paper Due**
11 Mar 09 Class 10	StrengthsFinder	Read Rath text (all) and complete StrengthsFinder according the instructions found in text.
	FINALS WEEK	**Final Paper Due on Monday, March 16, 2009 at 5:00 pm**

Complete citations for electronic reserve readings:

Chrislip & Larson (1994). *Collaborative leadership.* San Francisco: Jossey Bass.

Johnson, C. S. (2001). *Meeting the ethical challenges of leadership.* Thousand Oaks, CA: Sage.

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The Ohio State University
College of Education and Human Ecology
School of Educational Policy and Leadership

EDU P&L 571
Theories of Leadership in Learning Organizations
Syllabus
3 credit hours

Location & Time
Dr. Donald Stenta, Visiting Assistant Professor
301F Ramseyer Hall
stenta.1@osu.edu
Office Hours

Course Overview

This course will focus on the particular opportunities and challenges that exist in understanding the theories related to educational leadership development in a complex and changing world. The course will allow students to develop an understanding the evolution of leadership theory by exploring the social influences that have impacted the theory evolution. The discussion takes place in the context of learning organizations that exist in a global, diverse society.

Course Outcomes

Upon completion of this course, students will:

1. Develop a better understanding of the evolution of leadership theory.
2. Be able to understand the social influences that have impacted this theory evolution.
3. Prepare for understanding the complexity of leadership theory as it relates to a global and diverse society.
4. Further develop their critical thinking and reading skills.
5. Further develop their oral and written communication skills through classroom discussion and written assignments.

Required Readings

1. Gardner, H. (1995). *Leading minds: An anatomy of leadership.* New York: Basic Books.
2. Rosenbach, W. E. & Taylor, R. L. (2006). *Contemporary issues in leadership.* Boulder, CO: Westview Press.
3. Additional course readings on electronic reserve.

Grading

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Letter grades will be applied as follows:

A	93-100	C+	77-79	E	< 59
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Course Requirements

1. *Class Participation and Preparation (10 points)*
   - ❑ Attendance at each class session for the entire class meeting period is required.
   - ❑ Completion of reading assignments prior to the class for which they are assigned.
   - ❑ ***Active*** participation in class discussions, including participation in class activities.
   - ❑ Any quizzes or homework assigned will count toward the participation grade.

2. *Reflection Papers (40 points) – due during assigned weeks*
At four points in the class, students will complete 2-3 page reflection papers that respond to discussion questions provided in class. Each reflection paper will count for 10 points.

3. *Leadership Mentor Interview Paper (20 points)*
Students will complete a 5-6 page paper that analyzes leadership style of a selected mentor. Students will select a mentor and conduct an interview with this mentor. The interview will focus on the mentor's leadership style. The paper should address the student's understanding of his or her own leadership style, a comparison to the mentor's leadership style, and key learning from the assignment. Students will submit an interview schedule that contains 8-10 questions for this interview during **class session two**. Paper is due during **class session eight**.

4. *Mid-term and Final Examinations (30 points)*
A mid-term and a final examination will cover key concepts related to the class. The mid-term examination is worth 10 points and will be administered in class during **class session five**. The final is worth 20 points and will be a take home examination, due during **finals week**.

Class Topics and Readings

Date	Topic(s)	Readings/Assignments
Class 1	Introduction	
Class 2	The Heart of Leadership	Rosenbach & Taylor, Chapters 1-5 Gardner, Chapters 1-3 Electronic Reserve: Sergiovanni article from *Leadership: What's in it for Schools?* **Reflection Paper Due** **Submit Interview Schedule for Leadership Mentor Interview Paper**
Class 3	Leadership Legacies	Rosenbach & Taylor, Chapters 6-9 **Reflection Paper Due**
Class 4	Leadership Factors	Rosenbach & Taylor, Chapters, 10-12 **Reflection Paper Due**
Class 5	**Mid-term Examination**	
Class 6	Learning to Lead	Rosenbach & Taylor, Chapters 13-15 Electronic Reserve: Senge article from *Leading Learning Organizations.* **Reflection Paper Due**
Class 7	Global Leadership Perspectives	Rosenbach & Taylor, Chapters 16-21
Class 8	Leadership Case Studies from Domains to Nations	Gardner, Chapters 4-8 **Leadership Mentor Interview Paper Due**
Class 9	Leadership Case Studies from Domains to Nations	Gardner, Chapters 9-13

Class 10	Leadership that Looks Forward	Gardner, Chapters 14-15
Class 11	**FINALS WEEK**	**Final Examination Due on Monday**

Citations of Electronic Reserve articles

Senge, P. (1996). *Leading learning organizations.* New York: The Peter Drucker Foundation.

Sergiovanni, T. J. (2001). *Leadership: What's in it for schools?* New York: RoutledgeFalmer.

**Department of Military Science
The Ohio State University
Military Science and Leadership 203
Individual Leadership II
Spring Quarter 2009 Syllabus**

A Co TAC/Instructor CPT Wong
Office: Converse Hall, Room 256
Office Telephone: 292-6252
Cell: (614) 716-8370
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Office Hours: 0730-1700, M-F

B Co TAC/Instructor SGM Childs
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Cell: (614)
E-mail: childs. @osu.edu
Office Hours: 0730-1700, M-F

COURSE DESCRIPTION: MSL203 is a continuation of MSL202. This is a three credit-hour course designed to develop individual leadership skills and inspire self-confidence, through experiential learning activities. Cadets will continue to develop critical reasoning and problem solving skills, while applying communication and conflict resolution skills. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs.

COURSE SCHEDULE: There are two sections, and both are required to attend the Leadership Lab which meets on Tuesday or Thursday (0730-0918).

     Section 1 – Class meets 0930-1018, Monday and Wednesday
     Section 2 – Class meets 1430-1518, Monday and Wednesday

GENERAL COURSE REQUIREMENTS:
1. Complete homework and reading assignments prior to class and be prepared to participate in discussion.
2. **Complete and turn it 104R Academic Plan (signed by your advisor) no later than 1 February 2009. You can initial the existing 104R, if you completed this requirement for MSL201 or 202 and the 104R is generally unchanged**.
3. Successfully complete midterm and final examinations.

GRADING: The following table shows point allocation for all graded events.

Event	Possible Points
Team Presentation	180
Leadership Capstone Presentation	250
Battlebook	20
Mid-term Exam	200
Final Exam	200
Quiz One	75

Quiz Two	75
Total	**1000**

GRADE SCALE: (as a percentage of the maximum available points)

A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	Below 60

ATTENDANCE POLICY: You must coordinate with CPT Wong or SGM Childs **prior** to missing a class. If you do not coordinate prior to missing a quiz, then **you will get 0%** on that quiz. If conflicts prohibit you from attending your regularly scheduled class, then come to the other section (AM/PM). Individual instruction is available on a case by case basis. Email is the best way to coordinate an absence. It will also give you a record of when you sent the message to us.

LEADERSHIP LAB: is designed to provide practical experience through application of various military skills. Cadets are required to wear the **correct** uniform to lab in accordance with the weekly training schedule and guidance. Labs are on Tuesday and Thursday each week. Check with your Cadet Chain of Command to ensure you attend the appropriate lab each week.

PHYSICAL TRAINGING: All contracted Cadets are **required** to attend all Physical Training (PT) sessions, as directed in the PMSL Annual Training Guidance. Non-contracted Cadets are highly encouraged to attend. An APFT will be used to measure your level of physical fitness. The PT program is designed to improve your physical performance and prepare you for the APFT. PT sessions are Monday, Wednesday, and Friday from 0615-0730. Immediately notify your Cadet Chain of Command of anticipated absences; only CPT Wong or SGM Childs can approve absences.

DEVELOPMENTAL COUNSELING: Cadets will conduct a counseling session with either instructor. The session focuses on accomplishment of personal goals, with emphasis on academic performance. We will strive to conduct the session no later than 18 April 2009. Though there will be counseling sessions, Cadets are encouraged to seek advice from Cadre as necessary. Our sole purpose is to help you be successful!

COURSE MATERIALS: The primary text for this course is *Foundations of Leadership: MSII*, 1st Edition, McGraw Hill Education, 2008. Course material will also come from *The Ohio State University Army ROTC Buckeye Battalion Cadet Handbook*. These materials will be issued in class and must be turned in at the completion or upon withdrawal from the course. Other references can be found on Carmen under MIL SCI 203 link or by referencing your account at www.rotc.blackboard.com. Electronic copies of all manuals and other reading materials assigned for class can be found under the **Resources**

tab. Most recent materials and grades will be posted on Carmen while Blackboard will contain other references.

