DePaul | School of Continuing and Professional Studies

Effective Leadership in Changing Professional Environment
Undergraduate Course Information Guide

Course Number: DCM 301, 2 or 4 credits, 10 Weeks
Delivery Formats: Online Async

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

Course Description

In this leadership course, students will use readings, behavior/trait surveys, and case studies to understand leadership theories and models. Participants will learn to create, establish, and reinforce cultural rules of engagement designed to increase communication effectiveness and get the most out of the current human dynamic in their respective environments. Understanding these various leadership models allows students to reflect on their own style in today's culturally changing environments.

Learning Outcomes

After completing this course, you will be able to:

• Identify and articulate two or more theories or models explaining at least four basic leader behavior styles.

• Describe and assess anticipated change in the environment, address problems associated with those changes, using leadership approaches and skills.

• Apply principles of cultural rules of engagement and communication in order to identify, analyze, plan, and implement personal and professional goals in changing environments.

• Assess conditions, leadership behaviors, and outcomes to address gaps in diversity and inclusion and demonstrate the value of differences and greater opportunities for all people.

• Develop a personal leadership plan based on the results of leadership assessments to determine areas of improvement for effective leadership and identify specific competencies and actions necessary for building skills.

Learning Strategies and Resources

• Topic Narrative: Informational overview will be provided in each module.

• Readings: Students are expected to complete each reading assignment and incorporate theory, concept, and practices introduced in the module to complete all exercises as assigned.

• Discussion: Students will discuss specific questions related to the readings and critically address problems presented in case studies. They will contribute to the collaborative learning process.

• Analysis and Assessment: Students will use critical thinking skills to analyze arguments presented in scholarly articles. They will assess leadership skills to determine gaps in personal leadership and determine skills to be developed. Students will also discover perception of their leadership through interaction with colleagues.

• Reflection of Learning: Students will reflect on their learning, their values and beliefs to uncover who he/she is as a leader, identify how theories, concepts, and practices impact their leadership, and determine what skills are necessary to become an effective leadership.

• Leadership Development: Students will identify competencies and determine strengths and weaknesses to becoming an effective leader. They will develop a personal leadership plan with actions steps, a support system, and a timeframe for learning new skills.

Required Readings

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

Northouse, P. G. (2022). Leadership: Theory and Practice. (9th ed.). Thousand Oaks, CA: Sage Publications ISBN 9781544397566

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

• Presentations: A power point informational overview will be provided in each module.

• Readings: Students are expected to complete each reading assignment and incorporate theory, concept, and practices introduced in the module to complete all exercises as assigned.

• Discussion: Students will discuss specific questions related to the readings and critically address problems presented in case studies. They will contribute to the collaborative learning process.

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Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
10 Discussion Topics	20%
10 Case Studies	20%
4 Article/Video Critique	10%
4 Skill Assessments	10%
10 Reflection of Learning	10%
Personal Leadership Plan I	15%
Personal Leadership Plan II	15%

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

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Defining Leadership	Northouse, Chapter 1,2,3 Drew, G. M. (2010) Enabling or "real" power and influence in leadership. Economy, P. (2013) Seven traits of highly effective leaders. Inc.com Videos: Why credibility is the foundation of leadership, Posner What to look for in great leaders, Bertoline	Discussion –Introduction Discussion One- Leadership and Management and Case Study One Analysis of Skills Assessment Reflection of Learning One- Personal Perspective of Leadership
Week 2, Module 2: Behavioral Approach to Leadership	Northouse, Chapter 4, 5. Lang, D. (2016) Choosing an appropriate leadership style. Schwantes, M. (2016) 5 Leadership Behaviors You Want in a High-Potential Employee Yukl, G. (2012). Effective behavior: what we know and what questions need more attention. Videos: What do all great leaders have in common, Matt Beeton Listen, learn ... then lead, Stanley McChrystal	Discussion Two-Impact and Influence of Leadership Style and Case Study Two Analysis of Skills Assessment Reflection of Learning Two –Your Development Level and Support
Week 3, Module 3: Follower-	Northouse, Chapters 11 and 13. Ramalingam (2020) 5 principles to guide adaptive leadership.	Discussion Three – Follower Role and Case Study Three

