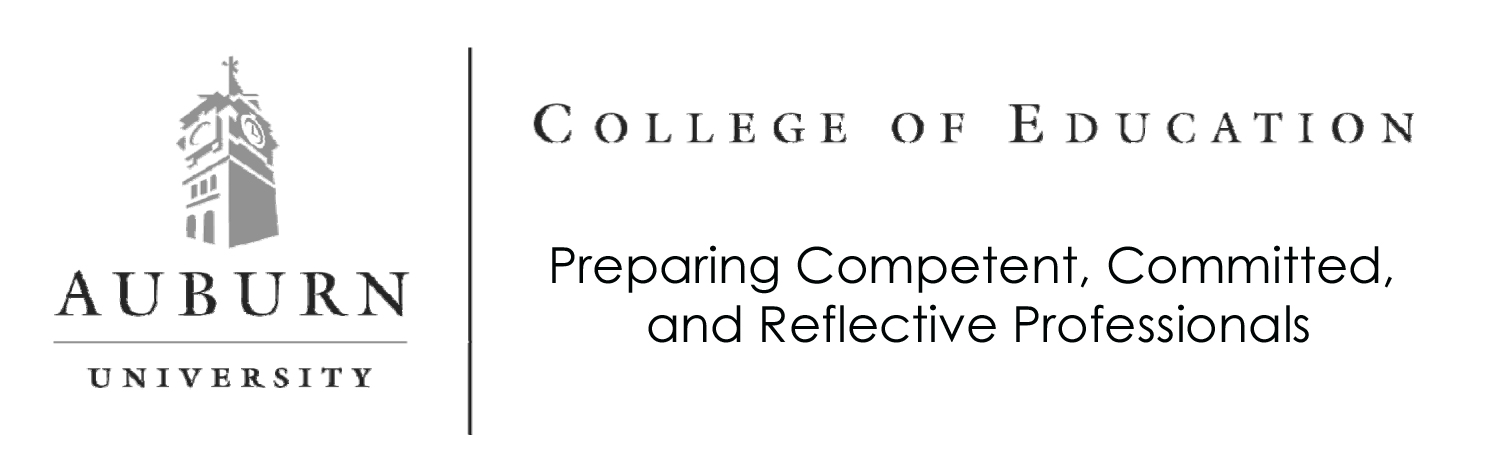
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AUBURN UNIVERSITY

**SYLLABUS**

**1. Course Number:** **HIED 7210**

**Instructors:** Dr. Jose Llanes

**Course Title**: Leadership in Higher Education

**Credit Hours:** 3 semester hours

**Class Meetings:** Wednesdays 5:00-7:50 PM Haley 1435

Hybrid Onsite and Online Meetings

**CANVAS site:** auburn.instructure.com

**Office:**  Haley Center 4080, phone (334) 844-3074

**Office Hours:** Anytime by appointment

**E-mail:** jrllanes@auburn.edu

**Pre-/Co-requisites:** EDLD 7200 (Or see below)

**2. Date Syllabus Prepared:** May 2012

**3. Required Text:** Northouse, Peter Guy (2013) *Leadership Theory and Practice*

*6th Edition* **Sage Publications** ISBN 978-1-4522-0340-9

**Case Studies:** To be shared when appropriate

**Required Reading for those students who did not take pre-requisite**

**EDLD/HEID 7200 course:** Steven Sample (2002) *The Contrarian’s Guide to Leadership* **Jossey-Bass Publishers**

**Optional Readings:** R. L. Wing “The Art of Strategy” Doubleday 1988

(ISBN 0-385-23784-7)

**4. Catalog Description:** This course involves exploration, discussion and application of theories, concepts and principles of leadership from a multi-disciplinary, multi- professional perspective, to higher education organizations.

