

MGT 4308 - Housley Principled Leadership Program

Course Description/Overview

This course is designed to elevate the performance of leaders. Students are challenged to develop their potential in seminar-style sessions covering leadership definitions, theory, frameworks, and the global application of skills. Students explore their behaviors, motivations, values, influences, and character in an effort to increase self-awareness and to think critically.

Prerequisite Knowledge

Junior Standing

Course Technology

Students should be familiar with the use of Microsoft Office Word and PowerPoint (or other acceptable presentation) software and have access to Angelo State University Blackboard.

Class Meeting Times

The class meets on Mondays from 8:00 a.m. to 10:45 a.m.

Technical Support

The Technology Service Center (TSC) may be contacted by calling (325) 942-2911 or 1-866-942-2911; or by email at helpdesk@angelo.edu

Faculty/Instructor Information

Ms. Gayle Randall

Senior Instructor of Management and Marketing

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Phone: 325-486-6619

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Office Hours: TBA

Course Textbook and Required Readings

Stephen R. Covey, *The Seven Habits of Highly Effective People*;
ISBN: 9781451639612; Free Press, 2013. *Housley Workbook*; 2014.
Principles of Leadership Workbook, Xanadu: 2014.

Supplemental required readings and videos are located on Blackboard.

Course Objectives

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As a result of completing this course, students should be able to: Articulate how one's background influences the way they lead and apply their findings to their global leadership interactions.

1. Clearly define their particular personal strengths and the activities they need to continue or eliminate to become who they want to be.
2. Claim ownership over their actions and decisions by studying theories and internalizing methods of being proactive, managing their time, embracing empathy and practicing the abundance mentality.
3. Apply situational leadership practices to people management and understand the right way to manage and empower the members of their organizations.
4. Identify their personal brand and understand the importance of personal brand management.
5. Understand the importance and best practices of building relationships versus "networking."
6. Evaluate theories of happiness and differentiate life satisfaction from personal fulfillment. Articulate a personal definition of happiness.
7. Acknowledge and internalize the debt they owe to society and embrace the importance of giving back to their global community.

Session Themes

Before January 25: Pre-Course Assignment – Self-Awareness

Real leadership has nothing to do with position, power or press – it involves self-awareness and an understanding of motivations and background influences in order to develop into a leader that matters. In Session One, students will internalize their motivations and how their background affects their leadership style. Leaders who matter first understand what they bring to the table and are able to see things from other people's perspectives.

Objectives:

By the end of this session, students will be able to:

- Articulate how their background influences the way they lead
- Apply their findings and self-discovery to their global leadership interactions

January 25: Week One – Who You Are

In the pre-course session, we worked on self-awareness – who you are on the inside and how that affects the way you behave and interact with others. In Session One, we're going to keep the focus on your character and talk through the way you're wired. What qualities do you value? What are your strengths? What are you predisposed to do? What activities and organizations help you become that person and what's distracting you from going pro in the area in which you want to be an expert?

Objectives:

By the end of this session, students will be able to:

- Come to a greater understanding of their character and who they are in relation to who they want to be
- Clearly define the particular personal strengths and activities they need to continue or eliminate in order to become who they want to be

February 1: Week Two – Ownership

In the end, it is an ownership over actions and decisions that matter most. Thoughts, feelings and intentions don't create change or start something new. In Session Two, students will review personal leadership theory from the first three of Covey's Seven Habits and revise their personal mission statement. Through discussion and reflection on 1) being proactive, 2) beginning with the end in mind, students will be guided to the understanding that their effectiveness as a leader really is up to them.

Objectives:

By the end of this session, students will be able to:

- Own their actions and decisions
- Understand methods to be more proactive and manage their time

February 8: Week Three – Ownership: Part II

Week Three covers the next three of Covey's Seven Habits that focus on interdependence and the ethical interaction with others. The personal leadership theories covered include: 1) put first things first, 2) think win-win, and 3) seek first to understand. This session reinforces the theme of individual ownership and proactivity first discussed in Week Two.

Objectives:

By the end of this session, students will be able to:

- Understand methods to embrace empathy and practice the abundance mentality
- Differentiate between production and production capacity

February 15: Week Four – Ownership: Part III

Week Four covers the remaining of Covey's Seven Habits that focus on interdependence and the ethical interaction with others. The personal leadership theories covered include: 1) synergize, 2) sharpen the saw. This session reinforces the theme of individual ownership and proactivity first discussed in Week Two.

