LDS 102.10
How to Be A Leader
Spring 2014

Meeting Time: Mondays 4:00 – 4:55 PM
Location: Melville Library Room S1410D

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Office Hours: Call or email anytime for an appointment
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Phone: 631-632-1588

LDS 102 Course Description
A seminar for all first-year students in the Undergraduate College of Leadership and Service.

LDS 102 Course Goals
• Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
• Enhance group communication skills through discussions, small-group work, presentations or debates.
• Develop intellectual curiosity and better understand the role of a student in an academic community.

Section #10 Seminar Description
This course seeks to introduce you to the key issues and concerns about what it means to be a leader. You will examine significant historical and modern theories from various academic disciplines for insights on the nature and character of leadership. Each week, we will explore a small number of theories that inform our understanding of leadership, using them as a ‘lens’ which can bring some aspects of leadership into focus, and make other aspects blurred. The course readings and discussions will focus on several questions, beginning with the most fundamental: "Can we predict and understand what makes people successful as leaders?"

Seminar Goals/Learning Objectives (Students will be able to…)
• Summarize the selected leadership theories we will study.
• Apply the selected leadership theories through case studies and assignments.
• Analyze the complex nature of leadership by comparing the ways in which the selected theories act as predictors and descriptors of leadership in organizations and groups.
• Design and develop strategies and interventions for various leadership case studies based upon individual theories studied.
• Assess and evaluate how each of the theories of leadership we study aligns with individual student skills, abilities, and preferences.
• Describe, discuss and apply research about leaders and leadership from various academic domains such as psychology, sociology, history, and business.
• Demonstrate effective communication skills in written and oral presentations.
Required Text


Evaluation and Grading

All First-Year 102 seminars are graded on an A – C/U basis.
Students will be evaluated on the basis of four graded requirements totaling 1,000 points.

940 – 1000 points = A
880 – 939 points = A-
830 – 879 points = B+
780 – 829 points = B
740 – 779 points = B-
700 – 739 points = C+
660 – 699 points = C
659 or fewer points = U

The course requirements are:

1. Participation (200 points):
   a. Attendance (100 points). Attending class and mandatory LDS events described below.
   b. Impromptu (100 points). Your willingness to add your voice to classroom discussions and/or respond when called upon in class.

2. Group Project (300 points). Students will be assigned to groups of two or three. Each team will present for 10-15 minutes in class. I will provide detailed guidance on what is expected during Lesson 1. Groups will be assigned a specific lesson for their presentation. The final presentation must be posted to Blackboard and to each member of the group’s ePortfolio.

3. Mid Term paper (200 points). No more than three pages, the question you will be asked to answer will allow you to summarize your understanding of the material we have covered in the first half of the course. The paper is due no later than midnight, March 14, 2014 and must be posted to both Blackboard and your ePortfolio.

4. Final Paper (300 points). No more than five pages. You will choose a “popular” leadership book to read during the semester, e.g. In Search Of Excellence, Leadership Secrets of Attila the Hun, or Good to Great and write a paper briefly summarizing the book and analyzing how it compares to what you have learned during the semester. The paper is due no later than midnight, May 9, 2014.

LDS College Requirements

1. LDS Program Attendance Requirement: All LDS students are required to attend at least one LDS-sponsored event, a Spring Commons Day event and the LDS End-of-the-year event during the spring semester. Attendance will be recorded. For more information
about Spring 2014 LDS Event listing, visit: www.stonybrook.edu/lds ** University Scholar students are strongly encouraged to attend LDS programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one LDS (for-credit) event per semester, or two Scholars (for-credit) events.**

2. **Spring Commons Day**- All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day

**Course End Feedback**
I love teaching, but I’m not always sure I’m doing as well as I should or that you’re learning as much as I’d like. I rely on your honest and candid feedback to get better at teaching and to help you learn more (and honestly to have more fun). Your feedback is always welcome no matter how informal. I will also ask for mid term feedback to see if there is something I can/should change during the semester and after we have had a chance to get to know each other. At the end of the course I will implore you to complete your course evaluation (http://stonybrook.campuslabs.com/courseeval/). It will help me, it will help future students and it’s the right thing to do – please.

