Instructor
Ms. Stacey Doremus
Assistant Director, Leadership Education and Development
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Office Hours
Tuesdays, 11:00-12:30pm
LEAD Office - Brittain Rec Office Suite
OR by appointment

TA
Katie Martin
kmartin34@gatech.edu
Mondays, Wednesdays, 10:45am-11:45am
Graduate student lounge – Basement of DM Smith

Course Description
Students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through readings, self-discovery exercises, group observations, and case studies, students will identify, observe, analyze and apply new leadership behaviors. This course is based on the premise that each student will face a variety of leadership challenges in life. How these challenges are met, whether as a formal leader or a member of a team, can have a significant impact on an organization and one one’s career. Learning more about leadership will help every student meet their leadership challenges.

The course will be a process of knowledge acquisition, practice, and reflection. The learning objectives are designed to give you insights into leadership theory and how it applies in real world contexts. Specifically, you will improve and address your skills in key areas of leadership, including change and innovation, reflection, collaboration, communication, conflict and multi-cultural awareness.
Books

The following books are required and available at the Barnes & Noble Campus Bookstore. You can easily buy them online, new or used.


Marquet, David L. Turn the Ship Around! A True Story of Turning Followers into Leaders.

Other readings will be available online and/or through Canvas.

Course Requirements & Team Collaboration

To succeed in this class, you will be expected to attend a majority of the classes, contribute to in-class discussion, present new material to your peers, and provide thoughtful written commentary on course material and class discussions. This course requires you to work in teams and pairs; the issue of equity is a concern that some students have about working in teams and about team grades. If you work harder and do better work that your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Your output for many of the assignments in this class will be a team product. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the in-class presentation, but that you also have an obligation to enable your team to work effectively together.

Everyone in this class is expected to carry an equal share of the teamwork load. We will not supervise the process any more closely than would most professionals in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don’t; they only get worse. Try to solve the problem among yourselves. If you can’t, bring it to the teaching team. Throughout the semester you will be given opportunities to complete peer evaluations of your team members—please take these seriously as opportunities to provide useful and constructive feedback to one another. These will count towards your grades in assignments.

Your teams will be created using the results of individual responses on the Five Factor Personality Test. You must complete this test by Friday on the first week of the semester (Friday, January 10th). You will input your results using a link provided on Canvas. These teams will remain in place for the duration of the What is Leadership? section of the class.

Grading & Assignments

You must demonstrate significant effort across all of the categories shown below to pass this class. (For example, you should not assume that you can skip class and still pass this class, despite participation accounting for 25% of your grade). If you have questions about what it means to demonstrate significant effort across all categories, please make an appointment to see Ms. Stacey as soon as possible.
Grades are final. If you believe a grade you have received is unfair, you must request a re-grade in writing, via email to Ms. Stacey and copying the TA. The grading breakdown is shown below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>25%</td>
</tr>
<tr>
<td>What is Leadership?</td>
<td>30%</td>
</tr>
<tr>
<td>Act like a Leader</td>
<td>20%</td>
</tr>
<tr>
<td>Turn “Your” Ship Around</td>
<td>25%</td>
</tr>
</tbody>
</table>

Your final grade will be assigned as a letter grade according to the following scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 0-59%

**Class participation and attendance: 25%**

Class participation score is made up of two components:

1) Attendance: A pre-requisite to participating is showing up. Attendance is taken. You may miss up to 3 classes without penalty. Institute excused absences should be communicated at least 48 hours ahead of time, via email, to your TA.

2) Class Participation: commentary and questions that contribute to the in-class discussion and demonstrate thoughtful consideration of course material will make up the remaining portion of your participation grade. This commentary can be provided verbally in small and large group discussions as well as written in-class exercises, as assigned.

A midterm grade for your participation will be recorded on Canvas. Please note that you could attend every class in the semester and still not receive an A for participation. The teaching team does their best to capture your participation fairly and accurately.

**Take care of yourself**

All of us benefit from support during times of struggle. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is almost always helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help and know that my door is always open if you have any questions about this or your coursework.