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Centered Leadership	Watch videos: The Art of Following, Bentley (2017) Adaptive Leadership-Leading Change, Linsky (2011) The distinction between technical and adaptive challenges. (2020)	Video Critique-Adaptive Leadership Reflection of Learning Three-Leadership and Followership Insight
Week 4, Module 4: Motivation and Leadership	Northouse, Chapters 6 and 7. Kattan, M., & Fox, T. (2014) A Study of personality and leadership styles among members of a rock band. Videos: How to build (and rebuild) trust. Frei (2018) This is what makes employees happy at work (2019)	Discussion Four-Three Most Important Factors in Leadership Development and Case Study Four Article Critique Reflection of Learning-Relational Leadership
Week 5, Module 5: Leadership and Change	Velasco (2019) Resistance to diversity and inclusion change initiatives Videos: Who needs tricks? Charisma has magical powers. Ensor, (2019) Cultivating Leadership: How to Become the Best Leader You Can Be (2015)	Discussion Five-The Value of Transformational and Transactional Leadership and Case Study Five Personal Leadership Development Plan Part I Reflection of Learning-Leadership at its Best
Week 6, Module 6: Leadership and Values	Northouse, Chapters 9 and 10. Bawany, S. (2015) Discovering your Authentic Leadership. George, B. (2016) The truth about authentic leadership Websites:	Discussion Six-The Greater Good and Case Study Six Analysis of Skills Assessment Reflections of Learning Six-Your Greatest Crucible

	Robert E. Greenleaf The Center For Servant Leadership Videos: Fett, A. (2017) Servant Leadership: How a jar can change the way you lead and serve.	
Week 7, Module 7: Team Leadership	Northouse, Chapter 16. Clemmer, J. (2017) 7 Leadership team failure factors: what example is your team providing? Hoegl, M. & Muethel, M. (2016) Enabling shared leadership in virtual project teams: a practitioners' guide. Project Management Journal. (47)(1) p7-12. Videos: Are you an ideal team player? Lencioni, P. (2020)	Discussion Seven-Shared Leadership and Case Study Seven Case Study Seven Video Critique Reflection of Learning Seven-Your Leadership Mental Model
Week 8, Module 8: Leadership and Gender, Diversity, and Inclusion	Northouse, Chapters 12 and 14. Bourke, (2020) The key to inclusive leadership. Nicholson, N. (2022) The missing DEI strategy: cultivating inclusive leadership: the impact of leadership on DEI. Tavakoli, M. (May, 2015) Diversity & inclusion drive success for today's leaders. Videos: Let's stop talking about diversity and start working toward equity. Medina, P. (2019)	Discussion Eight-Diversity and Inclusion and Case Study Eight Inclusive Leadership Reflection Reflection of Learning Eight-Un-silencing the Voice

	Practical diversity: taking inclusion from theory to practice, Bennet (2015) 3 ways to be more inclusive, Onafowokan, (2020)	
Week 9, Module 9: Leadership and Ethics	Northouse, Chapter 15. Battilana, (2021) Don't Let Power Corrupt You. Ethical decision-making: getting better at doing right (2021) . Watch Videos: Ariely, D. RSA ANIMATE: The Truth About Dishonesty (2012) (11:08)	Discussion Nine-Moral Decisions and Case Study Nine Case Study Nine Reflection of Learning Nine-Ethical Leadership Style
Week 10, Module 10: Nonprofit Leadership	Mont, S. (2017) The future of nonprofit leadership: Worker self-directed organizations Barlow, J. (2017) What does the Executive Director of a nonprofit organization do? Eisenstein, L. (2019) Nonprofit Executive Director Transition Plan	Discussion Ten-Many Hats of a Nonprofit Leader and Case Study Ten Reflection of Learning Ten- Leadership and You Personal Leadership Development Plan Part II

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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

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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

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