**Disability Support Services**
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, located in the ECC Building, (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**Academic Integrity**
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Any suspected instance of academic dishonesty will be reported to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

**Bottom line:** The consequences for dishonesty will always be far worse than simply saying you had help or took a shortcut. Don’t do it…

**Electronic Communication:**
Email and especially email sent via Blackboard (http://blackboard.stonybrook.edu) is the primary way I will officially communicate with you for this course outside the classroom. It is your responsibility to make sure that you read your email in your official University email account. For you that is Google Apps for Education (http://www.stonybrook.edu/mycloud).

If you choose to forward your official University email to another off campus account, I am not responsible for any undeliverable messages to your alternative personal accounts. You can set up
email forwarding using these DoIT-provided instructions found at: http://it.stonybrook.edu/help/kb/setting-up-mail-forwarding-in-google-mail

If you need technical assistance, please contact Client Support at (631) 632-9800 or supportteam@stonybrook.edu. They’ll be happy to help – they work for me…

### Monday Schedule
**Spring 2014**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>27-Jan</td>
<td>1. Introduction, welcome and course objectives</td>
<td>Read Northouse, Preface and Chapter 1. Visit the student study aid website listed in the book. Complete Homework assignment #1 in Blackboard</td>
</tr>
<tr>
<td>3-Feb</td>
<td>2. Leadership -- Traits and Skills</td>
<td>Study Northouse Chapter 2 &amp; 3. Complete the LTA instrument and the skills inventory at the end of each chapter. Scan the 6 case studies.</td>
</tr>
<tr>
<td>10-Feb</td>
<td>3. Leadership and Style</td>
<td>Study Northouse Chapter 4. Complete the style questionnaire at the end of the chapter. Scan the 3 case studies.</td>
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<tr>
<td>17-Feb</td>
<td>4. Situational Leadership Theory (SLT)</td>
<td>Study Northouse Chapter 5. Complete the questionnaires at the end of the chapter. Scan the 3 case studies.</td>
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<tr>
<td>24-Feb</td>
<td>5. Contingency (Fiedler) Theory</td>
<td>Study Northouse Chapter 6. Complete the questionnaires at the end of each chapter. Scan the 3 case studies.</td>
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<tr>
<td>3-Mar</td>
<td>6. Path Goal Theory (PGT)</td>
<td>Study Northouse Chapter 7. Complete the questionnaire at the end of the chapter. Scan the 3 case studies.</td>
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<tr>
<td>10-Mar</td>
<td>7. Leader Member Exchange (LMX) Theory</td>
<td>Study Northouse Chapter 8. Complete the questionnaire at the end of the chapter. Scan the 3 case studies. Mid term due March 14th</td>
</tr>
<tr>
<td>17-Mar</td>
<td><strong>No CLASS: Spring Break</strong></td>
<td><strong>No class attendance. Ensure that you have notified me through Blackboard of your final paper book choice</strong></td>
</tr>
<tr>
<td>24-Mar</td>
<td>8. Transformational Leadership Theory</td>
<td>Study Northouse Chapter 9. Complete the questionnaires at the end of each chapter. Scan the 3 case studies.</td>
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<td>31-Mar</td>
<td>9. Servant Leadership Theories</td>
<td>Study Northouse Chapter 10. Complete the questionnaires at the end of each chapter. Scan the 3 case studies.</td>
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<tr>
<td>7-Apr</td>
<td>10. <strong>Reading period</strong></td>
<td><strong>No class attendance.</strong></td>
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<tr>
<td>14-Apr</td>
<td>11. Team Leadership and Group Dynamics</td>
<td>Study Northouse Chapter 12. Complete the style questionnaire at the end of the chapter. Scan the 3 case studies.</td>
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<tr>
<td>28-Apr</td>
<td>13. Special topics in Leadership (culture, ethics, gender, experience, cross domain etc.)</td>
<td>Study Northouse Chapter 14 - 16. Scan the 9 case studies.</td>
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<tr>
<td>5-May</td>
<td>14. What’s it all mean? Wrap-up</td>
<td>Whew, no new homework but review everything! <strong>Final paper due May 9th</strong></td>
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