Campus Resources: The Center for Assessment, Referral and Education (CARE) is located on the first floor of the Smithgall Student Services (Flag) Building and is open from 8am-4pm Monday - Friday. For more information, call 404-894-3498. In the event of an after-hours emergency, individuals should contact the Georgia Tech Police Department at (404) 894-2500.
What is Leadership: 30%

Current Events – Transformational Leadership
Read local and national news stories to find two examples of living transformational leaders. In class, you will need to explain which criteria of transformational leadership apply to the people you chose. How did these people become transformational leaders? What are they transforming? Is there any opposition to their leadership? How are the leaders handling the opposition?

Periodically, over the course of the semester, you will be asked to provide an update on your leader so you will want to follow them on social media and in the news. Links can be posted to the Current Events page on Canvas.

Authentic Leadership Case Study
Each team will evaluate an assigned case by applying one of the approaches to authentic leadership (theoretical or practical) and answer questions related to the case in Northouse:
- Case 9.1 – Sally Helgesen
- Case 9.2 – Greg Mortenson
- Case 9.3 – Betty Ford

Team Led Class Discussions
Each team will be asked to lead a class discussion on one or more leadership theories throughout the semester — you will be introduced to the appropriate structure for doing so during the first two weeks of class and we will be available to provide feedback prior to the class in which you are scheduled to lead discussion. You will complete peer evaluations after each class discussion to provide feedback to your team members. Choices are the following chapters:
- 10 – Servant Leadership (1/27)
- 11 – Adaptive Leadership (1/29)
- 12 – Followership (2/3)
- 13 – Leadership Ethics (2/5)
- 14 – Team Leadership (2/10)
- 15 – Gender and Leadership (2/12)
- 16 – Culture and Leadership (2/17)

The format can vary according to your topic, but must contain the following elements:

- Leadership approach clearly defined (can include research)
- Evaluation of the approach (noted strengths and criticisms, important to include your own evaluation as well)
- How can the approach be applied (discussion-based | interactive activity)

Each person in the team should participate in the class discussion and the allotted time is a minimum of 30 minutes and a maximum of 45 minutes.
Leader Poster Presentation

Using material from Northouse, Chapters 8-16, teams will apply leadership theory to explain and illustrate the “leader” teams will select and have approved by TA. Based on your analysis, each team will produce a printed poster that can be displayed in class. Also note that there will be a formal peer assessment at the conclusion of this assignment. Your results can factor into the grade you receive on this assignment. Therefore, the grade you receive may differ from the grade assigned to the poster/presentation.

The poster should specifically address:

1. The situation or background
2. Your analysis with reference to leadership theory from Northouse (include external sources as well)
3. Your insights regarding this “leader” and how you can apply your learnings to your current context(s)

You will have approximately four weeks to complete this task in your teams. On Wednesday, February 19th, each team will present their poster at an in-class poster session. Periodically, each team will conduct a team contribution assessment.

Use any of the material you find in the Northouse text, use at least three distinct leadership points of view from chapters 8-16 to describe the “leader” you have been assigned. For example, you might use gender and leadership, adaptive leadership, and team leadership to help explain the actions of the “leader” or provide insight into their behavior.

Your poster will be displayed on the Solstice in the classroom. Posters should also be uploaded as PDFs to this assignment on Canvas. You will want to be sure to make your poster full screen on the Solstice so everyone can see it as they move around the room during the poster session. Suggestion: To make most effective use of the space on the Solstice, you will want to orient your poster to landscape.

Draft deadlines: Leader Synopsis (1/22) | Storyboard (2/5) | Poster (2/12)

The poster session will take place on Wednesday, February 19th, in class.