BATTLEBOOK: All Cadets will develop and maintain Battlebooks. These books are designed to serve as a reference throughout the year. Along with the various course texts, these books will serve as an excellent study aid for all examinations and quizzes. All Battlebooks will meet the following minimum requirements, but Cadets may include additional material in order to best serve their needs. All Battlebooks will…

1. have an organized and neat appearance
2. consist of a three ring binder
3. have name neatly printed on the outside cover
4. contain all course handouts

Cadets will bring their Battlebook to each lesson. Twice during the quarter instructors will spot-check Battlebooks and designate a number rating between 0 and 10.

ACADEMIC MISCONDUCT: Any student suspected of engaging in academic misconduct as set forth in section 3335-23-02 of the Code of Student Conduct will be reported to the Committee on Academic Misconduct. Academic misconduct is defined in the code as "any activity that tends to compromise the academic integrity of the university, or subvert the educational process." Examples include but are not limited to violation of course rules, submitting plagiarized work, knowingly providing or receiving information during exams or quizzes, and other such acts of academic dishonesty.

ASSIGNMENTS:

Leadership Capstone Presentation:

Each Cadet will prepare a ten minutes informational brief analyzing the leadership elements of a famous military or civilian leader. Supplement this brief with a slide presentation and a more detailed essay. Cadets will follow the Army Briefing Steps:

Plan, Prepare and Execute (40%):
- Select a leader on whom information can be found to support the intent of the assignment. Cadets must research leader thoroughly as noted in the bibliography.

- Set up equipment, visual aids and room as necessary. Cadets must provide a reference list with their papers following MLA citation style.

- Cadets must deliver a ten minute presentation with visual aids following the Information Briefing format.

Assess (60%):
Since cadets only have ten minutes to cover such a large topic, they will be required to write a more detailed essay (800 to 1000 words) analyzing the leader through the lenses of each of Yukl's leadership elements and provide specific examples.

The Leadership Elements the cadet should cover are:

- Trait Theory
- Behavioral Theory (Managerial Grid)
- Transformational / Transactional theory
- Situational Theory
- Army Leadership Requirements Model / Adaptive Leadership

Each Cadet will turn in the Leadership Analysis paper no later than **scheduled class start time on 11 May 2009**. No later than **1600 on 15 April 2009**, Cadets must coordinate with CPT Wong for an approved leader. Papers will present a detailed analysis of a particular leader's capabilities, style, and strengths and weaknesses. Each analysis paper must meet the following criteria.

1. Produced using MS Word (Arial, 12 Font)
2. All margins will be 1"
3. Points deducted for improper grammar and spelling
4. Must use and correctly cite a minimum of three sources
   a. One source must come from a published book, article, or professional journal
   b. Internet sources are allowed but no wikipedia
5. Maximum length 1000 words
6. Minimum length 800 words
7. **Upon submission, Cadets will provide both a digital and hard copy**
8. Follow MLA style citations

Team Peer Teaching:

Serving as a member of a team, Cadets will provide classroom instruction on selected materials from this course. Teams will select a particular topic, and they must compile a presentation on that topic. Coordinate with CPT Wong for references and materials on topic. Each team must be ready to brief according to the schedule which CPT Wong will assign on 31 March 2009. Each brief must meet the criteria explained on the brief grade slip, which each cadet should have in their Battlebook. The Peer Teaching will prepare Cadets to become MS III Cadets. As a MS III Cadet, you will be responsible for teaching other MS Is and IIs, especially during PT sessions and Labs.

Teams:

No later than **31 March 2009**, MSL201 Cadets will form into teams. These teams will be for the duration of this quarter and are designed to improve your teamwork skills. Teams will consist of two to five Cadets, based on class size, representing a cross-section of the class.

Quizzes:

There will be two quizzes this quarter as annotated on the syllabus.

Extra Credit:

There will be opportunities to earn extra credit during the quarter. Examples of extra credit opportunities include participation in the Spring Game Tailgating or Flag Detail, Tri-Service Pass in Review, and

Spring Awards Ceremony. Achieving at least 90 points in each category of APFT will also result in Cadets receiving extra credit for MSL 203. Cadets are encouraged to coordinate for extra credit early.

MSL 203 SCHEDULE
Spring Quarter 2009
Monday/Wednesday Session

CLASS #	DTG	EVENT	REFERENCES and Reading Assignments
	30 MAR 09	**OSU CLASSES BEGIN**	N/A
1	30 MAR 09	Course Overview & LDP Matrix Brief	N/A
2	01 APR 09	Self Assessment	N/A
Lab 22	31 Mar or 02 APR 09	Squad STX	OPORD
3	06 APR 09	AAR, OPORD and PE	MSL II p. 466-493
4	08 APR 09	Leadership Analysis	MSL II p. 12-69
Lab 23	07 or 09 APR 09	Squad STX	OPORD
5	13 APR 09	Map Reading and Land Navigation	MSL II p. 198-243
6	15 APR 09	**QUIZ ONE** and **Reading Assignment**	**MSL II p. 280-289**
Lab 24	14 or 16 APR 09	Squad STX	OPORD
7	20 APR 09	Advanced Troop Leading Procedures and PCC/PCI	MSL II p. 290-299, 402-415
8	22 APR 09	Terrain Analysis, Nav Methods, and Route Planning	MSL II p. 244-279
Lab 25	21 or 23 APR 09	Intro to Variable Lanes	OPORD
	25 APR 09	**Scarlet and Gray Game**	
9	**27 APR 09**	**MIDTERM EXAM**	All Course Materials
10	29 APR 09	Terrorism Awareness & Culture in the Contemporary Operating Environment	MSL II p. 184-197
Lab 26	28 or 30 APR 09	No MS II Labs	OPORD
	30 APR 09	**104R Due by 1600**	
11	04 MAY 09	Patrolling Organization	MSL II p. 416-457
12	06 MAY 09	Patrol Base Operations	MSL II p. 458-465
Lab 27	05 or 07 MAY 09	Patrolling	
13	11 MAY 09	**QUIZ TWO** & Leadership Capstone Presentations	MSL II p. 12-77
14	13 MAY 09	Leadership Capstone Presentations	MSL II p. 12-77
Lab 28	12 or 14 MAY 09	Patrolling	OPORD
15	18 MAY 09	Leadership Capstone Presentations	MSL II p. 12-77
16	20 MAY 09	Leadership Capstone Presentations	MSL II p. 12-77
Lab 29	19 or 21 MAY 09	Tri-Service Pass in Review Rehearsal	OPORD
	21 MAY	**Tri Service Pass in Review**	FM 3-21.5
	25 MAY 09	OSU No Class, **Reading Assignment**	**MSL II p. 150-159**
17	27 MAY 09	Leadership Capstone Presentations	MSL II p. 12-77
Lab 30	26 or 28 MAY 09	MS II Land Navigation Team Competition	OPORD
	27 and 29 MAY 09	**RECORD APFT**	N/A
18	01 JUN 09	Class AAR & MS III Expectation Brief	
19	**03 JUN 09**	**FINAL EXAM**	All Course Materials
Lab 31	02 or 04 JUN 09	No MS II Labs	OPORD
	07 to 10 JUN 08	University Finals Week	N/A

	13 Jun 09	**Spring Commencement & Commissioning**	N/A

PHILOSOPHY 130
INTRODUCTION TO ETHICS (AU2009)

Instructor: Don Hubin
    hubin.1@osu.edu
    350 University Hall
    292-2510
    http://people.cohums.ohio-state.edu/hubin1/
    Office Hours: M 1:30 – 2:30 pm, Th 9:00 – 10:00 am,
        and by appointment

Teaching Associate: Jeremy Weiss
    weiss.281@buckeyemail.osu.edu
    214 University Hall
    292-3663
    Office Hours: F 12:30 – 2:30 pm,
        and by appointment

Course Description:

It is often claimed that ethics depends on religion. We will begin the course by examining this hypothesis. We will then turn to the question of whether our moral judgments are relative in a way that other judgments we make are not. Some have thought that this conclusion is the only alternative to a religiously based moral theory.   Next, we will consider and evaluate two fundamentally opposed approaches to understanding morality: consequentialism and deontology. We will employ these moral theories in examining a number of socially important moral issues, such as the moral status of nonhuman animals, the permissibility of abortion and euthanasia, the moral basis of individual liberty and the limitations of such liberty, and the issues of race and gender equality and affirmative action. The examination of the abstract moral theories should provide a foundation for addressing the issues in "applied ethics" which will elevate the latter discussions from the level of just "trading intuitions". The examination of the practical issues should make the moral theories discussed more concrete and provide a basis for evaluating them.

GEC Category and Expected Learning Outcomes:

Philosophy 130 satisfies the Cultures & Ideas subcategory of the Arts & Humanities GEC requirements (2.C.3.). The general goals and expected learning objectives of the Arts & Humanities category of the GEC are as follows.

