DRAFT SYLLABUS

George Mason University  
Schar School of Policy and Government  
Spring 2018, Arlington Campus

PUBP 680-003: Applied Leadership Fundamentals

CONTACT INFORMATION:

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Phone: 703-969-3804 (cell)

COURSE DATES AND LOCATION.

Session 1: Thursday, March 22, 2018; 7:20pm-10:00pm  
Session 2: Thursday, March 29, 2018; 7:20pm-10:00pm  
Session 3: Thursday, April 5, 2018; 7:20pm-10:00pm  
Session 4: Thursday, April 12, 2018; 7:20pm-10:00pm  
Session 5: Thursday, April 19, 2018; 7:20pm-10:00pm  
Session 6: Thursday, April 26, 2018; 7:20pm-10:00pm  
Session 7: Thursday, May 3, 2018; 7:20pm-10:00pm  
Session 8: Thursday, May 10, 2018; 7:20pm-10:00pm (EXAM PERIOD)

All classes meet at Arlington Campus in Founders Hall 311 (ARLFH311)

OFFICE HOURS AND LOCATION.

By appointment Monday-Friday after 3:00 pm.  
WALK-in’s welcomed on scheduled class days: 3:00 p.m. -- 6:30pm  
Location: Adjunct Offices, Founders Hall 656, Arlington Campus.

I am generally always available via phone at the number above. Please be sure to leave a voicemail if for some reason I cannot answer.

REQUIRED TEXTS

3. Additional articles and/or book chapters as noted through the syllabus below and as needed.
COURSE DESCRIPTION

This course introduces students to the fundamentals of leadership through discussions, exercises, and in-class practice of leadership skills and concepts. We will emphasize the practical application of leadership theory and concepts. Using a widely accepted conflict management model, each student will make an assessment of their personal management style as well as demonstrate an understanding of how their style may impact interpersonal relationships and group dynamics. Participants should understand and use practical tools to enhance oral and written communications with peers, subordinates, and supervisors alike. Since this course has a compressed schedule, students should fully engage in the course from the start and expect to receive and provide constructive criticism, role play during exercises, and contribute to class discussion based on their personal and professional experiences and perspectives.

COURSE GOALS

The overall goal of the course is to introduce you to the fundamentals and application of leadership and develop your ability to assess yourself and others effectively. Specific objectives include:

- Demonstrate your understanding and application of leadership fundamentals.
- Increase your self-awareness through a personalized conflict management and leadership assessment to identify and explain strengths and weaknesses.
- Demonstrate the speaking and writing skills necessary to successful leadership, and increase experience using these skills in practical application.

The course will survey some of the most important questions that all leaders, and those who aspire to leadership responsibility and authority, need to consider as they develop and perform professionally, and demonstrate their competitiveness for leadership opportunities.
- What Makes a Person a Leader? What Makes a ‘Good’ Leader?
- What is the Difference between Leadership and Management?
- Are Leaders Born or Made? What are the Key Characteristics of a Leader?
- Are you a Leader? What are the Major Influences on your Life as a Leader?
- What is the relationship between Leadership and Followership? Team building?
- How do successful leaders manage the tensions inherent in conflict situations with followers necessary to ensure effective communication and resolution of performance shortfalls?
CLASS SCHEDULE, FOCUS, ASSIGNMENTS

SESSION ONE
Thursday, March 22
7:20pm-10:00pm

Topics Covered:
- Course Overview, Faculty/Student Introductions;
- Assignment Reviews;
- Introduction to Applied Leadership;
- Followership;

Reading Assignment:
- Maxwell, pp. 1-94.

Learning Outcomes:
- From the assigned readings, briefly explain each quality of a leader and its importance in establishing a successful leader-to-led relationship.
- Distinguish and explain qualities make a good leader and a good follower.

OPTIONAL Assignment: Submit your resume on or before the first class session. (You may submit it electronically before the first class session to the professor at wsutey@gmail.com or bring a hard-copy to Session One.) Please do not submit personally identifiable information such as home addresses or personal phone numbers. You may use placeholder address/phone numbers for formatting purposes if desired, such as (123) 456-7890. Ensure you highlight any leadership experiences you have had to date, to substantive managerial experience as well as extracurricular leadership experience in college, volunteer organizations, sports, etc. Those who submit a resume will receive feedback on their resume on or before the last class. This assignment is optional and has no impact on your grade.