Objectives:

By the end of this session, students will be able to:

- Understand methods to embrace empathy and practice the abundance mentality
- Differentiate between production and production capacity

February 22: Week Five – Building a Tribe

We talked in the first four sessions about the importance of taking ownership over your actions, but these things do not create influence unless you establish trust with those you are leading. Once you find yourself in the middle of the difficult work of running and leading an organization, it becomes evident that it's important to not only have the right tools and mindsets, but to also understand the importance of flexibility, integrity and adaptability in your role as a leader.

Objectives:

By the end of this session, students will be able to:

- Understand the role and drivers of trust and integrity in relationships
- Apply foundational leadership principles to organizational leadership practices
- Apply the situational leadership theory to people management

March 1: Week Six – Seven Habits Projects/Presentations

This session will be devoted to small group presentations with their unique perspective on material from the course. Topics will be randomly assigned from material covered on the syllabus and each presentation is to be modeled after the TED Talk format.

Objectives:

By the end of this session, students will be able to:

- Demonstrate their understanding of the leadership theories discussed through the creation of their own presentations
- Establish a reinforced understanding of the importance of interdependence through the collaborative nature of this project

March 8: Week Seven – Student Organizations Workshop

This session takes the tools from Session Six and provides students with a workshop setting to “doctor” their student organizations. Using Covey’s Seven Chronic Problems of organizations and Daniel Pink’s material on motivation, students will work in small groups to identify areas where their current organization needs help and develop a plan to create change.

Objectives:

By the end of this session, students will be able to:

- Develop the skillset to identify problems and issues in organizations and create effective solutions
- Understand the right ways empower the members of their organization
- Create an action plan to address chronic problems in their organizations

March 15: Week Eight – Failing Fast/Personal Mission Statement Due

It was once said that those who change things live within earshot of their last terrifying moment. In this session, we will encourage you to adopt the mindset of taking risks and being action-oriented. With paired readings and case studies on individuals and organizations that have chosen to live boldly, Session Eight is intended to drive you toward your next big thing.

Objectives:

By the end of this session, students will be able to:

- Identify areas in their life where they are drawn to take greater risks
- Adopt a bias toward action

March 22: Week Nine – The Five Practices of Exemplary Leadership

In Session Nine, we will present and explore Kouzes and Posner’s Five Practices of Exemplary Leadership model. Students will then review the results of their self and peer assessment through the Leadership Practices Inventory. By examining the feedback of their peers, students will be able to evaluate the effectiveness of their leadership style.

Objectives:

By the end of this session, students will be able to:

- Identify significant differences between self and peer evaluation of specific leadership practices
- Cite the significant empirical support for the Five Practices of Exemplary Leadership model
- Drive innovation and change by “challenging the process” in their organizations

March 29: Week Ten – You, Inc.

Leaders are a brand in and of themselves. Understanding your brand and taking into account the ways it is communicated will allow you to control the message you want others to receive. It’s quite difficult to achieve your goals and become the leader you wish to be if you don’t have a grasp of the product you’re presenting: You, Incorporated.

Objectives:

By the end of this session, students will be able to:

- Identify their personal brand and understand the importance of personal brand management
- Develop and elevator pitch for their personal brand
- Manage the channels for communicating their brand
- Understand the importance of building relationships, not “networking”
- Understand best practices of interacting with professionals and executives
- Understand the importance of acquiring a mentor

April 5: Week Eleven – Unique Perspectives Presentations

This is the second session devoted to small group presentations with their unique perspective on material from the course. Topics will be randomly assigned from material covered on the syllabus and each presentation is to be modeled after the TED Talk format.

Objectives:

By the end of this session, students will be able to:

- Demonstrate their understanding of the leadership theories discussed through the creation of their own presentations
- Establish a reinforced understanding of the importance of interdependence through the collaborative nature of this project

April 12: Week Twelve – Living A Life of Meaning

What makes us happy? What does it mean to live a life of meaning? In this session, students will go through an in-depth discussion about how our brain affects our perception of our own satisfaction and money's role in happiness. When it's all said and done – what is it that really provides one with lasting fulfillment and satisfaction?