> **2. C. Arts & Humanities GEC Goals and Expected Learning Outcomes**
>
> **Goals:**
>
> Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.
>
> **Expected Learning Outcomes:**
>
> 1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
>
> 2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
>
> 3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

The expected learning objectives for the Cultures & Ideas subsection are as follows.

> **2. C. 3. Cultures and Ideas Expected Learning Outcomes:**
>
> 1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
>
> 2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

In Philosophy 130, students will read and critically evaluate significant philosophical works that address the foundations of moral judgments, "the norms that guide human behavior". Students will examine and interpret how human values are explored in both classic and contemporary philosophical writings. Through critical engagement with these works, they will develop their capacity for interpretation and evaluation of philosophical theories and arguments.

Texts:

There is no required text for this course. All required readings, and many recommended readings will be available on the Carmen web site for the course.

PARTIAL Topic Outline and Reading Assignments:

I. **Introduction**
II. **Theoretical Background**
    A. Divine Command Theory
        Readings: Plato, "Euthyphro"
                Hubin, "Ethics and Religion"
                Arthur, "Morality, Religion and Conscience"
                Rachels, "Does Morality Depend on Religion?"

    B. Moral Relativism
        Readings: Sumner, "Folkways and Ethical Relativism"
                Rachels, "The Challenge of Cultural Relativism"
                Midgley, "Trying Out One's New Sword"
                Salmon, "Ethical Considerations in Anthropology"

    C. Utilitarianism
        Readings: Bentham, The Principles of Morals and Legislation (selections)
                Mill, Utilitarianism (selections)
                Mill, On Liberty (excerpts)
                Voltaire, "The Story of the Good Brahmin"
                LeGuin, "The Ones Who Walk Away from Omelas"

    D. Kantianism
        Readings: Kant, Fundamental Principles of the Metaphysics of Morals (selections)
                O'Neill, "A Simplified Account of Kant's Ethics"

III. **Morality in Practice**
    A. Morality and Nonhuman Animals
        Readings: Singer, "Do Animals Feel Pain?"
                Singer, "All Animals Are Created Equal"
                Regan, "Animals" (from the Encyclopedia of Ethics)
                Steinbock, "Speciesism and the Idea of Equality"

    B. The Ethics of Abortion
        Readings: Thomson, "A Defense of Abortion"
                Warren, "On the Moral and Legal Status of Abortion"
                Marquis, "Why Abortion is Immoral"
                Tooley, "Abortion and Infanticide"
                Harris, "Fathers and Fetuses"
                (Possibly other readings, to be announced)

    C. The Ethics of Euthanasia
        Readings: Rachels, "Active and Passive Euthanasia"
                (Possibly other readings, to be announced)

Course Requirements:

There will be a midterm examination, a final examination and two very short (2–3 page) papers. The date of the midterm examination will be announced in class at least a week in advance. It will constitute 30% of your course grade. The final examination will be given at the time and date scheduled by the University: Thursday, December 10 from 11:30 a.m. – 1:18 p.m. The final exam will be comprehensive but will focus on the material since the midterm. It will also

constitute 30% of your grade. Both the midterm and final exams will be partly objective and partly essay. The two short papers will constitute 30% of your grade (15% each). Papers must be typed, double-spaced. They must be submitted *both* in hardcopy format in class when due, and digitally as an attachment to an e-mail sent to your teaching associate. The electronic copies are due by the end of the day on which the hard copies are due. Suggested topics will be distributed in class and due dates will be announced well in advance. The balance of your grade (10%) will be determined by active, intelligent, informed participation in discussion section.

Assignment	Date	Weight
First Short Paper	To Be Announced	15%
Midterm	To Be Announced	30%
Second Short Paper	To Be Announced	15%
Final Exam	Thu Dec 10 11:30 AM - 1:18 PM	30%
Discussion Section Participation and Assignments	As Assigned	10%

Academic Misconduct

The University understands academic misconduct to include "any activity which tends to compromise the academic integrity of the institution, or subvert the educational process" (http://oaa.osu.edu/procedures/1.0.html). Examples include, but are not limited to, such actions as cheating on exams and submitting a term paper written by another. No one should be unclear about whether *these* are wrong, but students are sometimes not clear about what constitutes plagiarism. 'Plagiarism' is defined by the University to be "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrase of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." There should be no misunderstanding about word for word transcriptions or simple paraphrases—these *must* be acknowledged through proper citations. It is sometimes not clear, though, when simply using the ideas of another requires citation. This is especially true in the context of a course, in which one is, presumably acquiring fundamental ideas of a subject matter from the text or the instructor. Certain ideas are "in the public domain," so to speak; they are ideas used by everyone working in the field, and do not require citation. Other ideas are such that their origin needs to be acknowledged. It is sometimes difficult for beginning students to distinguish these. It is helpful to remember that what is at issue is whether the failure to acknowledge a source would tend to misrepresent the idea as your own. The failure to acknowledge your source for a distinction between consequentialism and deontology, for example, would not tend to misrepresent the distinction as your own since it is a distinction that most people working in the field will draw in some way or other. To offer a *specific* account of this distinction that is offered by another without citing the source could easily tend to misrepresent the account as your own. It is clearly better to err on the side of over-acknowledgment in cases in which one is in doubt. Electronic copies of papers will be scanned for plagiarism and inappropriate use of web-based materials.

I view academic misconduct of any sort as a *very* serious violation of University requirements. University rules provide for extremely serious sanctions for academic misconduct, and I will, as I am required to do, forward any cases of suspected misconduct to the Committee on Academic Misconduct.

Disability Services:

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated. They should inform me as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/

THE OHIO STATE UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
612 Political Leadership
Autumn 2004
M,W 3:30-5:18
Mendenhall Laboratory 0125

John R. Wright, Professor
2062 Derby Hall
614/292-9025, wright.569@osu.edu
Hours: MW 9:30-11 a.m. and by appt.

Hon. John Kasich,
Presidential Fellow
and Guest Lecturer

COURSE DESCRIPTION

This course examines how and why American political leaders have chosen to lead the nation in economic and defense policy since World War II. Particular attention will be given to policy choices regarding communism, tax cuts, and the war on terrorism. The theoretical premise of the course is that political leaders select agendas strategically in order to maintain or upset an existing winning coalition. The substantive theme is that Republican leaders have used issues of communism and terrorism to split the Democratic coalition established during the New Deal, and Democratic leaders have emphasized domestic economic issues in order to sustain the New Deal coalition.

The analysis of communism as a domestic political issue will include Richard Nixon's first congressional election campaign in 1946, the Truman Doctrine, the Marshall Plan, Korea, the 1948 election, McCarthyism, Kennedy's and Johnson's decisions on Cuba and Vietnam, and Reagan's positions on communism and defense policy in the 1976 and 1980 presidential elections. Political implications for the current war on terrorism will be explored.

The theory and history of tax cuts and deficit spending will be traced through the Kennedy, Reagan, and current Bush Administrations. The political logic of the Republican and Democratic positions on these economic policies, particularly the change in the Republican position during the Reagan presidency, will be explored.

The course will conclude with a brief investigation of the relationship between political and religious leadership. The primary focus will be on religious fundamentalism in the U.S., but implications for political leadership and Islamic fundamentalism abroad will also be discussed.

The material for the course will be drawn from books, articles, lectures, and film. Readings and lectures will combine well-established theoretical results in political science on electoral strategy and agenda manipulation with case studies of American political leaders and policymaking.

GRADING

Course grades will be determined by student performance as follows:

10 percent   Classroom participation. Students are expected to attend all classes and to complete all assigned readings prior to class. Questions, criticisms, and insights concerning assigned readings and lecture content are expected and encouraged.

1

10 percent	Homework assignment. Assignment will be given on September 29 and is due on October 6.
30 percent	Midterm examination (in-class), October 13.
30 percent	Final examination (out-of-class). Examination will be distributed on December 1; answers due December 6 at 5 p.m.
20 percent	Writing project (3-5 pages): analysis and critique of candidates' strategies in the 2004 U.S. presidential election. Due November 15.

RULES AND PROCEDURES

Make-up exams will be given, and late assignments accepted, only in unusual circumstances (e.g., hospitalized illness, family or personal emergency), and only if the instructor has been notified in a timely fashion prior to the exam or date the assignment is due. Documentation of circumstances must be provided upon request.

Instances of suspected academic misconduct will be reported to the appropriate administrative bodies. Academic misconduct is defined by the University (3335-31-02) as "any activity which tends to compromise the academic integrity of the institution, or subvert the educational process." Students are encouraged to review the University's procedures concerning academic misconduct.

Students with any condition, such as physical, psychiatric/emotional, medical or learning disability, which will make it difficult to carry out the work as outlined in this syllabus, or which will require extra time for exams, should notify me and the Office for Disability Services within the first two weeks of the course. All information and documentation of disability is confidential.

