***Course Description***

This course is intended to assist students in identifying and defining leadership in formal and non-formal educational settings, communities, and organizations.

***Course Instructor***

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***Course Materials***[[1]](#footnote-1)

* Jackson, B, & Parry, K. (2011). *A very short, fairly interesting and reasonably cheap book about studying leadership (2nd ed.).* Thousand Oaks, CA: Sage. ISBN: 978-1-84920-739-3
* Northouse, P. G. (2016). *Leadership: Theory and Practice (7th ed.)*. Thousand Oaks, CA: Sage. ISBN: 978-1-4833-1753-3
* 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
* Select readings to be shared via *Canvas* course site.

***Student Learning Outcomes***

1. Define leadership in the context of communities, organizations, and individuals
2. Identify, discuss, and apply personal strengths in self and others
3. Apply shared leadership in a small group setting
4. Identify, discuss, and apply leadership theories

***Special Needs Requests***

If you are a student with special needs or circumstances, please make an appointment with me as soon as possible.

***Academic and Student Support***

You can learn about the wealth of academic and student support services available to our students by visiting the pages on the [Virginia Tech Online](http://www.vto.vt.edu/index.php) site.

***Student Prerequisite Skills***

For your assignment submissions, I expect you to be articulate and clear in your writing commensurate with graduate level work. In regards technical competencies, you should be able to:

* Use standard word processing software to write properly-formatted formal papers.
* Navigate web pages using a web browser such as Firefox, Safari, or Google Chrome.

***Tech Support***

Student technical support is available through [Computing @ Virginia Tech](http://www.computing.vt.edu/) and [4Help](http://4help.vt.edu/).  If you are experiencing technical difficulty accessing materials that you need for this course or a general technical support question please request assistance by filling out the [help form](https://vt4help.service-now.com/ess/) or calling 540-231-HELP. When making a request please be sure that you provide as much detail (name, problematic URL, operating system, description of problem) as possible to help solve your problem more efficiently.  Virginia Tech’s [Customer Support Center](https://vt4help.service-now.com/ess/) is available 24/7 to reset passwords, monitor system outages, and answer questions on a wide variety of computer related issues. Moreover, you can find answers to many of your questions by reading [Virginia Tech's Knowledge Base](http://answers.vt.edu/kb).

***Work Load Expectations***

One of the challenges students face in distance education is related to time management. As a three-credit-hour course, university standards suggest that the workload for this course should total 135 hours.  If we divide those hours equally over the 6 weeks of the course, that is 22.5 hours per week. With that in mind, please set aside the time necessary to devote to your learning and completion of course assignments.

***Disability Accommodations***

Any student that is in need of special accommodations due to a disability, as recognized by the Americans with Disabilities Act, should contact the Services for Students with Disabilities (SSD) Office. Students with disabilities are responsible for self-identification.  To be eligible for services, documentation of the disability from a qualified professional must be presented to SSD upon request. Academic adjustments may include, but are not limited to: priority registration, auxiliary aids, program and course adjustment, exam modifications, oral or sign language interpreters, cassette taping of text/materials, note takers/readers, or assistive technology. For more information on disability accommodations, please contact:

Lavery Hall, STE 310, Virginia Tech; 430 Old Turner Street; Blacksburg, VA 24061
Phone: (540) 231-3788 Voice; E-mail: ssd@vt.edu; Website: [http://www.ssd.vt.edu](http://www.ssd.vt.edu" \t "_new" \o "Open a new window)

***Course Administration***[[2]](#footnote-2)

This course is administered online via Virginia Tech’s *Canvas* course management system, <https://canvas.vt.edu>. The course is entirely Internet-based with no face-to-face contact with the instructor or other students, though there will be opportunities for real-time communication using telephone, chat, or web conferencing software.  Unlike some distance learning classes, the pace of this course will be set by the instructor with specified due dates for completion of assignments. Online learning such as this requires basic computer and Internet literacy and a high degree of self-motivation and discipline. People who recognize that they are primarily responsible for their academic success and are confident in their abilities tend to do well in distance-delivered courses.  I urge you to complete the self-assessment survey,[*Is eLearning Right for You?*](https://www.waol.org/prospective_students/isonlineforme.aspx), to assess your readiness for online learning.

***Course Communication***

I will be available to answer your questions:

* Through the "Questions" **Discussions**
If you have questions about the course material or assignments, you should post them there.  If your question has to do with the course as a whole, post to the topic, Whole Course.  If it concerns a particular topic, post to that topic.  The title of your post should give an idea of what your question or comment is concerning and you should check the existing **Discussions** threads before posting your own question to see if it has already been answered.  All forum posts should follow appropriate "[netiquette](http://www.valrc.org/tutorials/onlinelearner/netiquette.htm)."  I plan to check the **Discussions** section of our course site for new posts every day and will usually post responses to all these inquiries by 9:00 PM the following day.
* By **email**
You may email me if your questions are of a personal or sensitive nature.  However, most questions or comments should be posted to the “Questions” **Discussions** so everyone can benefit.
* By **telephone**

I am willing to communicate by telephone, but this mode of communication will generally require an appointment.

You will also communicate with your peers during the Introduce Yourself **Discussions** assignment and can use the **Conversations** and **Chat** tools to communicate with your fellow students on an ad hoc basis.