Some considerations:
- Divide the Northouse reading, give yourself time to design and print the poster, decide on your choice of applicable theories sooner rather than later.
- Your individual grade on this assignment may differ from the team grade on the poster depending on your peer assessment scores.
- Start working on the design of your poster as soon as you have completed the reading (weeks 3-Why? Thinking about the layout will compel you to think about the “story” you want to communicate about your “leader”.
- Be original, create analogies, metaphors, interesting visuals, charts, tables, graphs to communicate your messages.
- Since this is not an official academic research poster, your poster should not be text heavy. There should be enough text so that if someone walked up they would clearly understand the narrative/analysis/insights. That being said, your presentation should be well rehearsed so you can speak in detail/answer questions about your leader.
- Your references should appear somewhere on your poster (APA format/smaller font is fine)
**Act like a Leader 20%**

**In-class Assignments and Reflections**
You will learn to analyze, reflect on and strengthen your individual leadership competencies. And, you will learn to be a leadership coach! Students will be paired to complete the assignments in this section. We will cover coaching techniques, giving and receiving feedback, communicating, and goal setting. The deliverables for this section include in-class assignments and a reflection journal documenting your discoveries and learning with a minimum of 5 entries. Each entry should contain all the elements of a complete reflection. The journal will be completed throughout the semester—one entry will be due approximately every two weeks (see schedule for specific due dates). Based on the feedback provided, you are eligible to turn in a rewrite of one or all of the reflections. Rewrites will be due on our final instruction day. Example journal entries and additional information will be provided on Canvas.

**Turn “Your” Ship Around: 25%**

**Organization Synopsis**
Identify the organization you will select for your TTSA assignment and write down a brief synopsis that includes the following:

- Brief overview of the organization
- What prompted you to select this organization?
- What kind of leadership model does your organization currently use?
- How reliant is your organization on the decision making of one person or a small group of people? What is the impact of this?
- Where is the pain and frustration greatest in your organization? What frustrations do exec boards have with members? What frustrations do members have with the exec board?
- In your organization, do you believe people lean more toward desiring change or being comfortable with the way things are? Why do you think this is, and what do you think is the ideal state for the organization?
- How would you describe the culture of the organization? How prevalent are behaviors that support others in the organization and achieve progress?
- In what ways does leadership in your organization take or give control?
- Do your procedures reinforce the leader-follower model? In what ways are you either reinforcing or breaking away from this model?

**Turn “Your” Ship Around Slide Deck**
Using material from “Turn the Ship Around” you will examine and make recommendations for an organization of which you are a member. In your analysis, you should address the following points:

- The Ladder of Leadership
- Intent Versus Instructions
- The Relationship of Authority and Information
- Fixing People vs Fixing the Environment
- Curiosity and Dissent
- Acting your way into Right thinking

Create a slide deck that uses the following format for each point above:
- How is it now?
- How would it be using the TTSA idea/method?
- Obstacles that need to be overcome
- Reflection on actions taken to make change in the organization

You should endeavor to be as specific as possible in your analysis and depiction of the future. Use analogy, org charts, and other artifacts to illustrate your points. All of these issues will be covered in class as you are conducting your analysis. A rubric, due date and slide count for the assignment will be posted on Canvas. Note: We will offer an opportunity for the class to present their slide decks in class for extra credit.

You will want to begin reading Turn the Ship Around as soon as possible so you can begin to analyze how key leadership concepts integrate into your context.

**Missed or late assignments**

Assignments turned in after specified due date will incur a grade penalty according to the following schedule:

- **Within 24 hours of original due date**: 10% deduction off final grade
- **Between 24-48 hours of original due date**: 20% deduction off final grade
- **After 48 hours of original due date**: 30% deduction off final grade

For assignments that require you to present to your peers—you will be expected to present on the day assigned to your group and these presentations will not be accepted for partial credit after the date assigned.

**Technology**

There is ample evidence that internet capable devices detract from the learning and relationship building experience. Therefore, no mobile devices will be permitted in class. This includes all internet capable machines. If there is a reason why you need to take notes on a tablet or laptop, please see me at the beginning of the term. These devices must be stored out of sight—please put them away once class begins. During team work sessions or at other instructor-specified times, devices will be permitted on a limited basis.

