

CATALOG DESCRIPTION

3723 – Leadership Concepts and Principles (3) S This course is a survey course of leadership theory, concepts and research. Emphasis will be on understanding the foundational concepts of modern leadership.

SYLLABUS
HRE 3723 – LEADERSHIP CONCEPTS AND PRINCIPLES

COURSE DESCRIPTION

HRE 3723 – Leadership Concepts and Principles. This course is a survey course of leadership theory, concepts and research. Emphasis will be on understanding the foundational concepts of modern leadership.

INSTRUCTOR

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COURSE GOALS

This course serves undergraduate students a) majoring in HRLD or related disciplines; b) from any major at LSU pursuing a minor in leadership development; or, c) any undergraduate student desiring a basic understanding of leadership. The goal is to enable students to gain a broad understanding of leadership research, concepts and principles. Students will be expected to gain both a cognitive understanding of leadership, as well as reflect seriously on their personal leadership skills.

PREREQUISITES

None

INSTRUCTIONAL OBJECTIVES

1. Understand how the leadership function contributes to the management of people and organizations.
2. Develop insight into the theories and concepts associated with effective leadership.
3. Pinpoint some of the key concepts you will need to become an effective leader and manager.
4. Understand varying viewpoints on leadership, leadership competencies and leadership roles.
5. Develop leadership skills you can apply outside of the classroom.

TEXTS

Required of all students:

DuBrin, A. J. (2004) Leadership: Research Findings, Practice, and Skills (4th edition). Boston: Houghton-Mifflin.

The author and publisher also maintain a web site to accompany the book. The site contains links to

provide additional background information on companies discussed in the book as well as many other useful links. Students are encouraged to visit the site at:

<http://college.hmco.com/business/dubrin/leadership/4e/students/index.html>

ADVISING POLICIES

My goal is to be available to meet student needs as much as possible. However, I am also out of the office a fair amount so it is important that you know various ways to reach me. Please know that my intent is not to discourage personal visits, but simply to give you a variety of ways to reach me.

In Person I try very hard to make ourselves available whenever students need assistance. Students who try to see me by “dropping by” the office are often disappointed because I am usually on the phone or in a meeting if I am in the office. The solution: appointments. **If you will call ahead to make an appointment, we can easily find time to meet.**

Electronic Advising Electronic mail is the most reliable method of contacting me because I check it at least twice daily. Unless I am out of town, I will usually respond to e-mail within 24 hours. Many students find this a very effective way to handle small questions.

Telephone advising I do a lot of advising by phone. You will find that it is hard to reach me on the first try and phone tag is not uncommon. Please leave complete messages on voice mail so we can minimize the phone tag. Also, I am happy to make appointments to talk by phone if it will save you trips to school.

HOLTON’S PHILOSOPHY OF TEACHING/EXPECTATIONS OF CLASS PARTICIPANTS

I believe it is best if you know where we are “coming from” before we start the class. My teaching philosophy is built on the following principles:

1. Students should have maximum responsibility and involvement in their learning process.
2. Fairness to the student cannot be compromised.
3. Expectations of students should be set high enough to maximize their potential.
4. Assignments should be made as meaningful as possible, avoiding all "busywork."
5. Learning activities should portray the knowledge in a real world context so students understand the complexities of real world practice.
6. The classroom and the world of practice should be linked as much as possible.
7. Every opportunity possible should be made available for the student to direct their study to achieve personal goals.
8. As professors and experts, we have a responsibility to set standards and preserve the integrity of the credentials we grant.
9. Professors and students should treat each other with mutual respect.
10. The learning experience should be fun when possible. However, good learning is often confusing, discomfoting and uncomfortable before it becomes fun.
11. Adult students should be treated as colleagues.
12. A variety of teaching methods should be employed.
13. In the final analysis, the student is responsible for his/her own learning.

In this course, I will assume that we are all adult professionals. I will therefore give you the appropriate respect and privileges as well as the responsibilities and accountability. Let me make clear some of my specific expectations. As a participant in this class, you are expected to:

1. Attend every class possible and take complete responsibility for class material when attending is not possible.

2. Conduct yourself with the same high level of professionalism you would at your professional job.
3. Be committed to learning as much as possible.
4. Be ready to work hard to reach class goals.
5. Treat other class members with the same respect and courtesy you would like for yourself at all times.
6. Take class responsibilities seriously.
7. Take responsibility to direct your own learning and study.
8. Help create a safe climate in class for mutual exploration, discovery and learning.
9. Share your questions, experiences and concerns freely with the class and us.
10. Motivate yourself to excel in this course.

ASSIGNMENTS AND EVALUATION

The grading scale for this course will be:

A	90 - 100%
B	80 – 89.9
C	70 – 79.9
D	60 - 69.9
F	0 – 59.9

This class will make extensive use of cases, discussions and other in-class exercises. Thus, it is essential that every student be prepared to make significant contributions during every class session. I take this requirement very seriously and expect each student to do the same.

1. MIDTERM (25%)

There will be an in-class mid-term exam. The format will be discussion and/or case analysis.

2. FINAL EXAM (25%)

There will be an in-class final exam. The format will be discussion and/or case analysis.

3. SKILL ASSESSMENT PROJECT (25%)

Each student will be required to complete a leadership skill assessment. The components must include the following:

1. Each chapter of the text contains at least one *Leadership Self-Assessment Quiz* which is actually an instrument to assess some dimension of your leadership skills. You are to complete all of them in the chapters assigned for reading. Because it is important that the assessments be completed before you read the chapters in order to get accurate results, they must ALL be completed prior to the second class night. Be sure to keep a copy for yourself as you will need it for the next parts of the assignment.
2. At the end of the semester, you are to write an analysis of your leadership traits, motives and skills using the results of these instruments. Only instruments which were turned in may be used in the analysis and you are not to change your answers as the semester progresses. Obviously, if you do not have all the instruments included in your final analysis your grade on the paper will suffer. Your paper must also include a personal development plan for improving areas which your assessments point to as areas for

improvement.

A final assessment paper is **due Dec 4.**

4. PROJECT (25%)

Each student will be required to read a biography of a noted leader. These should be biographies of an organizational leader, not a political leader. You will then submit a 12-15 page paper in which you analyze the leader's traits, characteristics, philosophy, etc. using the book as an analytical framework. Further guidelines will be given during class.

You must obtain approval for your book. A brief (one-page maximum) proposal is **due Sept. 18.** The final paper is **due Dec. 4.**

**HRE 3723 – LEADERSHIP CONCEPTS AND PRINCIPLES
COURSE SCHEDULE**

Week Num	Date	Topic	Text Reading & Assignments
1		Course Introduction	
2		The Nature and Importance of Leadership	Chapter 1 SELF-ASSESSMENTS DUE
3		Traits, Motives and Characteristics of Leaders	Chapter 2
4		Charismatic and Transformational Leadership	Chapter 3
5		Leadership Behaviors, Attitudes and Styles	Chapter 4
6		Contingency and Situational Leadership	Chapter 5
7		FALL HOLIDAY – NO CLASS	
8		Leadership Ethics and Social Responsibility	Chapter 6
9		MID-TERM EXAM	
10		Power, Politics and Leadership	Chapter 7
11		Influence Tactics of Leaders	Chapter 8
12		Strategic Leadership and Knowledge Management	Chapter 13
13		Motivation and Coaching Skills Communication and Conflict Resolution Skills	Chapter 10 & 12
14		THANKSGIVING HOLIDAY – NO CLASS	
15		Developing Teamwork Creativity, Innovation & Leadership ALL PROJECTS DUE	Chapter 9 & 11
16		FINAL EXAM	