BOOKS AND ARTICLES

Ginsberg, Benjamin and Martin Shefter. 2003. *Politics by Other Means: Politicians, Prosecutors, and the Press from Watergate to Whitewater*, Third Edition. W.W. Norton & Company, pp. 104-125.

Karabell, Zachary. 2001. *The Last Campaign: How Harry Truman Won the 1948 Election.* Vintage Books.

Krakauer, Jon. 2004. *Under the Banner of Heaven : A Story of Violent Faith.* Anchor Books.

Morris, Dick. 2002. *Power Plays: Win or Lose--How History's Great Political Leaders Play the Game.* Regan Books. ISBN: 0060004436.

Riker, William H. 1980. "Implications from the Disequilibrium of Majority Rule for the Study of Institutions," *American Political Science Review*, 74: 432-46.

Vaughn, Stephen. 1992. "Ronald Reagan and the Struggle for Black Dignity in Cinema, 1937-1953," *The Journal of Negro History*, 77: 1-16.

COURSE SCHEDULE AND READING ASSIGNMENTS

September	22	Introduction and overview
	27	Riker, "Implications from the Disequilibrium of Majority Rule for the Study of Institutions," *American Political Science Review* (June 1980), pp. 432-446.
	29	Riker, "Implications ..." (cont.) Morris, *Power Plays*, Example Five, "Lincoln Moves from Abolitionism to Union," pp. 56-63. Morris, *Power Plays*, Example Twelve, "Lincoln Splits the Democrats Over Slavery and Gets Elected," pp. 153-163.
October	4	Morris, *Power Plays*, Example Two, "Goldwater's Crusade Crashes," pp. 18-25. Karabell, Chapters 1-4
	6	Homework assignment due "America and the World Since World War II," ABC video (1986).
	11	Karabell, Chapters 5-7
	13	Examination
	18	Karabell, Chapters 8-12
	20	Karabell, Chapters 13-16
	25	Karabell, Chapters 17-21
	27	Morris, *Power Plays*, Example Fourteen, "Dewey Splinters the Democrats but Truman Wins Anyway," pp. 178-196.
November	1	"Nixon—Part 1: The Quest," PBS Video (1990).
	3	Election analysis
	8	Morris, *Power Plays*, Example One, "Reagan Stands on His Principles," pp. 7-17. Vaughn, "Ronald Reagan and the Struggle for Black Dignity in Cinema, 1937-1953," "Ronald Reagan, Part I," PBS Video (1998)
	10	Ginsberg and Shefter, pp. 104-125.
	15	Morris, *Power Plays*, Example Thirteen, "Nixon Capitalizes on the Democratic Split on Vietnam to Get Elected," pp. 164-177. "Nixon—Part II: The Triumph," PBS Video (1990)
	17	Morris, *Power Plays*, Example Seventeen, "McGovern Reforms His Party," pp. 233-248. "Chicago, 1968," PBS Video (1995)
	22	Morris, *Power Plays*, "Mobilizing the Nation in Times of Crisis," pp. 291-313. "Vietnam: A Television History: LBJ Goes To War, 1964-1965," WGBH-TV (1983).
	24	Morris, *Power Plays*, Example Seven, "Al Gore Runs Away from His Environmental Beliefs," pp. 75-88. Morris, *Power Plays*, Example Eight, "George W. Bush Moves the GOP Toward Compassionate Conservatism," pp. 95-109. Morris, *Power Plays*, Example Nine, "Bill Clinton Leads His Party to the Center," pp. 110-126.
	29	Krakauer, *Under the Banner of Heaven*.
December	1	Krakauer, *Under the Banner of Heaven*.

Organizational Psychology
Psychology 522 Section #20737
Autumn 2009
PS 0014 (Psychology 14) T/R 2:00-3:48pm

Instructor: Dr. Mark Polifroni
Office: Lazenby Hall, Room 130
Cell Phone: 614-325-0187
Mailbox: Psychology Building Copy Room
E-mail: mpolifro@columbus.rr.com or polifroni.1@osu.edu
Office hours: 11:00-11:55am Thursday or by appointment

Welcome to Organizational Psychology. This is a fun and challenging upper-level course that will survey both Psychological theory and research as it applies to organizational settings for both undergraduate and graduate (some programs) students.

Official Course Description (OSU Course Bulletin):
Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design.

Further Description:
Hopefully, we will all leave this course with a greater understanding of our own behavior in organizations as well as the behavior of others in organizations. Additionally, we should leave this class with a better understanding of the tools/techniques used to assess organizational behavior and the research that supports the creation and use of those tools.

In keeping with the "organizational" theme, we will have a team project; the use of teams is becoming increasingly common within organizations. Not only will your team complete two assignments required for this class, your team will also serve as an object of analysis in and of itself.

The course content will be primarily drawn from your text. Additional sources of content will include the instructor's experiences in organizations, applicable social psychological theory, demonstrations, and video clips.

You are the customers of this course; you have paid for it. It is my goal to deliver a high quality product that satisfies my customers' needs. If at anytime you feel that you are not getting what you paid for, please let me know.

Required Text:
        Kreitner, R. & Kinicki, A. (2007). *Organizational Behavior* (7th ed.). New York: McGraw Hill.

GRADING SYSTEM (Total course points = 200):

Individual Assignments:
Midterm 1   35
Midterm 2   45
Final Exam   60
Reaction Paper   15

Team Assignments:
Research Paper   25
Research Presentation   20

Final grades will be based on the following distribution:

100% - 93% = A   92% - 90% = A -
89% - 87% = B +   86% - 83% = B   82% - 80% = B-
79% - 77% = C+   76%-73% =   C   72% - 70% = C-
69% - 67% = D+   66% - 63% = D   Below 63% = E

Tentative Schedule (subject to revision)

Week	Day	Date	Topics	Reading Assignment	Activities
0	R	24-Sep	Course and topic overview; Methods		Team formation; Video
1	T	29-Sep	OB overview	Chapter 1	
1	R	1-Oct	Diversity	Chapter 2	
2	T	6-Oct	Organizational Culture	Chapter 3	Video
2	R	8-Oct	International OB	Chapter 4	
3	T	13-Oct	Self-Concept, Personality, Abilities, and Emotions	Chapter 5	
3	R	15-Oct	Midterm 1		
4	T	20-Oct	Values, Attitudes, and Satisfaction	Chapter 6	
4	R	22-Oct	Social Perception/ Attributions	Chapter 7	
5	T	27-Oct	Motivation	Chapter 8	Video
5	R	29-Oct	Improving Performance	Chapter 9	
6	T	3-Nov	Catch Up		
6	R	5-Nov	Midterm 2		
7	T	10-Nov	Group Dynamics	Chapter 10	
7	R	12-Nov	Teams	Chapter 11	
8	T	17-Nov	Decision Making	Chapter 12	Video
8	R	19-Nov	Conflict and Negotiation	Chapter 13	
9	T	24-Nov	Catch Up		
9	R	26-Nov	No Class- Thanksgiving		Presentation Drafts Due
10	T	2-Dec	Team presentations		
10	R	4-Dec	Team presentations		
	R	10-Dec	Final Exam	1:30-3:18pm	Reaction Paper Due

Student responsibilities:

1. You are expected to read assignments by the beginning of class on the date listed in the calendar. You should be prepared to discuss these readings and ask questions about them. **Note: if at anytime I get the impression that folks are not doing the readings, or slacking off in any way, shape, or form, I will respond with various accountability manipulations. These could include, but are not limited to, pop quizzes and additional assignments of some type.**

2. You are responsible for all material covered, whether you were in class or not (be sure to get notes from someone else if you miss class). Because of the pace of this class and the required assignments, I strongly suggest attending class.

3. You will be working in small groups on a research project. This will be a common grade assignment; this is the way the real world often works!

4. You are responsible for turning in all assignments on time. Late assignments (turned in after class time on the day it is due) will receive a "0". This penalty will be waived *only under extreme circumstances* (e.g., for severe medical reasons and/or family emergencies). Should such circumstances arise, the student will be asked to submit suitable documentation, which may be subjected to verification.

5. Please turn off cell phones for class! Not on silent- no texting!

Instructor responsibilities:

1. I will be available both inside and outside of class to discuss course material and provide assistance with assignments. I will hold regular office hours and make individual or research team appointments whenever it would be helpful. You can contact me via email or phone, and I will respond in a timely fashion.

2. Considering the fast pace of the course, I will strive to provide you with useful and timely feedback on all tests/assignments.

3. I will do my best to present course material in a clear, interesting manner, and to provide you with hands-on experience and examples of difficult concepts. I am always willing to re-explain course material and answer questions.

4. Academic dishonesty is unfair to everyone. I feel it is my responsibility as the instructor of this course to adhere to a "zero tolerance" policy toward academic dishonesty and I will do my utmost to ensure that academic dishonesty does not occur. In the event that academic dishonesty should occur, it will be dealt with according to University policy.

