The Leader in You

Courtesy of Ohio University
UC 2900: The Leader in Y( )U
Course Syllabus

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

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

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

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

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

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

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

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

TOTAL 425
### COURSE TIMELINE

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


*Scientific American, Aug/Sep, 22–29.*