**5. Course Objectives:** Upon completion of this course, students will be able to:

1. Understand and discuss the underlying assumptions, beliefs, and values of the most significant paradigms in leadership research.
   1. Leadership In a Changed Context
   2. Key Terms and Theories
   3. Challenges and Missed Opportunities in the Study of Leadership in Higher Education
   4. New Directions in Higher Education Leadership
   5. New Paradigms of Leadership
2. Understand and discuss some of the main concepts that have emerged in the leadership research and literature such as ethics, empowerment, collaboration, and networks.
   1. Latest Theories in Leadership
   2. Revolutionary Concepts in Leadership
   3. Cultural and Symbolic Theories
3. Understand and discuss new concepts that have emerged in the leadership literature and how these have been pursued by higher education researchers.
   1. Higher Education Leadership In a New World
   2. Practical Implications for The Leadership Revolution
4. (For doctoral students) Understand and discuss the implications of this vast body of new research upon future research.
   1. Framing Leadership Research in a New Era
5. Student will be able to do this onsite with other students and by using online communications methods.

**6. Course Methodology:**

This course is designed to be delivered as a mixture of “in the same room” discussion among students under my direction and reading, thinking, writing and discussion online. This class should meet once a week for fifteen weeks but as a “hybrid” of experiences, it is only scheduled to physically meet once a week for eight weeks.

1. **Regular attendance for those Onsite sessions and class participation** are essential for successful completion of the course. **Online Participation in Discussionis a requirement for this course** and the student will earn 45 points for engaging in it effectively If you don’t come to class at least 6 times you will not get an A. Increasingly professional communications in the workplace are taking place online. Even meetings being held on campuses today are being held through visual and asynchronous communications. You will be engaging in “meaning-building activities” with people you barely know, across thousands of miles of space and great differences in time. You need to learn how to lead in a new way. You can earn from 0 to 3 points per class period for participation in discussion up to 45 points. See criteria below. This participation is evaluated in this way:
2. ***Active participation*** includes posting critical analysis of theories and asking questions from the reading, as well as sharing experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general. The Outcome Objective is defined as follows: “Student is able to demonstrate through class discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.” Such participation will earn up to 3 points per class.
3. ***Passive participation*** involves piggyback discussion limited to the issues raised by others, lack of reading of materials is evident. 1 to 2 points per week.
4. ***No participation*** obtains when a student is absent. 0 points per week.
5. Absences will be viewed as it would in a professional position. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.
6. NOTE: Essays and comments are posted in the CANVAS page for this course under Discussions, **no later than** Sunday at midnight, this will enable your colleagues to respond to your ideas.
7. **Assignments (13)** Students will be assigned a portion readings to respond to online, discuss with class and to present onsite. Students need to also answer the questions for each assignment and post *them by Sunday before 11:59 PM*. Each assignment will be graded with a total of 3 points for a maximum of 39 points.

1. **Presentations:** The student will be assigned a theory to discuss with the class. Student will write a one-page summary of the discussion and develop at least three questions that flow from the reading and will lead the classroom/online discussion on these. Up to 10 points will be awarded for this effort depending upon a) how well the questions cover the topic, b) how well the questions are written from the perspective of understanding it and c) how well you manage the discussion from the students. Your performance will be evaluated by the other students and graded by me.
2. **Essay\* on Theories and Sample’s Contrarian Views** All students will write an essay with the topic of how Sample’s Contrarian View can be analyses on the basis of the theories being studied here. Where can his views be located in the theories and how do they fit in. *In order to avoid having fixed pre-requisites I have allowed student who have not taken EDLD/HIED 7200 to “catch up” to the rest of us. This involves reading “The Contrarian Guide to Leadership” by Onsite Session 3* Assignment is contained on Session XI Top grade 10 points

**7. Grading and Evaluation Procedures:**

The final grade for the course will be based on the following categories. All grades are computed on an individual basis.

Class participation in discussion/activities onsite 45 pts.

Presentations on Assigned Reading online 39 pts.