***General Structure of Learning Modules/Lessons***

This course is divided into 5 modules/lessons, each corresponding to a topical unit of study.  The general structure of each module/lesson is as follows:

* **Introduction:** The purpose of the introduction is to provide pre-study information you can use to recall your prior knowledge as well as to identify critical ideas that will appear in the lesson.
* **Objectives:** The purpose of presenting objectives is to inform you of what you should be able to do once you have completed the module.
* **Pre-reading questions:** You will have the opportunity to "test" your knowledge of the material in each module before you study the module. You will be presented up to 5 multiple choice questions on ideas, concepts, principles, facts, and theories that are part of the lesson. Once you have completed the test, you will receive a score that you can use as an indicator of how well you already understand the main points and details in the module.  This will help you identify areas you need to pay particular attention to as you progress through the material.
* **Guiding questions:** The purpose of these pre-study questions is to help you recall what you already know and believe about the topics of the module as well as to pose questions that you should consider as you study.
* **Assigned reading:** The purpose of the reading is to present the basic information, the "facts" if you will, for the module. This material, together with the guidance provided by the interactive activities and the feedback from the formative evaluation, should enable you to successfully master the objectives.
* **Post-reading questions:** You will have available up to 5 multiple choice questions to test your own understanding of the material you have studied. These questions are linked to elaborated explanations of the answers. As a result, you will be able to enrich your understanding of these ideas by, first, seeing if you understand well enough to choose the correct alternative, and second, by studying the explanation of the answer to ensure your explanation matches the text-based explanation.
* **Interactive activity:** The purpose is to provide an opportunity to interact with one or more of the concepts included in the module. The interactive activity may focus on a single important concept or help you develop an understanding of relationships between concepts.
* **Activities for Assessment:** This section will refer you to the next steps – assignments that will be scored as an assessment of your learning and involvement in the course.

***Honor Code***

Virginia Tech’s Graduate Honor Code (<http://ghs.graduateschool.vt.edu/>) will be followed and enforced in this class. Violations of the Honor Code include: copying another's work, cheating on exams or assignments, and plagiarism of another's work, whether another student's or something found online.

***Activities for Assessment***

1. Discussion Forum Posts (10% of your final grade)

As part of each learning module, you must contribute at least two posts to the module’s discussion forum: one original example (OE) and one value-added comment (VAC). Each OE and VAC must contain at least five clearly and carefully composed sentences. An OE must be truly original; it must not duplicate a classmate’s OE or any in the assigned readings. Each VAC must live up to its name by truly adding value to the OE or another VAC. Additional details and expectations will be shared on the course page in *Canvas*.

1. Applied Learning Reflections (30% of your final grade)

For each unit of study, you complete an applied learning reflection in the form of an article review or blog entry. (These applied learning reflections may build upon the original examples you have offered in the discussion forum posts.) Articles for review must be different from assigned readings. Article reviews will include components that connect the article to the unit being studied at the time it is due. Blog entries should also be connected to the unit of study but will focus more on personal experiences and observations. Blog entries should follow a "what?", "so what?", "now what?" format. Additional details and expectations will be shared in class and on the course page in *Canvas*.

1. Leadership Philosophy Paper (20% of your final grade)

You will prepare a final paper (of about 1500 words) to discuss the fundamental and powerful concepts of leadership derived from the course. This paper will serve as your final exam for the course. The paper should include a well-developed definition of leadership, your philosophical approach to leadership with key components articulated, discussion of class readings and resources that support or contradict your personal philosophy, and discussion of your personal/professional experiences that have influenced your leadership philosophy. A detailed rubric will be provided on the course page in *Canvas*.

1. Leadership Case Development Project (25% of your final grade)

You will work with others in the class to develop a leadership case study that could be used to teach concepts learned in this course. This assignment will include three deliverables: a case study prospectus (due midway through the semester), the case narrative, and a teaching note for the case. These items should be written in a wiki format (such as Google Docs), so that progress and contributions of each class member can be easily recognized and evaluated. More information about this assignment will be provided in *Canvas*.

1. Peer Evaluation (15% of your final grade)

At the end of the semester, you will anonymously rate the quality of the contributions of the students you work with on the Leadership Case Development Project assignment. Your peer evaluation score will be the average of the points you receive from the other members of your team. Rating criteria will be outlined in advance in a formal peer evaluation form available in *Canvas.*

**All assignments are due by 11:55 PM on the respective date identified in Canvas.**

***Grading Scale***

A 90% - 100%

B+ 87% - 90% B 80% - 87%

C+ 77% - 80% C 70% - 77%

D+ 67% - 70% D 60% - 67%

F Below 60%

***Course Outline***

Note: Reading materials and resources for each unit will be outlined in the Modules function in *Canvas*.

*Unit/Module #1 – The study of leadership*

* Objectives
	+ Define leadership in terms that allow it to be studied separately from other concepts of social power.
	+ Identify trends in leadership research and leadership development.

*Unit/Module #2 – Leader-centered perspectives*

* Objectives
	+ Describe the relationship between a leader’s identity and her/his leadership style.
	+ Distinguish between transactional, transformational, and charismatic leadership.

*Unit/Module #3 – Follower-centered perspectives*

* Objectives

Explain the influence of followers’ characteristics on prescribed leader behaviors.

Distinguish between prominent contingency theories of leadership.

*Unit/Module #4 – Critical and distributed perspectives*

* Objectives
	+ Describe leadership models that minimize the role of individual leaders.
	+ Outline a strategy for collaborative leadership that emphasizes individuals’ personal strengths.

*Unit/Module #5 Leadership with a higher purpose*

* Objectives
	+ Define leadership in terms that allow it to overcome self-serving tendencies of leaders.
	+ Apply leadership theory toward a personal philosophy of leadership.
1. You can use the University Bookstore website to mail-order your book - [http://www.bookstore.vt.edu](http://www.bookstore.vt.edu/). Also note that the book may be available from other commercial vendors or your local library. Remember, don't wait until the last minute - it may take the book a while to get to you. [↑](#footnote-ref-1)
2. The syllabus is a guide for the course, but it is subject to change at the discretion of the instructor. Any changes in assignments and expectations will be announced on Canvas. [↑](#footnote-ref-2)