



Leadership Models for Strong Organizations Undergraduate Course Information Guide

Course Number: DCM 303, 4 credits, 5 Weeks
Delivery Formats: Online Async

<u>Learning Outcomes</u>	<u>Learning Strategies and Resources</u>	<u>Learning Deliverables</u>
<u>Assessment/Grading</u>	<u>Course Schedule</u>	<u>Policies</u>

Course Description

This course is designed to explore the research, practices, purposes and scope of leadership as a tool to develop leadership skills that will influence and inspire others. Both individual and organizational aspects will be presented and will include such areas as behaviors, ethics, communications, cultures and current practices. Emphasis will be on application of leadership theories and skill building through self-assessment exercises and cases.

Learning Outcomes

After completing this course, you will be able to:

- Describe competencies, skills, and actions expected of a leader in an ever- changing environment.
- Explain the central role that values-based decision making plays in the leadership process.
- Explore the relationship between leadership ethics, values, and trust and an effective leadership model.
- Analyze various leadership models to determine their value in the current organizational environment.
- Identify and apply key principles and practices that will strengthen follower competencies and create an environment of collaboration around a shared vision.
- Reflect on your leadership aspirations, skills, strengths, values and motivation as a potential guide and resource for designing a leadership model and your future leadership development plans and activities.

- Develop a leadership model that includes skills and competencies necessary to address the chaos of organizational disruption and inspires followers to perform at their best.
- Further develop your writing, rhetorical and critical thinking skills.

Learning Strategies and Resources

Students will examine core competencies and skills most relevant to the current organizational environment and the digital revolution. This five module course provides an opportunity to explore best practices of leadership, core values, leadership development, and self-leadership. Each module serves as a resource as you build the framework for an organizational leadership model and consider relevant competencies, skills, actions, and behaviors designed for immediate application, for developing future leaders, and for measuring effective leadership.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

Posner, B.Z. & Kouzes, J.M. (2017) The leadership challenge: How to make extraordinary things happen in an organization. (6th ed.) Hoboken, New Jersey: John Wiley and Sons, Inc. ISBN-13: 978-1119278962

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

Final project: Students will develop and design a leadership model for an industry or field of interest based on competencies and skills presented in the course and independent research. The final project will be a narrated powerpoint.

Discussions: Five discussions will be offered in this course. Students are expected to post an initial response to the discussion and participate in group discussions responding to a minimum of two classmate's post.

Reflection papers: Two reflection papers provide students an opportunity to assess learning, identify challenges, and consider how to apply concepts both personally and professionally.

Project Task Papers: Students will build on their final project throughout the course with focused attention on each component of a leadership model.

Group Activity: Students will be assigned to a small group in module three to share resources and discuss final project.

Sharing Research: Students will share their independent research with the class to expand on concepts and theories of leadership models.

[Back to Top](#)

Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Online Discussions	25%
Reflection papers	15%
Research Sharing	6%
Group Activity	10%
Written Assignments	19#
Final project presentation	25%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

[Back to Top](#)

Course Schedule

Week and Module Title or Theme	Readings / Activities	Graded Assignments

<p>Week 1, Module 1: Leadership Expectation</p>	<p>Posner and Kouzes, Chapter 1 and 2 Morgan, A. (2017). The 4 keys to credibility, Chief Learning Officer, 16, (8) 66-66. Singh, J. (2016). What makes for great leadership? NZ Business + Management, 30 (1) 22-22. Video: Great leadership starts with self-leadership (2016) Lars Sudmann TEDxUCLouvain 12:46</p>	<p>Discussion Post I-initial response due Wed. Response to peers due Sun. Project Task Paper I due Sunday</p>
<p>Week 2, Module 2: Value-driven Leader</p>	<p>Posner and Kouzes, Chapter 3 and 4 Yacovelli, S. (2019). The top 6 leadership competencies everyone should know and grow: being a smart and effective leader isn't easy. Leadership Excellence, 36 (8) 5-6. Fernandez-Araoz, C., Roscoe, A. & Aramaki, K., (2017). Turning potential: the missing link in leadership. Harvard Business Review, 95 (6) 86-93. Video: Doing Core Values (2017) Bob Keiller TEDxGlasgow 12:17</p>	<p>Discussion Post II-initial response due Wed. Response to peers due Sun. Project Task Paper II due Sun. Research Sharing due Sun.</p>
<p>Week 3, Module 3: Leaders as Teachers</p>	<p>Posner and Kouzes, Chapter 6 and 10 Jastzabski, C. (2020). Be a leader others want to follow: 4 ways to develop greater self-awareness. Personal Excellence, 25 (7) 11-13. Feigen, M., Wallach, B., & Warendh, A. (2020). Look to military history for lessons in crisis leadership. Harvard Business Review Digital Articles. 2-4. Martin Luther King I Have a Dream Speech - American Rhetoric</p>	<p>Discussion Post III-initial response due Wed. Response to peers due Sun. Learning Reflection Paper due Sun. Group Activity due Sun.</p>

	Video: Why good leaders make you feel safe (2014) Simon Sinek 11:59	
Week 4, Module 4: Head and Heart Leadership	<p>Posner and Kouzes, Chapter 11 and 12</p> <p>Tobin, T.J. (2015). What is your leadership story? <i>Leadership Excellence</i>, 32 (4)25-26.</p> <p>Lanaj, K., Foulk, T. A., & Erez, A. (2018). How self-reflection can help leaders stay motivated. <i>Harvard Business Review Digital Articles</i>, 1-4.</p> <p>Video: How leaders change brains and win hearts (2017) Fiona Kerr TEDxAdelaide 11:42</p>	<p>Discussion Post IV-initial response due Wed.</p> <p>Response to peers due Sun.</p> <p>Project Task Paper III due Sun.</p>
Week 5, Module 5: Leading Yourself	<p>Posner and Kouzes, Chapter 8 and 13</p> <p>Cable, D. (2018). Listen. Learn. Liberate. Successful leadership involves giving employees the scope to explore, experiment, and improve. <i>London Business School Review</i>, 29 (1) 6-9.</p> <p>Steffensmeier, T. & Chrislip, D. (2019). Changing the game: developing a new lexicon for leadership. <i>Journal of Leadership Studies</i>, 13 (1) 62-66.</p> <p>Video: Why you need to take more risk(2015) Steve Haley TEDxVicenza 12:50</p>	<p>Discussion Post V-initial response due Wed.</p> <p>Response to peers due Sun.</p> <p>Final Project narrated presentation due Sun.</p> <p>Learning Reflection Paper due Sun.</p>

[Back to Top](#)

Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

DePaul Student Handbook

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

Suite 1400, Daley Building, 14 E. Jackson Blvd., Chicago
Website: <https://scps.depaul.edu/>

Office hours: 9:00 am - 5:00 pm, Monday-Friday.
Telephone: 312-362-8001. General Email: scps@depaul.edu
For Advising Assistance, call (312) 362-5445 or email scpsadvising@depaul.edu

This document was updated 7-1-24.

[Back to Top](#)