The Ohio State University
John Glenn School of Public Affairs

PUB AFRS 240
Public Service and Civic Engagement
Autumn 2009 Syllabus
5 credit hours

Class Number	29294
Location	Enarson Hall 0201
Time	Mondays and Wednesdays, 3:30-5:18
Instructor Name & Title	Dr. Don Stenta Visiting Assistant Professor School of Educational Policy & Leadership John Glenn School of Public Affairs
Instructor Office & Phone	110 Page Hall
Email	stenta.1@osu.edu
Office Hours	By Appointment

COURSE OVERVIEW

This course outlines concepts and strategies that are necessary to be an engaged citizen in our communities. The course will identify public service and civic engagement activities that can be conducted to tackle public problems. In particular, we will discuss public service and civic engagement activities among young people in order to challenge prevailing attitudes about apathy among college students. To apply the concepts and strategies discussed in the course, students will conduct public service and civic engagement projects targeting public sector issues in the university community.   Finally, the course will allow students to develop strategies for broad public service and civic engagement projects in settings outside the university community.

STUDENT LEARNING GOALS AND OBJECTIVES

Upon completion of this course, students will:

1. Develop a better understanding of the civic responsibilities citizens have.
2. Be able to understand concepts related to citizenship, civic engagement, and community development.
3. Prepare students for a responsible life of citizenship and civic engagement while at Ohio State and beyond.
4. Further develop their oral and written communication skills through classroom discussion and written assignments.

COURSE DESCRIPTION

Students interested in academic coursework about public affairs must understand how their actions make an impact in this country and within their communities. CIRCLE, the Center for Information and Research on Civic Learning and Engagement at Tufts University, conducted a recent study indicating that young people engaged in coursework about civic engagement are more likely to "help solve a community problem, make a difference in their community, volunteer recently, trust other people and the government, make consumer decisions for ethical or political reasons, believe in the importance of voting, and (will be) registered to vote" (http://www.civicyouth.org/?page_id=246). Students exposed to civic engagement principles and ideas are more likely to want to work on solving social problems. Research by Jacoby and associates (2003), Davila & Mora (2007) supports these findings.

This course will explore how students learn to be engaged citizens, teaching students about the concepts related to citizenship and then how to incorporate these concepts into lives and the lives of others with whom they interact. Students will learn how to develop community partnerships that are a "major component of every sustainable, responsive, and systemic approach to transforming" communities (http://www.soundout.org/elements.html). This context will allow students to understand citizenship, civic engagement, and community development.

THE JOHN GLENN SCHOOL OF PUBLIC AFFAIRS

The John Glenn School of Public Affairs is an academic unit at the Ohio State University that offers coursework at the undergraduate, Masters and doctoral levels in public affairs, the interconnection between policy making and the management of the organizations and networks of organizations that tackle public problems. At the undergraduate level, the School offers courses that are included in the College of Social and Behavioral Science Minor in Public Policy and International Studies baccalaureate degree, as well as undergraduate co-curricular programs with the Glenn School Learning Community and the First Year Experience Leadership Collaborative (Academic Affairs FYE). This course is connected to the Glenn School Learning Community and may be counted as a free-elective course in most Ohio State University undergraduate degree programs. Before enrolling in the course, students should meet with the Glenn School's advising staff and their primary undergraduate advisor to determine how the course can be included in their degree program of study.

REQUIRED TEXTS

1. Dionne, E. J., Drogosz, K. M. & Litan, R. E. (2003). *United we serve: National service and the future of citizenship.* Washington, DC: Brookings Institution.
2. Boyte, H.C. (2004). *Everyday Politics: Reconnecting Citizens and Public Life.* Philadelphia: University of Pennsylvania Press.
3. Mortensen, G. & Relin, D.O. (2006). *Three Cups of Tea.* New York: Penguin Books.
4. Levine, P. (2007). *The Future of Democracy: Developing the Next Generation of American Citizens.* Medford, MA: Tufts University Press.
5. Additional course readings on electronic reserve.

ALSO RECOMMENDED

1. Strunk Jr., W. and White, E.B. (1999). *The Elements of Style, Fourth Edition.* Longman.

GRADING

The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E	< 59.9
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

ACADEMIC HONESTY POLICY

As members of a University community, students are expected to uphold the highest standards of academic honesty in all course work. Penalties for plagiarism, cheating, or other acts of academic dishonesty may include receiving a failing grade, dismissal from the University, or revocation of degree. More information can be found in *The Ohio State University Code of Student Conduct*.

ADA STATEMENT

Students who have documented any learning disabilities with the Office of Disability Services are encouraged to meet with the course instructors to discuss arrangements for any approved accommodations. Please contact the Office of Disability Services at 292-3307 if you have any questions. Students requiring modified versions of written materials (large print, Braille, tape, etc.), class modifications (e.g. American Sign Language), or an alternate format for submission of written materials, please privately contact one of the instructors. Every effort will be made to work with you to accommodate your specific learning needs.

COURSE REQUIREMENTS

Class Participation and Preparation (10 points)
- Attendance at each class session for the entire class period is required.
- Completion of reading assignments prior to the class for which they are assigned.
- Active participation in class discussions, including participation in class activities.
- Journal entries, quizzes, or homework assigned will count toward the participation grade.

Midterm (15 points)
The exam will cover first seven class sessions and will include questions on *Three Cups of Tea*, *Darius Goes West*, and the lessons on the founders' intent and history of public engagement. **The midterm will take place in class on October 19, 2009.**

Citizenship Paper (15 points)
Your first writing assignment is to write on one of the following topics addressing some issue in citizenship or civic engagement:
- Argue for or against the following claim: "Every US citizen should be legally required to serve his or her country for two years."
- Should the Glenn School require each Learning Community student engage in community-based learning/community service/civic engagement? Why or why not?
- Clarify and defend what you believe to be the most important rights and responsibilities of a US (or world) citizens. What are, or should be, our civic duties, obligations, and or requirements?

This paper should be 3-4 pages long, using 12 point Times New Roman font, double spaced, 1" margins. **This paper will be due on October 7, 2009.**

Analysis of Serve America Act Paper (20 points)
Using LEXIS-NEXIS and other electronic databases on the OSU Libraries website, you will be required to summarize and analyze the key points of the Edward M. Kennedy Serve America Act.
- Drawing upon sources such as copies of committee hearing testimony, legislative record, drafting statements, as well as researching newspaper and magazine articles, please describe the major highlights of the bill.
- Next, please describe some of the major arguments articulated by the proponents/opponents of the bill as to why the bill is a good/bad idea.
- Finally, please provide your own personal analysis of the bill. Do you think it is a good or bad bill? What are your recommendations or words of caution to President Obama as they fully implement the act?

This paper should be 5-6 pages long, using 12 point Times New Roman font, double spaced, 1" margins. **This paper will be due on November 16, 2009.**

Final Project (40 points)
This project is multi-faceted and will have various deadlines throughout the entire quarter. At its core, the project will have two primary parts:
1. Group Presentation (3-4 group members) of 8-10 minutes in length.
2. Final Individual Paper (6-7 pages in length)

Your assignment is to make a single recommendation for increasing the amount of public service for Glenn School Learning Community students or Ohio State students. You may choose to develop a new plan, course, or program designed to improve civic engagement among the group. Or you may choose to discuss how to improve existing efforts to engage college students at Ohio State.

In your presentation and paper, you should discuss the following topics:
1. What is your plan?
2. Why is it needed?
3. What are the perceived strengths of your plan?
4. What will your opponents view as the potential drawbacks to your plan?
5. Without getting specific, what are the costs of implementing your plan?
6. Have other universities tried something similar? If so, what did they find? If not, why do you think your plan is the right approach to the issue?

You will be expected to draw upon the readings and resources provided to you throughout the quarter.

Requirements:
1. Identify your group (3-4 group members). You must submit list of group members to me by **October 5, 2009**.
2. Each group will be required to interview two current members of the campus or University district community. These people may be faculty or staff at the university. They may also be permanent residents or community leaders within the University District area.
3. The purpose of these interviews is to get some feedback from people who have been around Ohio State for some time to get a feel from them about the need for your proposed program and get some feedback from them about how to change or improve your program.
4. Each group must submit a proposed list of 3-4 people they intend to contact before interviewing, along with a one paragraph summary of the direction of your recommendation. This will be due before the start of class on **October 12, 2009**. Your interview list must be approved by me <u>prior</u> to contacting the individuals on your list. A one paragraph summary of your interview (one submission per group) is due on **November 2, 2009**.
5. Focus Group/House Meeting. Each group must hold a house meeting or focus group of at least 6 fellow OSU students soliciting feedback about the details of your project so far. No more than half of the students selected for the focus group can be fellow John Glenn Learning Community students. You can use friends, members of student organizations, floors of residence halls, or any other collection of students that are able and willing to provide feedback on your

recommendation. A summary of your Group/House meeting (one submission per group) is due on **November 23, 2009**.