Presentation 10 pts

Essay 10 pts

Maximum Total……………………… 104 points

The following grading scale will be used:

90 - 104 = A 80 - 89 = B 70 – 79 = C

60 - 69 = D Below 60 = F

\*An essay is, for our purposes in this course, a short piece of [writing](http://en.wikipedia.org/wiki/Writing), which is written from an author’s [point of view](http://en.wikipedia.org/wiki/Perspective_(cognitive)). An essay overlaps such forms as articles and short stories. In contrast to those, for me, brevity usually defines an essay. Essays may include a number of elements, substantive comment on the readings and class discussion, learned [arguments](http://en.wikipedia.org/wiki/Arguments), observations of leadership in action, recollections of appropriate case histories and comment on other student’s work.

**8. University Policy Statements:**

I. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.

II. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)

III. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible.

Telephone: 334-844-2096.

IV. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.

V. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

**ATTENTION: In order to ensure that class discussions are open and truthful all students are held to the confidential nature of these comments and may not repeat them or otherwise use them for any purposes outside of the classroom purposes. Any violation of this code will result in an F score in this course.**

**9. Course Schedule for Fall 2012**

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***Session I On Site Haley 1435 Wednesday August 22, 2011***

Introductions, explanations of course objectives and expected outcomes, discussion on content and method of instruction.

*Lecture*: Overview of Leadership φ Socrate’s Discovery of Generic Management

φ Sun Tsu’s 5 dimensions of strategic leadership

*Discussion:* Leadership: The conscious act of creating followers

On making sense of Sun Tzu’s 5 dimensions of strategic leadership.

*Assigned Reading*  Peruse all the chapters in Northouse book so that you are aware of the content and read Chapters I and II in depth. One theory will be assigned to each student for classroom/online discussion.

*Question for Assignment 1: Review, discuss and reflect upon the readings, consider questions such as “How does Trait Leadership work?” Look at the big five personality factors and compare those with Sun-Tzu’s 5 dimensions of strategic leadership.*

NOTE: Individual students will be assigned **to read all** but to summarize and discuss **one administrative leadership theory** with the class. You will be asked to bring a one-pager that summarizes the points you want to make and engage the class is discussing. This process sometimes takes 10 minutes sometimes 30 minutes.

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***Session II Online August 29, 2011***

***The following applies to all weekly posting activities and will not be repeated for each one:***

1. Post (in Discussion section) a critical analysis of Case 2.1 (Page 33) and ask questions from the reading, as well as sharing experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Assigned Reading: Northouse Chapters 3 and 4*

*Question for Assignment 2: Review, discuss and reflect upon the readings, consider questions such as: “Which leadership theory, the style approach or the skills approach, would tend to be more effective in higher education settings?” Why?*

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Three or more students will present on the Trait, Skills and Style. We will discuss readings so far. I expect students to bring questions and or comments to class and start the discussion.

*Assigned Reading: Northouse Chapters 5 and 6*

*Question for Assignment 3: Look at the skills inventory on page 69 and take it for yourself. Score yourself following the key on page 70 and report it to me. Tell me what this inventory says about yourself, whether the questions being asked are in your opinion relevant or significant and which areas does this measurement leave out?*

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***Session Number IV* *Online September 12***

1. Post an analysis of Case Study 3.1 and answer questions from the reading, as well as share experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Post an analysis of Case Study 4.3 and answer questions from the reading, as well as share experiences with the topics under discussion.
3. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Assigned Reading: Northouse Chapters 5 and 6*

*Question for Assignment 4: Look at the skills inventory on page 69 and take it for yourself. Score yourself following the key on page 70 and report it to me. Tell me what this inventory says about yourself, whether the questions being asked are in your opinion relevant or significant and which areas does this measurement leave out?*

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***Session Number V On Site September 19***

Students will present on Situational and Contingency Theory. We will discuss readings so far. I expect students to bring questions and or comments to class and start the discussion.