SESSION TWO
Thursday, March 29
7:20pm-10:00pm

Topics Covered:
- Introduction to Applied Leadership continued;
- Using a “Think, Act, Be” Paradigm

Reading Assignment:
- Maxwell, pp. 95-155.

Learning Outcomes:
- From the assigned readings, briefly explain the additional qualities of a leader and their importance in establishing a successful leader-to-led relationship.
- Distinguish and explain the qualities that, in your view or experience, make a good leader and a good follower.
Identify and explain those qualities that, in your view or experience, will appeal to and inspire followers to respond appropriately to your leadership.

### SESSION THREE
Thursday, April 5
7:20pm-10:00pm

**Topics Covered:**
- Self-Awareness;
- Conflict Management;
- Interpersonal Relations and Group Dynamics;

**Reading Due:**
- Thomas-Kilman Conflict Mode Instrument (TKI) materials TBD.
- Skim Patterson, Grenny, McMillan & Switzler, pp. 1-31.

**NOTE:** Students will take the Thomas-Kilman Conflict Mode Instrument (TKI) during this session. We will administer, score, and review the results of the TKI as well as discuss how to use the information to improve interpersonal relations and group dynamics.

**Learning Outcomes:**
- Briefly explain each of the five different conflict-handling modes in the TKI model.
- From the results of your TKI assessment, identify and explain which of these modes you use most and least often.
- Identify and explain those conflict handling modes that, in your view or experience, could contribute to or undermine your effectiveness as a leader.
- Distinguish and explain the conflict handling modes that, in your view or experience, are most important for success as a good leader or a good follower.

### SESSION FOUR
Thursday, April 12
7:20pm-10:00pm

**Topics Covered:**
- Effective Communication;
- How to Provide Effective Feedback (Oral and Written)

**Reading Due:**
- Patterson, Grenny, McMillan & Switzler, pp. 1-31.

**In Class Practicum:**
- Mock Employer-Employee Counseling using your dominant and least utilized modes from TKI.

**Small Group Practicum:**
- Introduction to drafting, editing, and critiquing sample personnel evaluations.

**Learning Outcomes:**
- Demonstrate understanding, awareness, and management of conflict handling modes in a mock employee counseling session.
• Demonstrate an understanding of the elements of as well as draft and edit an effective written personnel evaluation.

SESSION FIVE
Thursday, April 19
7:20pm-10:00pm

Topics Covered:
• Effective Communication Continued;
• Leading While Uncomfortable (aka “Tough Topics”);

Reading Due:
• Patterson, Grenny, McMillan & Switzler, pp. 32-230.

Small Group Practicum:
• Mock Employer-Employee Counseling using Crucial Conversations model.

Assignment Due:
• Two minute “Team Intro” oral presentation (Details will be discussed during Session One).

Learning Outcomes:
• Demonstrate the steps to prepare for a difficult conversation in which conflict can escalate and avoid “traps” that can sabotage healthy conversations.
• Demonstrate techniques for opening a conversation to make it safe for both parties and focus on achieving desired outcomes by staying in dialogue instead of regressing to debate or defensiveness.
• Demonstrate how to manage the ineffective behaviors of others as well as your own personal reactions to difficult conversations.

SESSION SIX
Thursday, April 26
7:20pm-10:00pm

Topics Covered:
• Effective Communication Continued;
• Leadership and Gender, Race, Religion, and More;
• Ethics and Legal Matters

Reading Due:

Small Group Practicum:
• Continued - Mock Employer-Employee Counseling using Crucial Conversations model.

Assignment Due:
• Continued - Two minute “Team Intro” oral presentation (Details will be discussed during Session One).
Learning Outcomes:
- Explain how gender, race, religion, politics, and other divisive topics may influence the steps to prepare for a difficult conversation in which conflict can escalate and avoid "traps" that can sabotage healthy conversations.
- Identify and discuss techniques for opening a conversation to make it safe for both parties and focus on achieving desired outcomes by staying in dialogue instead of regressing to debate or defensiveness over gender, race, religion, politics, or other divisive topics.
- Identify and explain those qualities of a successful leader that, when neglected or compromised, increase the risk of an ethical failure. Identify and explain what, in your view or experience, are some of the ways to manage this risk.

SESSION SEVEN
Thursday, May 3
7:20pm-10:00pm

Topics Covered:
- Managing External Perceptions,
- Presenting Yourself as a Leader,
- Visual and Verbal Presence,
- Course Wrap Up & Course Evaluations;
- Continuous learning about: yourself, your followers, and successful leadership.