Group Presentation.   Each group will be required to make a group presentation during the last week of scheduled classes. The presentation should:
- Be 8-10 minutes in length.
- Include audio/visual aids.
- Discuss the feedback you received from the members of the campus/University district community.

Each group member will fill out an evaluation form which evaluates the contributions his/her fellow group members have made to the project. Based on the feedback of the group, the instructor reserves the right to assign different grades to different group members according to the contributions made. The group presentation will be worth 15 points. **The group presentations will take place in class on November 30, 2009 or December 2, 2009.**

Final Individual Paper. Although students will be working on these projects in groups throughout the quarter, the final paper will be an individual effort. Group work, copying, or plagiarism of each other's work will not be tolerated. Using the information gathered over the quarter, provide your own personal recommendations on a single effort to improve the public service among John Glenn or Ohio State students on campus. Use the questions posed above as a guide to help you write. This paper should be 6-7 pages in length, using 1" margins, 12 point Times New Roman font and will be worth 25 points. **This paper will be due by 5:30pm on December 7, 2009.**

COURSE OUTLINE AND ASSIGNED READINGS
(Note that class topics or readings may be adjusted due to scheduling guest speakers or presenters)

Date	Topic(s)	Readings or Assignments
1. Wednesday 9/23	Introduction	No Readings
2. Monday 9/28	Democracy's Challenge	Read *Democracy's Challenge: Reclaiming the Public's Role* discussion guide. Available at: http://www.nifi.org/stream_document.aspx?rID=13779&catID=14&itemID=13773&typeID=8
3. Wednesday 9/30	Founders' Intent	Archon Fung, *Democratic Theory and Political Science: A Pragmatic Method of Constructive Engagement,* pp. 448-450. *Federalist Papers,* Nos. 10 ("The Mischiefs of Faction"), 51 ("Checks and Balances"), and 70 ("Energy in the Executive"), available online at http://avalon.law.yale.edu/subject_menus/fed.asp Alexis de Tocqueville, Democracy in America, Vol. 1, chapter 12 (Political Associations), Vol. II, Section 2, chapter 5 (Relation of Civil to Political), available online at http://xroads.virginia.edu/~HYPER/DETOC/toc_indx.html **Homework Due: Journal Entry.** What does public service mean to you? What is your personal experience in public service and how would you evaluate your involvement?

4. Monday 10/5	Greg Mortenson visits campus	There will be no formal class meeting on this day. Students will be required to attend one of Greg Mortenson's two presentations at Mershon Auditorium on Sunday, October 4 or Monday, October 5. More information is available at http://fye.osu.edu/bbc.html. Read or re-read *Three Cups of Tea.* **Homework Due:** Email names of group members to me prior to the start of class.
5. Wednesday 10/7	History of Public Engagement	Theda Skocpol, Marshall Ganz, and Ziad Munson, "A Nation of Organizers: The Institutional Origins of Civic Volunteerism in the United States," *American Political Science Review*, September 2000 Jocelyn Crowley and Theda Skocpol, "The Rush to Organize: Explaining Associational Formation in the United States, 1860s-1920s," *American Journal of Political Science*, October 2001 Skocpol, Rachel Cobb, and Casey Klofstad, "Disconnection and Reorganization: The Transformation of Civic Life in Late-Twentieth Century America," *Studies in American Political Development*, Fall 2005 **Citizenship Paper** due by the start of class.
6. Monday 10/12	Screening of *Darius Goes West* documentary	We will be viewing the documentary, *Darius Goes West*, as a group. Read or re-read *Three Cups of Tea.* **Homework Due:** Email me a list of 3-4 people your group intends to interview along with a one paragraph summary of the direction of your final project recommendation.

7. Wednesday 10/14	Discussion of *Three Cups of Tea* and *Darius Goes West*	Read or re-read *Three Cups of Tea*. Be prepared to discuss both the movie and the book.
8. Monday 10/19	**MIDTERM**	No readings. Exam will cover all material from first 7 class sessions.
9. Wednesday 10/21	How did 9/11 and Hurricane Katrina change the civic landscape?	Dionne, chapters 1-3. Whatever Happened to the America of 9/12? (*New York Times*, 09/10/06, by Frank Rich) What 9/11 Didn't Change (*Washington Post*, 09/10/06, George Will) Osama and Katrina (*New York Times*, 09/07/05, by Thomas L. Friedman) Katrina's Silver Lining (*New York Times*, 09/08/05, by David Brooks) Leviathan in Louisiana (*Newsweek*, 09/12/05 by George Will) A Perfect Storm? (*American Prospect*, 10/05/05, by Michael Tomasky) The Broken Contract (*New York Times Magazine*, 09/25/05, by Michael Ignatieff)

10. Monday 10/26	Civic Engagement in the Obama Administration	Barack Obama, *A New Era of Service* Barack Obama, *Memorandum on Transparency and Open Government* Obama's Inaugural Internet Call to Service (*Time Magazine*, 01/15/09, by Michael Scherer) Barack Obama and Joe Biden's Plan for Universal Voluntary Citizen Service (http://www.barackobama.com/pdf/NationalServicePlanFactSheet.pdf) Remarks by the President at Signing of the Edward M. Kennedy Serve America Act (http://my.barackobama.com/page/community/post/obamaforamerica/gGxW4m) Obama signs national service bill (Associated Press, 04/21/09 (http://www.msnbc.msn.com/id/30322060/)
11. Wednesday 10/28	What is Civic Engagement and why do we need it?	Levine, chapters 1-2. Center for Information and Research on Civic Learning and Engagement (CIRCLE), *2009 Civic Health Index* (*http://www.ncoc.net/index.php?tray=series&tid=top5&cid=2gp54*)
12. Monday 11/2	Citizenship as Public Work	Boyte, chapters 1-2. **Homework due:** Summarize your interviews detailing key ideas in 1-2 short paragraphs per interview. One submission per group.
13. Wednesday 11/4	Citizenship as Public Work (continued)	Boyte, chapters 3-4.

14. Monday 11/9	National Service	Dionne, chapters 14-28. **Homework due:** Midpoint Group Check-in. How is your team working together so far?
Wednesday 11/11	Veteran's Day	NO CLASS
15. Monday 11/16	Civic Education	Boyte, chapter 5. Levine, chapters 6-7. **Analysis of Serve America Act paper** due by the start of class.
16. Wednesday 11/18	Civic Engagement and Young People	Levine, chapters 4-5, 9, 11.
17. Monday 11/23	Young People and Voting	Millennials Talk Politics: A Study of College Student Political Engagement (http://www.civicyouth.org/PopUps/CSTP.pdf) Young Voter Registration and Turnout Trends (http://www.civicyouth.org/PopUps/CIRCLE_RtV_Young_Voter_Trends.pdf) **Homework due:** Summarize the key findings of your house meeting/focus group. One submission per group.
Wednesday 11/25	Thanksgiving Day Recess	NO CLASS

18. Monday 11/30	Professions as Public Work	Boyte, chapters 7-8. Light, *To Restore and Renew: Now Is the Time to Rebuild the Public Service*, available online at http://www.brookings.edu/views/articles/light/200111ge.htm **Group Presentations**
19. Wednesday 12/2	Professions as Public Work	Boyte, chapters 9-10. Light, *The Content of Their Character: The State of the Nonprofit Workforce*, http://www.brookings.edu/views/papers/light/20021002.htm **Group Presentations**
Monday 12/7	**FINALS WEEK**	**A hardcopy of your final paper is due to me by 5:30pm on Monday, December 7, 2009.**

The Ohio State University
John Glenn School of Public Affairs

PUB AFFS 290
Leadership in the Public and Nonprofit Sectors
Syllabus
5 credit hours

Call Number	
Location	
Time	
Instructor Name & Title	
Instructor Office & Phone	
Email	
Office Hours	

Course Overview

Leadership is a fascinating yet complex topic that is important to anyone interested in public service. Leadership is a concept that is difficult to define, yet we all intuitively know what it means (to us). When we do try to define it and talk about it in concrete terms, however, we find that there are about as many meanings as there are people talking about it. There are literally thousands of books on leadership. There are academic programs dedicated to leadership development. There are leadership workshops and seminars conducted every day across the country for executives from all sectors. Without a doubt, leadership is in high demand. So what do we mean by leadership? Are leaders born or made? What aspects of leadership are most important for those in the public and non-profit sectors?

This course will be consist of a mixture of leadership theory, case studies of different leaders in public service, and practical exercises designed to help you gain exposure to several examples of leadership in the public sector. This course will develop your competencies in the areas of written and oral communication, decision making and teamwork, cultural competency (including ethics), democratic values, and diversity.