Objectives:

By the end of this session, students will be able to:

- Understand the difference between day-to-day contentment and life fulfillment
- Understand the perceived effect money has on happiness in different societies around the world
- Articulate a personal definition of happiness

April 19: Week Thirteen – The Debt

Is service a choice or an obligation? Why do we always associate good leaders with service? At what point in your life is it the correct time to start “paying it forward?” Session Fourteen focuses on revealing the debt we owe to society, enforcing the urgency of social engagement and uncovering the personal fulfillment of service.

Objectives:

By the end of this session, students will be able to:

- Acknowledge and internalize the debt we owe
- Understand the urgency of social engagement as a young person

April 26: Final Class Session Wrap-Up/Awards/Course Evaluations

Completed Housley workbooks are due today. This assignment is worth 100 points.

The Debt Essay - 250-350-word paper about a key takeaway you've had from this course that you have connected with a personal experience and possibly a future mission. What experiences have or will drive you to give back to your family, friends, institutions, or society? Preface your Debt Essay with a brief 2-3 sentences of your biography. This assignment is worth 100 points.

Methods of Assessing Learning Outcomes

Learning Outcomes will be assessed through the completion of projects, assignments, essays, and participation.

Grading Policies

Evaluation

Your final course grade will be determined using the following criteria:

Personal Mission Statement	50 points
Seven Habits Project	75 points
Unique Perspectives Project	75 points
Class Preparation Assignments(10)	100 points
Attendance and Participation	100 points
Completed Workbook	100 points
Essay on The Debt	100 points
Total	600 points

Angelo State University employs a letter grade system. Grades in this course are determined on a percentage scale:

A = 90 – 100 %	A = 540 - 600 points
B = 80 – 89 %	B = 480 – 539 points
C = 70 – 79 %	C = 420 – 479 points
D = 60 – 69 %	D = 360 – 419 points
F = Below 60%	F = Below 360 points

Attendance and Participation

Attendance

Class will meet one day per week. Each student will be permitted no more than **one unexcused** classroom absence. **Absences in excess of one (1) unexcused absence will result in a lowering of your overall grade by a letter grade.** Excused absences arrangements must be made in **advance** of the class. These excuses may be presented following the missed class provided the instructor is notified in advance of the absence. The student is responsible for making up all missed work.

Participation

It is expected that students will take responsibility for their learning by:

- Being prepared for each class – having completed readings;
- Contributing to class discussion;
- Critically engaging course content;
- Being prepared for guest speakers;
- Raising questions or comments about readings; and
- Demonstrating respect for their peers.

NOTE: Being present for each class and actively participating is worth 100 points (20% of the final grade).

Personal Mission Statement

Each student will begin working on a personal mission statement before the course begins. This living document will be edited each week between classes to include new findings from class discussion, readings and video material. By the end of the course, students are expected to have a concise and accurate document that reflects who they are, what they want, their strengths, areas of improvement, leadership style and development plan moving forward.

Your completed personal mission statement is worth 50 points (8.3% of your final grade). Due March 15.

Seven Habits Project/Presentation

Each student will be assigned to a small group of about 4 at the beginning of the semester. Each group will present one of the Seven Habits from Covey's book. Topics will be randomly assigned from material covered on the syllabus and each presentation is to be modeled after the TED Talk format. Groups are expected to take ownership over their particular topic, find related material and present a leadership perspective from Covey's Seven Habits that has not yet been discussed in class and relate it to the leadership development of college students today.

The Seven Habits Presentation will be worth 75 points (12.5% of your final grade). Due March 1.

Unique Perspectives Project

Each student will be assigned to a small group of 3-4 at the beginning of the semester. Each group will present twice with their unique perspective on material from the course. Topics will be randomly assigned from material covered on the syllabus and each presentation is to be modeled after the TED Talk format. Groups are expected to take ownership over their particular topic, find related material and present a leadership perspective that has not yet been discussed in class and relate it to the leadership development of college students today.

Your Unique Perspective Project will be worth 75 points (12.5% of your final grade). Due April 5.

Class Preparation Assignments (CPAs)

Each student will complete the Class Preparation Assignment (CPA) each week before the start of each class session. A hard copy should be turned in at the beginning of each class with the exception of presentation days and the first and last session of class. Students must be present to submit CPAs, with the exception of excused university absence. To earn credit for the CPA, the student must show good faith effort on every question and attend class to modify and expand answers and add value to class discussion.