*Assigned Reading: Northouse Chapter 7*

*Question for Assignment 5: Review the Leadership Inventory on page 114 and take the assessment on pages 116-117 and grade yourself. Report this grade to me and tell me how you interpret the score. Which areas are not included that should be included? Looking for a reflection on your readiness for a given situation.*

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***Session Number VI Online* *September 26***

1. Post an analysis of Case Study 5.3 and answer questions from the reading, as well as share experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Post an analysis of Case Study 6.3 and answer questions from the reading, as well as share experiences with the topics under discussion.
3. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Assigned Reading: Northouse Chapters 8*

*Question for Assignment 6: Review the Leadership Questionnaire on page 134 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

***Session Number VII On Site October 3***

Students will present on Path-Goal and Leader Theories . We will discuss readings so far. I expect students to bring questions and or comments to class and start the discussion. Discussion on Case 8.1 and 8.2

*Assigned Reading: Northouse Chapters 9*

*Question for Assignment 7: Review the LMX-7 Leadership Questionnaire on page 179-180 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

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*Session Number VIII* *Online* *October 10*

1. Post an analysis of Case Study 9.1 and answer questions from the reading, as well as share experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Post an analysis of Case Study 9.3 and answer questions from the reading, as well as share experiences with the topics under discussion.
3. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Assigned Reading: Northouse Chapters 10*

*Question for Assignment 8: Review the Leadership Questionnaire on Situational Leadership page 211 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

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***Session Number IX On Site October 17***

Students will present on Transformational and Servant Leadership . We will discuss readings so far. I expect students to bring questions and or comments to class and start the discussion. Discussion on Case 10.1

*Assigned Reading: Northouse Chapters 11*

*Question for Assignment 9: Review the Servant Leadership Instrument on Page 243 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

***Session Number X Online October 24***

1. Post an analysis of Case Study 11.1 and answer questions from the reading, as well as share experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Post an analysis of Case Study 11.2 and answer questions from the reading, as well as share experiences with the topics under discussion.
3. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Assigned Reading: Northouse Chapters 12*

*Question for Assignment 10: Review the Authentic Leadership questionnaire page 280 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

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***Session XI On Site October 31***

Students will present on Authentic Leadership and Team Leadership . We will discuss readings so far. I expect students to bring questions and or comments to class and start the discussion. Discussion on Case 12.1 and 12.2

*Assigned Reading: Northouse Chapters 13*

*Question for Assignment 11: Review the Authentic Leadership questionnaire page 280 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

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***Session XII (Online) November 7***

1. Post an analysis of Case Study 11.1 and answer questions from the reading, as well as share experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Post an analysis of Case Study 11.2 and answer questions from the reading, as well as share experiences with the topics under discussion.
3. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Assigned Reading: Northouse Chapters 14-15*

*Question for Assignment 12: Review the Psychodynamic questionnaire page 345 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

***Here’s where you prepare and submit a critical essay on the various theoretical paradigms that you have studied in relationship to Sample’s work. It will be graded for a total of 10 points. The essay will be of publishable quality and should use references when appropriate, noted in APA Style.***

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***Session XIII (Onsite) November 14***

Lecture by Keystone Leader in Residence

Students will present on Psychodynamic, Culture and Leadership, Women in Leadership . We will discuss readings so far. I expect students to bring questions and or comments to class and start the discussion. Discussion on Case 13.1 and 13.2

*Assigned Reading: Northouse Chapters 15 and 16*

*Question for Assignment 13: Review the Gender-Leader Implicit Association Test questionnaire page 370 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

*THANKSGIVING HOLIDAY WEEK OF NOVEMBER 19-23*

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***Session XIV (Online) November 28***

1. Post an analysis of Case Study 15.1 and answer questions from the reading, as well as share experiences with the topics under discussion, engaging others with valid critical exchanges and contributing to the class community in general.
2. Post an analysis of Case Study 15.3 and answer questions from the reading, as well as share experiences with the topics under discussion.
3. Comment on posting made by others. The Outcome Objective is defined as follows: “Student is able to demonstrate through class and online discussion that he/she has read the assigned material and has drawn valid conclusions or raised good questions.”

*Question for Assignment 14: Review the Cultural Theory questionnaire page 415 and take the assessment, grade it and report the grade to me. Reflect on your performance and share with me what you think this means.*

***Session XV (Onsite) November 28***

The question of ethics