Course Objectives

Upon completion of this course, students will:

1. Develop a better understanding of what leadership is in the context of communities.
2. Understand what skills help one become a more effective leader in communities.
3. Examining how leadership in public and non-profit sectors differ from practiced leadership in other sectors.
4. Further develop their oral and written communication skills through classroom discussion and written assignments.

Required Readings

1. Cohen, S. & Eimicke, W. (2002). *The effective public manager: Achieving success in a changing government.* San Francisco: Jossey Bass Publishers.
2. Nanus, B. & Dobbs, S. M. (1999). *Leaders who make a difference: Essential strategies for meeting the nonprofit challenge.* San Francisco: Jossey Bass Publishers.
3. Van Wart, M. (2008). *Leadership in public organizations.* Armonk, NY: M. E. Sharpe.
4. Additional course readings on electronic reserve.

Grading
The course is graded A-E, based on a total of 100 points, with point distribution outlined in the course requirements section. Transformation of numerical grade to letter grade will be according to the schedule below:

A	93-100	C+	77-79.9	E	< 60
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

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Course Requirements

1. Class Participation and Preparation (10 points)
- ❑ Attendance at each class session for the entire class meeting period is required.
- ❑ Completion of reading assignments prior to the class for which they are assigned.
- ❑ ***Active*** participation in class discussions, including participation in class activities.
- ❑ Any quizzes or homework assigned will count toward the participation grade.

2. *Reflection Papers (40 points) – due during assigned weeks*
Ten reflection papers of 2 pages in length will be required in this class. Questions for each reflection paper are listed in the schedule of class topics and readings. Reflection papers will be evaluated based on depth of response to the question posed, connection to the assigned readings, and writing mechanics.

3. Leadership Analysis Paper (30 points) – due during Week 7
This assignment involves an exploration of leadership development. Using the leadership theory and exercises we have covered this quarter, students will be asked to develop their own philosophy of public/non-profit sector leadership. In this 9-10 page paper, students should reflect on the three individuals who they believe to be exemplary leaders. Students may respond to these questions when completing this assignment:
- ❑ What does it mean to be a leader in the public or non-profit sectors? How is this different than being a leader in the private sector?
- ❑ What does it mean to be an effective leader?
- ❑ What are the leadership strengths/weaknesses of the three leaders you selected?
- ❑ Who or what do you think has shaped their philosophies of leadership?
- ❑ The Van Wart text is organized into a Leadership Action Cycle. Select one Action Cycle and provide an evaluation of their leadership performance.

4. Leadership Action Plan (20 points) – due during Finals Week
This assignment involves developing a plan to implement and further develop your leadership skills. You will choose a leadership quality of yours that you would like to improve in preparation for a career in the public or non-profit sector and develop specific action items to work on that particular aspect of leadership. Using Van Wart's Leadership Action Cycle, provide an evaluation and a set of action steps you will make for each Action Cycle:
- ❑ Leader assessments
- ❑ Leader characteristics
- ❑ Leader behaviors
- ❑ Leader evaluation and development

Class Topics and Readings

Date	Topic(s)	Readings
Class 1	Introduction	
Class 2	Understanding Leadership Reflection question: What are the essential characteristics of leaders in public and non-profit sectors?	Nanus & Dobbs, Chapters 1-3 Raney article **Reflection Paper Due**
Class 3	Understanding Public Leadership	Van Wart, Chapters 1-2
Class 4	Early Theories of Leadership Reflection question: Why is leadership theory so complex and seemingly contradictory?	Van Wart, Chapter 3 **Reflection Paper Due**
Class 5	Charismatic Leadership Styles	Van Wart, Chapter 4 Javidan & Waldman article
Class 6	Traits and Skills of Leadership Reflection question: Critique a leader you know using the ten leadership traits discussed in chapter 7.	Van Wart, Chapter 7 **Reflection Paper Due**
Class 7	Traits and Skills of Leadership	Van Wart, Chapter 8
Class 8	Leadership Assessments Reflection question: Discuss why situational leadership can be effective in public and non-profit organizations, along with the challenges that exist.	Van Wart, Chapter 9 Hersey & Blanchard LEAD article **Reflection Paper Due**

Class 9	Leadership Assessments	Van Wart, Chapter 9 Kouzes & Posner article
Class 10	Task-Oriented Behaviors Reflection question: The Perry & Wise article outlines the role of motivation in the public sector. How is motivation of public employees tied to instilling confidence in the public sector?	Van Wart, Chapter 10 Perry & Wise article **Reflection Paper Due**
Class 11	People-Oriented Behaviors	Van Wart, Chapter 11
Class 12	Organization-Oriented Behaviors Reflection question: Managing organizational change encompasses and coordinates numerous competencies. What competencies does it build upon and why?	Van Wart, Chapter 12 **Reflection Paper Due**
Class 13	Team Development	Van Wart, Chapter 13
Class 14	Vision & Strategy Reflection question: What essential vision and strategy skills do public sector leaders need in their organizations?	Nanus & Dobbs, Chapters 4-6 **Reflection Paper Due** **Leadership Analysis Paper Due**
Class 15	Change Management	Nanus & Dobbs, Chapter 7 Denhardt & Denhardt article
Class 16	People and Relationships Reflection question: What does the model presented in the Moynihan and Pandey article demonstrate about the era of government by performance management? What roles do people and relationships have in performance management?	Cohen & Eimicke, Chapters 3-5 Moynihan & Pandey article **Reflection Paper Due**

Class 17	Political Strategy	Nanus & Dobbs, Chapters 8-9
Class 18	Crisis in Public Management Reflection question: In chapter 2, the authors state, "innovation and entrepreneurship are not only possibilities, they are necessities for effective management in the public sector" (p. 37). Explain what you think is meant by this statement.	Cohen & Eimicke, Chapters 1-2 **Reflection Paper Due**
Class 19	Surviving and Thriving in Public Service	Cohen & Eimicke, Chapter 12 Raney & Bozeman article
Class 20	Ethical Leadership Reflection question: Explain what Van Wart means by the "contextual complexity" of understanding leadership theories in the public sector.	Van Wart article **Reflection Paper Due**
Class 21	**FINALS WEEK**	**Leadership Action Plan Due**

Citations Used for Course Readings

Denhardt, R. B. & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review, 60*(6), 549-559.

Hersey, P. & Blanchard, K. (1976). Leadership effectiveness and adaptability description (LEAD). In J. W. Pfeiffer & J. E. Jones (Eds.). *The 1976 Annual Handbook for Group Facilitators*. San Francisco: Jossey Bass.

Javidan, M. & Waldman, D. A. (2003). Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review, 63*(2), 229-242.

Kousez, J. & Posner, B. (1995). *The leadership challenge*. San Francisco: Jossey Bass.

Moynihan, D. P. & Pandey, S. K. (2004). Testing how management matters in an era of government by performance management. *Journal of Public Administration Research and Theory, 15*(3), 421-439.

Rainey, H. G. (1995). *Understanding and managing public organizations.* San Francisco: Jossey Bass.

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RURAL SOCIOLOGY 542
Leadership and
Community Development

INSTRUCTOR: Joseph F. Donnermeyer, Professor, Rural Sociology Program
College of Food, Agricultural and Environmental Sciences
Room 204, Agricultural Administration Building, 2120 Fyffe Road

HOME PHONE: 451-9830   **FAX:**   292-7007
OFFICE PHONE: 292-9167   **E-MAIL:**   donnermeyer.1@osu.edu

OFFICE HOURS: As scheduled

COURSE OBJECTIVES:

By the end of this course, I will expect you to demonstrate: **(1)** basic knowledge and understanding of concepts of community, community change, leadership, social capital, and development at the local level; **(2)** an ability to apply social science concepts to issues and topics related to the application of leadership at the local or community level; **(3)** competence in best practices associated with community development, including leadership identification, principles of community organization, community readiness, and social marketing (i.e., marketing for non-profit causes/issues).

TIME/PLACE: 1-3:18 PM; Room 246, Agricultural Administration Building

REQUIRED TEXTBOOKS: Handouts provided throughout this class

COURSE POLICIES:

The course will be graded on a 100 point basis, using the OSU standard scheme.

1. **VERY SHORT IN-CLASS ESSAYS:** Forty percent (40 points) of the final grade will be determined by short, one-page or less in-class "surveys/essays" about issues related to community development. There will be 10 such surveys randomly administered throughout the quarter, hence, 4 points each essay. These function as attendance checks (automatic 2 points for submission of the essay) and as indicators of how well you are understanding leadership applied to the context of American communities (2 points based on my grading of its quality).