There are 10 CPAs worth 10 points each for a total of 100 points (16.6% of your final grade). Due each week.

Completed Workbook

Students will complete the majority of their work in both the Housley and the Xanadu course notebooks. Being present and actively participating should yield a completed notebook. At the end of the course, students will hand in their Housley notebook to be checked for accuracy and authenticity.

Your completed workbook is worth 100 points (16.6% of your final grade). Due April 26.

The Debt Essay

The final content-driven session in the course is titled, *The Debt*. The session explores the debt we owe to our communities and those around us and serves to push students, now equipped with a great understanding of themselves and their leadership capabilities, to immediately begin searching for ways to give back. This final paper is their personal articulation of what they believe their debt is and how they aim to pay it.

Your Debt Essay is worth 100 points (16.6% of your final grade). Due April 26.

Cell phone and laptop use/Eating in class

- Respect your classmates desire to learn in a distraction free environment.
- Turn off your cell phones prior to coming to class. Text messaging during class sessions is inappropriate.
- Additionally, it is expected that laptops be solely used for taking notes or presentations, not browsing on the Internet. Students who abuse the use of computers will be asked to turn them off.
- Normally, a break will be provided during the classroom sessions. It is encouraged to eat a bite at this time. Please refrain from eating during the sessions, as it can be disruptive to the speakers.

Course Policies

Academic Integrity

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university Academic Honor Code and the ASU Student Handbook.

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It is the professor's intention to be as fair and impartial as is humanly possible. Therefore, all students will be asked to adhere to the same set of guidelines and rules UNLESS there are disabilities or documented extenuating circumstances that have been discussed with the professor and the Student Life Office. Please make sure you inform the professor as soon as any situation arises. Do NOT wait until the problem is compounded by poor class performance, poor attendance, etc.

Academic integrity is expected. This includes, but is not limited to, any form of cheating, plagiarism, unauthorized sharing of work, or unauthorized possession of course materials. The professor assumes that all students can be trusted. Please do not violate this trust. Violation of academic integrity will result in a failing grade for the course.

Courtesy and Respect

Courtesy and Respect are essential ingredients to this course. We respect each

other's opinions and respect their point of view at all times while in our class sessions. The use of profanity & harassment of any form is strictly prohibited (Zero Tolerance), as are those remarks concerning one's ethnicity, life style, race (ethnicity), religion, etc.; violations of these rules will result in immediate dismissal from the course.

Accommodations for Disability

As stated in the Angelo State University Operating Policy and Procedure (OP 10.15 Providing Accommodations for Students with Disabilities), the Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at Student.Life@angelo.edu to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

Religious Holy Day Observance

As stated in the Angelo State University Operating Policy and Procedure (OP 10.19 Student Absence for Observance of Religious Holy Day), a student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Course Drop

To view information about how to drop this course or to calculate important dates relevant to dropping this course, you can visit http://www.angelo.edu/services/registrar_office/course_drop_provisions.php

Incomplete as a Course Grade

As stated in the Angelo State University Operating Policy and Procedure (OP 10.11 Grading Procedures), the grade I is given when the student is unable to complete the course because of illness or personal misfortune. An I that is not removed before the end of the next long semester automatically becomes an F. A graduate student will be allowed one year to remove a grade of I before it automatically becomes an F. To graduate from ASU, a student must complete all I's.

Grade Appeal Process

As stated in the Angelo State University Operating Policy and Procedure (OP 10.03 Student Grade Grievances), a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see Operating Procedure 10.03 at: <http://www.angelo.edu/content/files/14196-op-1003-grade-grievance>

Title IX at Angelo State University:

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance. This is done in order to connect students with resources and options in addressing the allegations reported. As a student, are encouraged to report any incidents of sexual misconduct directly to ASU's Office of Title IX Compliance and the Title IX Coordinator. You may do so by contacting:

Michelle Miller, J.D.
Title IX Coordinator
Mayer Administration Building, Room 210
325-942-2022
michelle.miller@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic at 325-942-2171, Counseling Services at 325-942-2371 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above. For more information about Title IX in general you may visit www.angelo.edu/title-ix.