**Student-Faculty Expectations**

At Georgia Tech, we believe that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See [http://www.catalog.gatech.edu/rules/22/](http://www.catalog.gatech.edu/rules/22/) for an articulation of some basic expectations—that you can have of me, and that I have of you. Respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.
Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For more information on Georgia Tech’s Academic Honor Code, please visit http://osi.gatech.edu/content/honor-code.

Writing with authority and honesty requires explaining the sources of the information you reference. All material should be cited using APA format, which is explained here: http://libguides.gatech.edu/citationtools/apacite.

ADA Accommodations

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (ODS), http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs. If any occurrence of disability changes within the semester, please inform me as soon as possible.

Schedule Changes & Communication Policies

Throughout the semester, events may require the instructor to rearrange class topics due to speaker availability, severe weather, etc. Schedule changes will be announced on Canvas and in class. As a student in this course, you are expected to refer to our course site on Canvas on a daily basis to ensure you are up to date on announcements, grades, and assignments. For any course-related questions, you are expected to communicate with the Instructor via Canvas. Communication received via Canvas will guarantee a prompt response.
## Course Schedule *subject to change*

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Notes</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>What is Leadership?</strong></td>
<td></td>
<td></td>
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<tr>
<td>1 (1/6 and 1/8)</td>
<td>Northouse Chapter 8</td>
<td>In addition to the Northouse chapters, you will want to begin reading Turn the Ship Around (this will help with integrating key leadership concepts into your context)</td>
<td>Five Factor 1/10</td>
</tr>
<tr>
<td>2 (1/13 and 1/15)</td>
<td>Northouse Chapters 9</td>
<td>Teams formed / assignments</td>
<td>Current Events 1/13</td>
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<tr>
<td>3 (1/22) <em>1/20 is an official school holiday</em></td>
<td>Northouse Chapters 10</td>
<td>Read your chapters on your leader</td>
<td>Send TA your team’s leader synopsis 1/22</td>
</tr>
<tr>
<td>4 (1/27 and 1/29)</td>
<td>Northouse Chapters 11 &amp; 12</td>
<td>Conduct analysis of leader based on 3 relevant theories</td>
<td>Authentic Leadership Case Study 1/27</td>
</tr>
<tr>
<td>5 (2/3 and 2/5)</td>
<td>Northouse Chapters 13 &amp; 14</td>
<td>Conduct analysis of leader based on 3 relevant theories</td>
<td>Leader Poster Storyboard 2/5</td>
</tr>
<tr>
<td>6 (2/10 and 2/12)</td>
<td>Northouse Chapters 15 &amp; 16</td>
<td>Begin thinking about which organization you will select for your TTSA assignment</td>
<td>Journal Reflection #2 2/10 Leader Poster Draft 2/12</td>
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<tr>
<td><strong>Act Like a Leader</strong></td>
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<tr>
<td>7 (2/17 and 2/19)</td>
<td>Assigned in class</td>
<td>Refining coaching skills, conduct coaching meetings, experiments and analysis, work on leadership journal entries</td>
<td>Poster Session 2/19</td>
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<tr>
<td>8 (2/24 and 2/26)</td>
<td>Assigned in class</td>
<td></td>
<td>Journal Reflection #3 2/24 Peer Review 2/26</td>
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<tr>
<td>9 (3/2 and 3/4)</td>
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<td>TTSA Organization Synopsis 3/2</td>
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<tr>
<td>11 (3/16 and 3/18)</td>
<td>Spring Break</td>
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<tr>
<td><strong>Turn Your Ship Around (TTSA)</strong></td>
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<tr>
<td>13 (3/30 and 4/1)</td>
<td>Part II</td>
<td>Control</td>
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<tr>
<td>14 (4/6 and 4/8)</td>
<td>Part III &amp; IV</td>
<td>Competency and Clarity</td>
<td>In-class presentations (optional on 4/15)</td>
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<tr>
<td>15 (4/13 and 4/15)</td>
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<td></td>
<td>TTSA Slide Deck 4/15</td>
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<tr>
<td>16 (4/20)</td>
<td></td>
<td></td>
<td>Last day of class JOURNAL REWRITES DUE (optional)</td>
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