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2. **THE OTHER 60 PERCENT (SELECT ANY TWO FROM THE FOLLOWING FOUR ACTIVITIES)**

Rule #1: Each activity is worth 30 points. Select any two.
Rule #2: All activities must be completed by the last day of class, which is June 5.
Rule #3: Any two participants in RS 542 may team up to complete a project. Teams can be no larger than 2. More is expected from a team based project. Teams should consult with the instructor to clarify expectations. The same grade will be assigned to both participants in any project that is developed by a team.

A. *Case study paper of a community issue/problem – select an issue or problem confronting a community and develop a paper indicating a solution based on various course readings assigned in RS 542. Be sure to describe the various sides/groups in competition relative to this issue. I must review and approve the issue/problem you propose. Essentially, this means the report incorporates two different sets of materials: (1) information from web and other sources about the issue/problem; and (2) assigned readings. The proposed solution is a plan of action to be implemented within a community, either real or hypothetical.*

B. *Research paper on the leadership structure of your community – Go back home, wash all your dirty clothes, suck more money off your parents thereby reducing your inheritance to the same amount, and take the time to interview five local leaders. Interview these local leaders on what motivates them to get involved in community-based events/issues etc. What is their vision for the community? Are they influentials, lieutenants or doers (to be covered in class)? Ask them to name five other leaders? In your opinion is the leadership structure of your community dominated by a few families, a few industries or a "good ole boy/girl" clique(s), or does it resemble a factional structure with groups who frequently and over the long-term oppose each other, or a coalitional structure with groups who temporarily form alliances to address issues/problems/projects, or a fragmented structure with groups who largely ignore each other and "do their own thing", or an amorphous structure in transition from one of the other six types to another. Use www.census.gov, chamber of commerce and other web sites to provide essential background information about your community, but keep this kind of information to no more than 10% of the paper's content.*

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C. *Local social movements – Although well-known social movements are mostly national/international in scope (MADD, Greenpeace, Pro-Choice and Pro-Life groups, Amnesty International etc.), there are many lesser known social movement groups whose focus is on a single or a few communities. These groups may or may not be linked to other national/international social movement groups. Your job is to conduct a case study of a locally-based social movement. What are the goals of the social movement group? How many local members does it have? How does it attempt to mobilize resources to promote its objective(s)? What actions has it taken recently in the community to achieve its goals? What are its future plans?*

D. *Local volunteer groups – Volunteer groups may or may not be part of a social movement, but they are certainly essential to the quality of life of American communities. In American communities of all sizes, volunteer groups range from church sponsored projects to those with political overtones. Your job is to conduct a case study of a locally-based volunteer group. What are the goals of the volunteer group? How many local volunteers does it have or how many were mobilized for a recent event/action in the community? What motivates people to volunteer for this particular group? How does it attempt to mobilize resources (people/money/printed material etc) to promote its objective(s)? How does it keep its volunteers informed and connected? What are its future plans? Is it linked to groups outside the community?*

3. **ONE EXEMPTION, AND ONE EXEMPTION ONLY:** Due to a death in the family, a severe illness, sports or student organization activity, or some other legitimate reason (I am the ultimate judge of legitimate), you can be exempted from one grading activity associated with this class. If approved, your score will be pro-rated to reflect an approved exemption. A request for an exemption must be no later than one class session after the activity you missed, and preferably before. I do not want you coming to me in, for example, week 10, and telling me about a situation from week 1.

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4. OSU Standard Grading Scheme

A	=	93+ PERCENT AVERAGE
A-	=	90 - 93 PERCENT AVERAGE
B+	=	86-89 PERCENT AVERAGE
B	=	83-85 PERCENT AVERAGE
B-	=	80-82 PERCENT AVERAGE
C+	=	76-79 PERCENT AVERAGE
C	=	73-75 PERCENT AVERAGE
C-	=	70-72 PERCENT AVERAGE
D+	=	65-69 PERCENT AVERAGE
D	=	60-64 PERCENT AVERAGE
E	=	UNDER 60 PERCENT AVERAGE

5. Academic Misconduct: For all assignments for this course, the Code of Student Conduct of The Ohio State University applies. Academic misconduct is defined as any activity that compromises the academic integrity of the university or subverts the educational goals of this course, including plagiarism. Specifically, plagiarism is the representation of another's work or ideas as one's own, including the unacknowledged word-for-word and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. It also includes submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without permission of the instructor of the course for which the work is being submitted. For an extended version of these examples, please refer to: http://studentaffairs.osu.edu/resource_csc.asp.

6. Students with Diabilities: All students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact the Office for Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities. Or visit the internet address of this office at http://www.ods.ohio-state.edu for more information.

OBJECTIVES AND READING ASSIGNMENTS

WEEK 1: Leadership

Learning Objective: Understand the concepts of leadership

P. Hersey and K. Blanchard, "Situational Leadership," Chapter 8 in *Management of Organizational Behavior*

WEEKS 2: Community, Leadership and Change

Learning Objective: Understand concepts related to the community and to community change in American society

R. Liepins, "New Energies for an Old Idea: Reworking Approaches to 'Community' in Contemporary Rural Studies."

C. Harper and K.T. Leicht, " Chapter 2 (American Social Trends), Chapter 3 (Change in the Settings of Everyday Life: Populations, Families, and Work), and Chapter 4 (Economics, Politics, and the American Prospect)

WEEKS 3 and 4: Community, Leadership and Development

Learning Objective: Understand concepts related to community development and the roles of community leaders/change agents

J. Bhattacharyya, "Theorizing Community Development," *Journal of the Community Development Society*

G. Israel and L. Beaulieu "Community Leadership," Chapter 11, in A. Luloff and L. Swanson (eds.), *American Rural Communities*

K. Pigg, "Community Leadership and Community Theory: A Practical Synthesis," *Journal of the Community Development Society*

S. Kahn, "Leadership: Realizing Concepts through Creative Process," in Weil (ed.), *Community Practice: Models in Action*

W. Dodge, "Ten Commandments of Community Development or One Middle Aged Graduate's Advice," *Journal of the Community Development Society*

C.B. Flora and J.L. Flora, "Social Capital", Chapter 16 in D.L. Brown and L.E. Swanson (eds.),
Challenges for Rural America in the Twenty-First Century.
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WEEK 5: Community, Networks and Power

Learning Objective: Understand the distribution of power and decision-making within communities, and networks of local leaders and organizations

J.B. Mitchell and S.G. Lowry, "Power Structures, Community Leadership and Social Action, North Central Extension Sociology Task Force Leadership Series No. 5.

J. Tait, J. Bokemeier & J. Bohlen, "Identifying the Community Power Actors: A Guide for Change Agents," North Central Regional Extension Publication 59

D. Hyman, F.X. Higdon and K.E. Martin, "Reevaluating Community Power Structures in Modern Communities," *Journal of the Community Development Society*

WEEK 6:   The Community Change Agent's Toolbox I: Understanding Community Readiness and Community-Based Marketing

Learning Objective – Understand the stages of local development, from initiation through implementation and sustainability

P. Kotler and E.L. Roberto, "The Social Marketing Approach to Social Change" (Chapter 2) in Social Marketing: Strategies for Changing Public Behavior"

J. Donnermeyer, B. Plested, R. Edwards, G. Oetting and L. Littlethunder, "Assessing Community Readiness for Prevention," in *Journal of the Community Development Society*

F. Farmer, L. Clarke, J. Floaks, C. Bryant, C. Romund and S. Albrecht, "Community-Based Social Marketing: Involvement in Heath Programs," *Journal of the Community Development Society*

WEEKS 7 and 8: The Community Change Agent's Toolbox II: Understanding Volunteerism and Social Movements

Learning Objective: Understand volunteering, social movements and grassroots development

R.A. Cnaan, F. Handy, and M. Wadsworth, "Defining Who is a Volunteer: Conceptual and Empirical Considerations," *Nonprofit and Voluntary Sector Quarterly*

J. Wilson, "Volunteering," *Annual Review of Sociology*

P. Petrzelka and S.E. Mannon, "Keepin' This Little Town Going: Gender and Volunteerism in Rural America, *Gender and Society*

M. Stephenson Jr., "Developing community leadership through the arts in Southside Virginia: Social networks, civic identity and civic change," *Community Development Journal*

C. Harper and K. Leicht, Chapter 7, "Social Movements," in *Social Change* (4th ed)

WEEK 9: The Community Change Agent's Toolbox III: Action Research

Learning Objective: Understand the relationship between research and development at the local level

G. Dickson and K. Green, "Participatory Action Research: Lessons Learned with Aboriginal Grandmothers," *Health Care for Women International*

P. Foster-Fishman, B. Nowell, Z. Deacon, M.A. Nievar and P. McCann, "Using Methods That Matter: The Impact of Reflection, Dialogue, and Voice," *American Journal of Community Psychology*

WEEK 10: All Things Reconsidered

Learning Objective: Review readings, lectures and class discussion