Reading Due:
- In lieu of an article, please watch Amy Cuddy's Ted Talk, “Your Body Language Shapes Who You Are,” at https://www.youtube.com/watch?v=Ks-Mh1QhMc

Note: Please attend this class in business attire or attire appropriate to the position to which you aspire. The purchase of clothing is neither required nor encouraged. If you have any questions, please contact the professor.

In-Class Practicum:

Oral Practicum:
- Introducing Yourself (the 30-second pitch).

Learning Outcomes:
- Demonstrate leadership qualities through visual and verbal communication.
- Identify resources and techniques for continuous professional development as a leader.

SESSION EIGHT
Thursday, May 10
7:20pm-10:00pm

FINAL EXAM PERIOD: TO BE DETERMINED
COURSE REQUIREMENTS

Your grade in this course will be based upon the elements listed below. Each element will be assigned a letter grade with corresponding numeric values based on the University grading policy for graduate students. The grades will be based on my professional judgment of the quality of your work. I take everything into consideration from substance to style. Written work is expected to be grammatically correct, carefully considered and well-presented. Work of the highest quality includes but is not limited to accurate information, adequate depth and breadth, relevance, and clarity of concepts considered.

For any group projects, all members will receive the same grade. However, I reserve the right to assign an individual grade to any member of the group who does not participate, is disruptive, or otherwise impairs the group’s ability to function effectively.

Assignments are due in hard-copy format at or before the beginning of class. There is no need to submit electronic assignment unless requested to do so by the instructor. You must submit your work on the date assigned regardless of whether you are physically present for class. If you have a special need for a late submission, such as a medical emergency with doctor’s note, please contact me immediately. Late submissions will be considered on a case by case basis only under these circumstances. All other late submissions will be marked down one grading notch for each calendar day it is late (An A to A-, B to B- for example).

Written work should be double-spaced, 12 point font, with 1 inch margins. Assignments must adhere to the page limit specified. Pages beyond the limit will not be read and may impact your grade for the assignment. Staple any assignments beyond one page (no paper clips or binders). Remember to indent paragraphs and put your name on every assignment.

Course grade is based upon:
1. Class attendance and active participation (30%);
2. Individual Paper: Leadership Development Plan (30%)
3. Oral Presentation (30%);
4. Peer evaluation of your oral presentation (10%)

The university graduate school grading policy is online at: http://catalog.gmu.edu/content.php?catoid=15&navoid=1172

Grades are based on the following 4.0 point system:

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<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>Satisfactory/Passing</td>
</tr>
</tbody>
</table>
DRAFT SYLLABUS

A 4.00 Satisfactory/Passing
A- 3.67 Satisfactory/Passing
B+ 3.33 Satisfactory/Passing
B 3.00 Satisfactory/Passing
B- 2.67 Satisfactory*/Passing
C 2.00 Unsatisfactory/Passing
F 0.00 Unsatisfactory/Failing

Class attendance and participation: This course only meets seven times so attendance is expected at all class sessions. Moreover, active participation is critical to this course. Participation in class takes into account the student’s earnest discussion of the topic and demonstrated knowledge of the assigned readings; application of course concepts to relevant current events or work experiences of individual students; and courteous, professional, respectful dialogue with the professor and each other. Checking texts, emails, or other electronic media during class time is not considered professional or respectful. If you must miss class, contact the professor in advance.

Individual papers: Each student prepares a short paper on a topic related to this course. Maximum length of the paper is 5 pages. Page limit is strictly enforced to encourage clear, concise communication. Details provided in class.

Oral Presentation: Each student will give an oral presentation to the class. Details provided in class.

Peer Evaluation: Each student will provide written evaluation of the quality of each classmates’ oral presentation. These evaluations, when combined, form 10% of the grade. Details provided in class.

REFERENCES AND DOCUMENTATION

Legitimate sources are books, published manuals, magazines or newspapers, scholarly journals, and government documents, etc. You may cite internet-only sources to comment on the nature of the debate, but I don’t consider websites like Wikipedia to be legitimate sources of research in a graduate course in public policy. Also, it is always preferable to use original source documents rather than secondary sources. You are responsible for accurately and consistently citing referenced material. You may use either the Chicago Manual of Style (preferred) or the Publication Manual of the American Psychological Association. Both are available in print and on-line.
Special Needs of Students

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.

Plagiarism

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the Schar School of Policy and Government. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student’s work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1412. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (CAPS) (703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730 or emailing cde@gmu.edu.